EXTRACLASS AND INTRA MURAL ACTIVITIES IN HIGH SCHOOLS

BY

ALEXANDER CRIPPEN ROBERTS

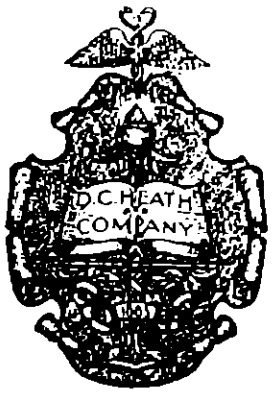
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FOREWORD

The thought is not new that every experience educates. Every stimulus which an individual experiences leaves its indelible impress upon him. Nor is the thought new that the spirit in which a thing is done may be far more important than the form of the thing itself. While we have rendered lip service to these two principles for many generations, we have not laid heavy tribute upon them until comparatively recently. In the past we have talked, and rather glibly, about the well-rounded development of individuals, confining our attention pretty largely to familiarizing them with the tools of learning. In more recent years, we have, thanks to the instruments of science, greatly improved the technique of instruction, and we have given increasing attention to the knowledge which students should possess.

Life, however, is not confined to learning, and education is not limited to formal schooling. Much of life is lived outside of school, and much of education is derived from contacts and stimulations that lie outside the classroom. The things which society deems important sooner or later influence the materials and methods of the schools. First there comes a questioning, then a change of attitude, and finally a modified program. Even the formal aspects of education do not stand immutable and unchanging; they give way grudgingly in the face of the changing forces of the social order, but they give way.

No finer illustration of these changes can be found than the attitude of the American schoolmaster with regard to the so-called extracurricular activities. Once wholly outside the pale of his attention and consideration, they now are in the very focus of his thought. This statement is not meant to convey the impression that the schools of this country have become veritable playhouses. Nothing could be farther from the truth. Nor does the statement mean to imply that mathe-

matics, history, science, language, and the other subjects have fallen into a state of "innocuous desuetude." Again, nothing could be farther from the truth. Attention on the part of the schoolmasters to the conduct of youth hitherto largely spontaneous does not mean that the schools have become glorified theatres and Olympic nurseries and that instruction in the "regular" subjects of students is any less proficient than formerly; indeed, there is abundant evidence to show that there has been marked improvement in this respect in recent years.

But the educational leaders have discovered that in the things youth indulge in largely of their own initiative, there is interest, mastery, self-criticism, active public opinion — in fact, training in the lessons of give and take, of leadership and followership. They find that the conduct of students is not wholly unrelated to the experiences of their daily life, and furthermore, when it is remotely related, that they dramatize it in terms of the things that they know. These statements seem trite enough, and yet it has taken us many years to realize fully the contribution which these views have for education in general.

The significance of this contribution becomes clearer as one considers the philosophy of extracurricular activities, rather than the activities themselves. A census of the activities is of importance, but a consideration of the activities in terms of their social and educational meaning is vastly more important. That is the task which the authors have set for themselves in this book. They are thinking of all of the forces that play upon an individual in training him in citizenship. They are not controlled by the thought that the schools are to train "academic apostles" but rather by the thought that the schools are society's agent for the integration of all the forces of training for more effective citizenship.

LOTUS D. COFFMAN

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INTRODUCTION

This volume is the outgrowth of the interest, study, experience, and teaching of the writers. It is permeated by the social point of view obtained from their academic interests in history and political and social science. They have had joint responsibility for five university courses in education, covering the field of the curricular and extracurricular work and the administration and supervision of both junior and senior high schools. This has led to a continuing survey and evaluation of the current educational literature bearing upon the psychological and sociological implications of the modern high school. A realization of the increasing importance of the place of extracurricular activities in attaining the objectives of secondary education has been a natural consequence.

The fundamental purpose underlying the preparation of their course on extracurricular activities has been threefold: to show, first, that there is a concept of American democracy; second, that the American high school is a part of this concept of American democracy, in that it is the accepted training instrument set up to prepare American youth for responsible citizenship in this democracy; and third, that extracurricular activities are the foremost elements in the high-school program for reaching this supreme objective.

This volume has been written, therefore, with these aims and objectives: first, to analyze the implications of a philosophy of secondary education in the United States as a part of the fundamental philosophy of democracy; second, to analyze the development of the cosmopolitan high school, training students from all classes of society for responsible citizenship, and the rise of the extracurricular activities as the dominant note of this democratic concept; and third, to indicate the possibilities of these activities in the high school of the future in influencing the socialization of the curriculum, in pointing out and solving

the problems of individual differences, and in guiding the teachers and experts in the vocational and educational adjustment of students. Every attempt has been made to justify the extracurricular development in the American high school by means of much experimental data and specific illustrations. It is an attempt to interrelate the three fundamental concepts: American democracy, the American high school, and the extracurricular activities.

The scope of the study includes, as a historical background, consideration of the aims and objectives of the Latin grammar school, with its narrow curriculum of classical studies for the small group of boys who were to be trained for leadership in the church and state; the reason for the institution of the academy, with its more liberal course of study but limited influence, because of its inaccessibility, since it was a fee-charging and private school, to a great many students; the gradual development of the democratic high school in the last one hundred years into an institution which cares for immense numbers of students, preparing them for participation in a society which has become, in that period, exceedingly complex because of economic, industrial, and social readjustments. This has necessitated a complete realignment of the educational point of view so that graduates may take with them sound moral, civic, and social concepts as proper bases for their intelligent participation in this new American life. Extracurricular activities have become an important phase of an educational philosophy which is attempting to state and provide a solution for the problems of democracy as they are crowding in upon us in the twentieth century. They have gradually attained this prominent place in the minds of educators in proportion as the philosophy of democracy has come to be more and more understood by the American people since 1895, when John Dewey stated the democratic ideal that " education is life " and not a preparation for relationships that are essentially different from those experienced in the high school itself. A large part of the volume is, therefore, a consideration of the extracurricular activities as a factor in teaching students *how to live* through concrete and definite experiences in *living* in a school community which reflects all the problems of the larger civic community. The en-

tire scope of the extracurricular activities is considered, since each phase affects the problem of enlisting the interests of three and one-half millions of students in the modern cosmopolitan American high schools. Since they do play an important part in making the high-school life of value to these students who come from all classes of society and are endowed with all degrees of ability, they necessarily and inevitably become a vital part of a philosophy of secondary education.

A social point of view is here attempted. The foundational ideas throughout the volume consist of a set of principles or aphorisms of so axiomatic and banal a character as to be entirely commonplace; yet these principles must be clearly understood, since their application to high-school education has been by no means completed, although they have profoundly changed every aspect of high-school life in the last decade. The following constitute the working social creed of the writers:

1. The high school is a social institution, social in its organization, methods of teaching, purposes, and outcomes.

2. High-school students vary widely in interests, capacities, and future vocations; yet each must now and in the future live in a maze of intimate and intricate social relationships.

3. Community life has become complex; high-school life must become increasingly complex.

4. The common good requires that high-school education be the right of every boy and girl of sufficient intelligence and character to justify it.

5. No body of curricular material and no activity may remain in the high school which serves no educative purpose.

6. The high school can neglect or ignore no worth-while educative activity.

7. Pupils benefit most from those worth-while activities which they most enjoy.

8. Pupils are in high school to work hard at worthy tasks; those who will not give their best efforts to something worth while forfeit their privileges.

9. Deep in the emotions lie the wellsprings of action.

10. Men act upon feeling, impulse, and habit, rather than upon calculated judgments.

11. Knowledge, ideals, and practice constitute the surest foundations of habit and character.

12. Motivation is not only justifiable; it is essential.

13. Interested students learn; others do not.

14. "Soft" education must and can justify its existence.

15. Motive and interest make *hard* education *soft*.

16. Curricular materials of permanent worth are social in content and social in method of acquirement.

17. Constructive discipline is driving all other kinds from the modern high school.

18. The way to grow into a good citizen is habitually to practice good citizenship.

19. That high school best serves its state and community need and its own fundamental purpose which consciously sets up the widest opportunity for boys and girls to learn and practice those social duties which, being men and women, they will be required to perform.

The scope of the volume may be summarized under the following eight general topics:

1. The philosophical background and the contribution of extracurricular activities to the realization of democratic ideals.

2. General activities as training for school and community citizenship: student participation in government, assemblies, boys' and girls' clubs, high scholarship and honor societies, and social activities and social groups.

3. The contribution to the general school and community life of publications, athletics, music, dramatics, and debate.

4. The objectives of the school service program.

5. The objectives and programs of the academic clubs: English, foreign language, social-civic, science, mathematics, commercial, and technical-vocational.

6. The organization of the extracurricular program: supervision and administration, school credit, faculty participation and responsibility, and finance.

7. The elementary and junior high-school contribution to good school and community citizenship.

8. Probable future development.

The materials presented have been drawn from three general sources, (*a*) the book and magazine literature, (*b*) the results of a questionnaire study, and (*c*) the personal experiences of the writers as high-school teachers, coaches, and principals.

The scope of the bibliography indicates the efforts of the writers to become familiar with and to analyze current educational thought with respect to these newer educational developments.

The questionnaire study brought together an exceedingly valuable collection of extracurricular materials and most pertinent comment by outstanding principals throughout the

United States. The materials were collected in the following manner:

The writers chose thirty states as typical of these sections in the development of their high-school programs. To a prominent school official of each state, usually the executive secretary of the state teachers' association, the following letter was sent:

> We are attempting to gather first-hand information in regard to the best developed high-school social and extracurricular programs throughout the country. Will you kindly send us the names and addresses of five to ten high-school principals in ——— whose high schools are outstanding in these respects.
>
> We are interested in student participation in school control, a wide social and extracurricular development, and the best plans for student and faculty coöperation.
>
> Your help will be much appreciated.

Twenty-five replies were received in time to be included in the study, and a list of two hundred principals was compiled. To each principal the following letter was written:

> You have been named to Mr. Draper and me by an outstanding school official of ——— as the head of a thoroughly organized and socialized high school. Both of us as high-school principals pioneered in this field, and our interest is exceedingly keen.
>
> We are seeking to bring together fine examples of coöperation and team work as shown in the best modern high schools. To that end, we inclose a request and a questionnaire.
>
> Whatever you can do in supplying these materials and the information will be much appreciated.

One hundred replies have been received and analyzed, the valuable contributions of which will be apparent throughout the volume.

The following questions made up the questionnaire:

Principal ——— May we quote you? ———

1. How many years has it taken to build up your high-school spirit and organization?
2. In whom or in what body does final responsibility for good discipline rest? Why there?
3. What activities are contributing most this year to good school and community citizenship?
4. How far have you gone in recognizing and promoting superior scholarship?

5. Of the purely social activities, which do you promote? Please indicate extent.

6. Which activities have given you the greatest personal satisfaction? Why?

7. What special difficulties and dangers have arisen in your extracurricular program?

8. If you could have your own way (which is impossible to most of us), which activities should you start or promote, and which should you hold back or suppress?

9. Can the high-school fraternity or sorority compete in a modern socialized high school? Why?

10. How have you solved the problems of financial control?

11. What gains justify so great expenditure of time, energy, and money in extracurricular activities?

12. What are the present trends in your extracurricular program, and what will be the future development probably?

The following request for material accompanied the letter and questionnaire:

May we have copies of any or all of the following?

1. A list of your going school activities.
2. An outline of your scheme of student government or student participation in government, committees, courts, etc.
3. Copies of rules or constitutions under which student groups large or small operate.
4. Scheme of handling assemblies and sample programs.
5. Schemes for promoting scholarship, honor societies, etc.
6. Rules governing purely social functions.
7. Copies of any publications available.
8. Schemes for management and control of athletics, music, dramatics, debate, literary, etc.
9. Scheme for handling school service program, traffic, student police, fire, etc.
10. Lists of active academic clubs, rules, programs, etc.
11. Scheme of recognizing activities, honor letters, point system, credit toward graduation, etc.
12. Plan of fixing faculty responsibility.
13. Plans, blanks, etc., for financial control.
14. Copies of anything significant in the extracurricular life of your school which has not been suggested by the foregoing.

A second questionnaire study was organized to make available a study of the best present practice in the programs of the academic clubs. To the principals of well-known high schools the request was sent that they place the following material

in the hands of the sponsor of high-type academic clubs, the following circular letter, and the questionnaire blanks:

To the Sponsors of Academic Clubs:

This questionnaire has come into your hands because your high school is known as a modern socialized high school, and through the kindness of your principal. In order to round out our study of extracurricular practice, we need some new concrete material covering the problems and programs of the academic clubs. Will you please tell us something about the activities of your club? We can use a considerable amount of illustrative material, year programs, special programs, regular meeting programs, announcements, write-ups, schemes of recruiting membership, penalties, etc. All of which will be gratefully received and utilized in our class work and our writing.

If you can secure for us copies of successful programs from the sponsors of other clubs in your high school, they also will be exceedingly useful.

1. How are sponsors chosen? For how long?
2. How are new members chosen? How dismissed or dropped?
3. What types of programs are most successful in your club? Why?
4. How are programs planned and how carried out?
5. In what activities outside the club programs has the club participated this year?
6. What officers do you have and how elected?
7. What social features, if any, do you have in connection with your club?
8. What gains to members, sponsor, curriculum, or school justify the costs in time and energy?
9. What special difficulties and dangers have arisen in your club?
10. How have you solved the problem of expense?
11. What are the present trends in the programs and other activities of your club?
12. When does the club meet and how often? Is that satisfactory?

Please send copies of programs, etc., of your club; also fine programs of any other clubs. Time is important in our study.

Thanks.

The five chapters, XV to XIX inclusive, bear witness to the fine response which sponsors of these clubs throughout the nation made to this request.

The writers have drawn upon their years of experience in the secondary school as teachers and administrators in direct contact with the field of extracurricular activities. They have coached football, baseball, basketball, and girls' basketball; organized, developed, and coached debating and plays; acted as

class advisers and sponsors of the boys' clubs; served as faculty advisers of the school annual and newspaper and as treasurers of their student bodies. Outside of these vital personal relations with the students, it has also been their privilege, as superintendents of schools and as high-school principals, to administer the extracurricular program and supervise and guide their teachers in its extension as a student activity. Finally, as university teachers of classes in secondary education and extracurricular activities, they have had the opportunity of coming in contact with hundreds of students and colleagues who were interested in the problem of making these activities a vital part of the educational philosophy of the present time and the foundation of thinking in regard to the high school of the next decade. Their original interest grew out of the exceptional opportunity they had enjoyed as high-school instructors to watch students develop initiative, responsibility, and traits of true citizenship out of their participation in these activities. As administrators and university instructors, they have not changed the belief gained as the intimate advisers and friends of adolescent boys and girls that the extracurricular activities represent the greatest opportunity to inculcate in high-school students ideals of true citizenship.

Acknowledgements

The roll of individuals to whom the writers owe a heavy debt of appreciation is far too long to be listed here. It includes, first, some thousands of high-school students whose youthful enthusiasms made possible widely extended experimentation and developments in the field of wholesome extracurricular activities. Likewise, a long list of former high-school colleagues caught the vision of the educational possibilities of the extracurricular work and gave unstintedly of their time and effort to carry out the programs. Fellow high-school principals in many states have exchanged ideas. University colleagues and students have made possible the analysis of the educational literature and have contributed from their experience.

A special word of appreciation is due the more than one hundred high-school principals and the hundred academic club sponsors whose generous response to the questionnaires and re-

quests for material have made possible the pages of succinct and pertinent comment and choice illustrative material.

Finally, to the many writers of this new field grateful acknowledgement is made. In the few cases where quotations are taken, footnote references indicate the sources by page, volume, and writer.

A. C. R.
E. M. D.

EXTRACLASS AND INTRAMURAL ACTIVITIES IN HIGH SCHOOLS

CHAPTER I

DEMOCRATIC IDEALS IN AMERICAN SECONDARY EDUCATION

A Fundamental Philosophy of American Life. — There is a philosophy of life that is fundamentally American. Into it have been built four of the noblest concepts of the human mind: equality, liberty, union, and happiness for all men. It has been forged in the heat of economic and political turmoil and hammered out of the hard conditions of frontier and industrial life in the struggle of three hundred years to subdue a continent to the uses of civilized men. Foundational in that philosophy are two principles: Before the law every individual has equal right with every other, and every child has a right to the fullest development of every potentiality with which he has been endowed.

Many formulations of the elemental constituents of American character have been attempted. Perhaps no other is more comprehensive than the statement of Professor Henry Newmann, wherein he lists nine American characteristics:

(1) There is a certain greatness latent in the commonest of persons. (2) America rates her children upon their own merits and not upon their birth. (3) America works. There is dignity in labor. (4) Self-reliance is ingrained in the American spirit. (5) America is good-natured, kindly, and fond of fun. (6) Differences are recognized and respected. (7) Democracy means obligation. (8) As a people, America profits from understanding other countries. (9) Democracy rests upon excellence in character.

A Sense of Crisis. — The shifting from the simple colonial life to the highly complex economic, industrial, and social struc-

ture of the present has ever been a source of great alarm to the more conservative and established portions of the population and a corresponding encouragement to the more radical and the more daring. Changes have been coming for two hundred years; they have been greatly accelerated during the last half century. At the present time, many startling social, political, and economic changes impend, and many writers conceive the present as a time of great national crisis. It is true that the sphere of government has been enormously extended with corresponding growth in the scope of public administration, local, state, and national. Shifting of relative importance of the old social agencies has been inevitable, and new agencies have risen to assume the burden of training for social experience. No longer are home, church, and school the sole agencies for social training; whether men approve or not, to these must be added vocation, press, property, state, and crowd. More and more the school becomes the training ground for all the other seven, and becomes itself in the process.

The School the Hope of Democracy. — Two outcomes of training are essential if American democracy is to survive: respect for law and willing active participation in group responsibilities. President Henry Suzzallo effectively states this reciprocal dependence of statesman and teacher, of nation and school:

" The effectiveness of the nation rises or falls with the competency of the school system. Faith in popular sovereignty is futile without faith in schools. The farsighted statesman must finally base his plans on education, and the educator in turn must think in terms of the national outcome of all his teaching." [1]

The schools are the key to the future freedom, competency, and happiness of two hundred millions and more of people dwelling in an environment more complex year by year, within the boundaries of the United States. The elementary schools are charged with certain definite responsibilities in the program of preparing the members of that future citizenship to make satisfactory adjustments to their environment and to each other. In general these responsibilities are comprehended

[1] Suzzallo, Henry, *Our Faith in Education*, p. 43. Lippincott.

within the masteries of the tool subjects and with the first fundamental training in coöperative living. It is recognized, however, that all the training possible in the six or eight years of the elementary schools is not sufficient to prepare boys and girls adequately for the complicated business of modern living. Therefore the people have embarked upon the greatest educational experiment in all human history in the building of the modern American high school so that all may be prepared to assume their share in the solution of this stupendous task. Slowly the principles — the greater competency of the individual and the assured perpetuity of the state — which justify the time and costs of the high school emerge.

Colonial Concepts of Education. — The philosophy of secondary education in the days of the early colonists was necessarily bound up in the customs and points of view of the old world. It was a philosophy of a united church and state, and education was therefore as much, or more, a function of the church as of the state. In the common schools, the influence of the church was even more marked. This attitude of the early settlers made for a curriculum of formal studies and no school life. It was based upon the training of the memory in the limited field of classical and religious scholarship and emphasized the ideal of the individual trained adequately, first for college entrance, and eventually, for a life of leadership in church and state. In a period dominated by a basic conception of perfection in this life and salvation in the next, the educational philosophy could only be stated as a part of the religious thinking of the time. The following excerpts from the "Orders of ye Committee of trustees for the Grammar Schools at New Haven to be observed & attended in ye said Schoole made, agreed upon & published in ye sd Schoole in ye yeare 1684" illustrate clearly the thinking of colonial times in regard to education and the type of curriculum and school life which was developed out of this philosophy:

"1st. The erection of ye sd Schoole being principally for ye Instruction of hopefull youth in ye Latin tongue, & other learned Languages soe far as to prepare such youths for ye College and publique service of ye Country in Church & Commonwealth —.

"2. That noe Boyes be admitted into ye sd Schoole for ye

learning of English Books, but such as have been before taught to spell ye letters well & begin to Read, thereby to perfect theire right Spelling & Reading, or to learne to write, & Cypher for numeration, & addicion, & noe further & yt all others either too young & not instructed in letters & spelling, & all girls be excluded as Improper & inconsistent with such a Grammar Schoole as ye law enjoines —

"5. That the Schollars being called together the Mr shall every morning begin his work with a short Prayer for a blessing on his labours & theire Learning.

"8. That if any of ye Schoole Boyes be observed to play, sleep, or behave themselves rudely, or irreverently, or be any way disorderly att meetings on ye Saboath Dayes or any other tymes of ye Publique worships of God That upon informacion of Complaint thereof to ye due Conviccion of the offender or offenders, The Master shall give them the Correccion to ye degree of offense —.

"10. That all the Lattin Schoollars, & all other of ye Boyes of Competent age and Capacity give the Mr and accompt of one passage or sentence at least of ye sermons the foregoing Saboth on ye 2d day morning. And that from 1 to 3 in ye afternoone of every last day of ye week be Improve by ye Mr in Catechizing of his Schoollars yt are Capeable." [2]

The Development of a New Philosophy. — It is illogical to separate the philosophy of education from the political, religious, economic, or social points of view of any period, because an educational philosophy is an attempt to realize certain ideal situations in these fields. Thus it was that in the period just preceding the Revolutionary War, a transition from the religious emphasis in education toward a new objective was noted because of political and economic conditions and social contacts. The political and economic relations of the colonists to the mother country, on the one hand, and the economic and social relations of the colonists as individuals and as independent groups, on the other, developed in them a new conception of the place of the individual in the scheme of government as far as his privileges and responsibilities as a citizen were concerned. This new concept was evolved and

[2] Brown, J. F., *The American High School*, pp. 9–12.

elaborated as the theory of " the natural rights of man " — a theory which Jefferson stated so definitely and concisely in the Declaration of Independence when he wrote: " We hold these truths .to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." While this exact statement of Jefferson had not been formulated until he incorporated it into the Declaration of Independence, students today realize the dependence of Jefferson upon John Locke and Rousseau for this point of view, and appreciate the fact that the idea had been surging through the minds of men for several decades prior to 1776. This new philosophy of the " rights " of men in this world, this negation of the preceding point of view of the total depravity of human beings, led to a new philosophy of education out of which was to develop a new secondary institution having as an ideal the preparation of the individual for greater service to himself and to the community here and now. The thinking of the American people began to turn away from the theory that it was essential and necessary to train a few for leadership in the state and for guidance of the masses in religion.

Franklin's Proposals. — The philosophy of the secondary school of that time was admirably stated by Benjamin Franklin in his " Proposals relating to the Education of Youth in Pennsylvania " advocating the establishment of an academy — the typical secondary school of the period — at Philadelphia in 1743. He wrote in regard to the studies that would make the new school correlate with the new political, economic, and social point of view: " It would be well if they could be taught *everything* that is useful and *everything* that is ornamental. But art is long and their time is short. It is therefore proposed, that they learn those things that are likely to be *most useful* and *most ornamental;* regard being had for the several professions for which they are intended. All interested for divinity, should be taught the Latin and Greek; for physic, the Latin, Greek and French; for law, the Latin and French; merchants, the French, German and Spanish; and, though all should be not compelled to learn Latin, Greek, or the modern foreign languages, yet none that have an ardent desire to learn them

should be refused; their English, arithmetic and other studies absolutely necessary, being at the same time not neglected." [3] The ideal here set forth was a finishing school as much as a fitting school, and there was as much emphasis on the practical preparation for life as there was on cultural development. English, mathematics, and commercial subjects were included in the curriculum on an equal basis with the classical, since they were fundamental in social, industrial, and commercial relationships.

All interested in education recognize the basic right of the individual to a training which will prepare him to the utmost for *happiness* in a field of his choice of activity, for *freedom* in achieving as much as possible for himself while giving unselfishly to the weal of society, for living a *life* that would be for him his own because it was his choice, because he had prepared for it and saw in it a great responsibility to all life. While something has been added here and there in developing a new concept of democracy, there has been really little modification in the philosophy of Benjamin Franklin.

Democracy and Its Development through the High School. — When the Constitution had been ratified and the federal union had begun its march toward world recognition as a great power, it was noted that education was one of the activities left entirely in the control of state governments. While this does not seem to be important at first thought, in the discussion of an idealism, it has had a very definite bearing on the development of an educational philosophy. In the first place, any development which evolves from locally supported and controlled high schools and becomes a national custom or practice has an inherent and definite place in a philosophy of education. Second, state and local control of education permits of greater interest on the part of individuals of a community in their school system and the thorough training of students in local self-government. It is apparent, in the third place, that, as soon as this policy was adopted, the schools were instruments of the state to prepare students for citizenship; that they became controlled by laymen, and that state-trained teachers were the instructors. These three factors were

[3] Brown, E. E., *The Making of Our Middle Schools*, pp. 180–181.

influential in the development of a philosophy of secondary education, since all present-day policies have started as local adaptations. Those which have been accepted nationally are naturally those which have been a real power in changing the social order and contributing to a philosophy of life. This accounts for the disappearance of the theory of the natural rights and the substitution in the people's mind of a conception of the rights and responsibilities of the individual as a member of a state. Step by step with this evolution came the idea of the state-supported secondary schools to promote literacy and citizenship.

During the first half-century of the existence of the United States as an independent state, the foundations of a philosophy of democracy were building. It was the attempt to understand democracy and its ramifications that led in 1821 to the foundation of a new secondary school in the United States, which has been influential in every change in high-school organization and curriculum since that time. From the report of the committee appointed in 1818 to study the problem of secondary education in the city of Boston, which recommended the establishment of this high school, may be secured a very clear idea of the principles upon which the new high school was founded:

"Though the present system of public education, and the munificence with which it is supported, are highly beneficial and honorable to the Town; yet in the opinion of the Committee, it is susceptible of a greater degree of perfection and usefulness, without materially augmenting the weight of the public burdens. Till recently, our system occupied a middle station: It neither commenced with the rudiments of Education, nor extended to the high branches of knowledge. This system was supported by the Town at a very great expense, and to be admitted to its advantages, certain preliminary qualifications were required at individual cost, which have the effect of excluding many children of the poor and unfortunate classes of the community from the benefits of a public education. The Town saw and felt this inconsistency in the plan, and have removed the defect by providing Schools in which the children of the poor can be fitted for admission in the public seminaries.

"The present system, in the opinion of the Committee, requires still further amendment. The studies that are pursued at the English grammar schools are merely elementary, and more time than is necessary is devoted to their acquisition. A scholar is admitted at seven, and is dismissed at fourteen years of age: thus, seven years are expended in the acquisition of a degree of knowledge, which with ordinary diligence and a common capacity, may be easily and perfectly acquired in five. If then, a boy remains the usual term, a large portion of the time will have been idly or uselessly expended, as he may have learned all that he may have been taught long before its expiration. This loss of time occurs at that interesting and critical period of life, when the habits and inclinations are forming by which the future character will be fixed and determined. This evil, therefore, should be removed, by enlarging the present system, not merely that the time now lost may be saved, but that those early habits of industry and application may be acquired, which are so essential in leading to a future life of virtue and usefulness.

"Nor are these the only existing evils. The mode of education now adopted, and the branches of knowledge that are taught at our English grammar schools, are not sufficiently extensive nor otherwise calculated to bring the powers of the mind into operation nor to qualify a youth to fill usefully and respectably many of those stations, both public and private, in which he may be placed. A parent who wishes to give a child an education that shall fit him for active life, and shall serve as a foundation for eminence in his profession whether Mercantile or Mechanical, is under the necessity of giving him a different education from any which our public schools can now furnish. Hence, many children are separated from their parents and sent to private academies in this vicinity, to acquire that instruction which cannot be obtained at the public seminaries. Thus, many parents, who contribute largely to the support of these institutions, are subjected to heavy expense for the same object, in other towns.

"The Committee, for these and many other weighty considerations that might be offered, and in order to render the present system of public education more nearly perfect, are

of the opinion that an additional School is required. They therefore recommend the founding of a seminary which shall be called the English Classical School." [4]

Up to 1860 the growth of the high school was slow. It was the period of rampant democracy in America — the democracy of the western frontier as exemplified by Andrew Jackson — and while this idealism made for the establishment of a free, publicly supported institution giving secondary education to all boys and girls, the philosophy of the program was not understood by the great mass of the people. The almost limited and practically free land to the westward made anything resembling "class" or "caste" an impossibility, and so the ideal of a secondary institution as a basis for those experiences which would be so vital in the child making adjustments in any stabilized society was not in the thinking of the people. There was the ideal of democratic existence, but there was not a generally accepted philosophy of secondary education as a basis of this democratic life. It was real democracy in spirit, and a philosophy of a democratic high school was not essential to "make safe" this democracy.

The development of the high school at this time was primarily in the east where the country was more populous and where the people were beginning to realize that in a state built upon democratic principles there must be a secondary school system which educates for democracy by giving to everybody through school experiences the concepts so essential as a basis for participation in society and government. It has been noted by historians in the field of education that the extracurricular program had its beginnings in the New England high schools of this period; that in the decade between 1850 and 1860 there was, comparatively speaking, an extensive development of literary societies, newspapers, magazines, and even athletic teams in these high schools. Is there any connection between the stabilization of society in the New England states and its development and centralization in the rapidly growing industrial centers and this resulting democratic ideal of secondary education which included a meager beginning of our extracurricular program? Though this question cannot be concisely

[4] Brown G. F., *The American High School.*, pp. 28, 29.

answered, many interesting and pertinent implications will be pointed out in the succeeding pages which incline one to an affirmative point of view.

Forces Which Have Influenced the American Theory of Education. — Beginning even before the Civil War and extending down into the twentieth century were certain forces in American life which have done much to cause the American people to attempt to explain democracy as citizens believing in representative government have idealized it. They have caused Americans to broaden their philosophy of life, based on this ideal, and so a much clearer conception of the meaning of education has developed in the popular mind. The people have forced their attention on problems demanding a solution according to a democratic ideal or, alternately, the loss of a conception of an education that is really suited to a democratic society. Naturally these forces have had a vital influence on the philosophy of education and have broadened it to include a real philosophy of secondary education.

Educators have truly said that the philosophy of the secondary school has been founded upon the principles of democracy since the establishment of the high school. The important consideration here is whether or not democracy means the same thing to the people of the United States today that it did in 1821 to this vast but undeveloped country. It seems obvious that the program of curricular and extracurricular work in the high school today is not trying to solve for the American youth in 1927 the problems of democracy of 1821. If not, what are the important factors that have made over and broadened the concept of democracy and are today indicating new and impressive ramifications of that term?

Spencer's Philosophy. In the first place, there is the statement of Herbert Spencer that " education is a preparation for life " which has had a vital influence upon the educational program in the high school. This was an emphasis of the necessity of placing scientific training in the high school on an equal basis with the classics. The phrase took root at once in the thinking of the American people and is the philosophical basis for a very important development of the high-school curriculum and student body. The general and legal acceptance

of the phrase is shown in the Kalamazoo Decision, which recognized the obligation of all property owners to support this new democratic institution for the training of all boys and girls as intelligent participators in American society. The introduction of manual training, domestic science, and the commercial branches, as more or less unorganized courses, in the high school and the establishment by private individuals of technical and trade-training high schools gave this statement a living force.

It seems but a short distance from this concept to the present philosophy of secondary education, but the development of the present point of view was a slow process, requiring almost half a century, because other dominant forces made the American people misinterpret the significance of the high school as a vital factor in the promulgation of democracy.

Immigration. A second influence which had begun to make itself felt by the time of Spencer's statement of his philosophy was the infiltration among the American people of tens, and later of hundreds, of thousands of immigrants annually. Prior to this time, there had been a normal annual increase through immigration, primarily from northern Europe, but these newcomers since the seventies and eighties have been primarily south Europeans and have brought with them a lower standard of living and a limited appreciation of the new American interpretation of democracy and the place of the high school in the training of young people for citizenship in a democratic society. The tendency of these people to congregate in certain localities, maintain their old customs, speak their own language, and work longer hours for less pay than Americans, with few demands for an improvement of their children, led the people of the United States to think of a distinctive type of education for different classes of society. This situation was ameliorated by the fact that the second generation was keenly desirous of an education which would guarantee them the rights of American citizens.

Industrial Development. This feeling of social cleavage was accentuated by a third important influence: namely, the great industrial development during this period and the feeling of " class " distinction which developed with it. The rise of

big business had its influence upon the thinking of the people, since it made for a group of wealth on the one side, basking in the light of their success and prestige, and, on the other, a great mass of the "employed" who had become nearsighted in their outlook upon life because of the constant grind of their labor. Should the children of the have-nots have the same educational advantages as the children of those who are in control of the economic life of the nation? Should those who will never have to earn a living be given an industrial training? Or of more fundamental importance, perhaps, is the query whether or not those who cannot escape manual labor in some form or another receive a liberal training in the secondary school? What is the meaning of educational opportunity in a democracy in which the educational philosophy is "preparation for life"?

Disappearance of the Frontier. These were some of the problems that affected the realization of an American philosophy of democracy in education. It was further complicated by the fact that the frontier had reached its westwardmost extension. It was no longer possible that a *laissez-faire* democracy of the Jacksonian type would suffice either for the American people or as a basis of an adequate educational philosophy. Society was becoming stabilized, industry was developing on a gigantic scale, and "class interests" were determining the point of view of different groups. There were no longer possibilities of the disgruntled moving westward and being lord over a homestead granted by the government and the equal of any one in the neighborhood as far as the goods of this world were concerned. Thus it was necessary to remold the philosophy of a democratic education. Under the changed economic conditions, it was impossible to carry to a full fruition an ideal of democracy on the philosophical basis that "education is a preparation for life." Such a philosophy was a safe one prior to the eighties and contributed a great deal as the basis of educational thinking of that period, but there was danger that in the great industrial readjustments made since that time such a theory might degenerate into a belief that education should mean the training of individuals to carry on in the particular niche in which they were born.

Faculty Psychology. At this time the American people

were still further handicapped in their educational thinking because the psychology of the time prevented even educators from seeing the true significance of Spencer's statement. The schools were founded on the assumption that knowledge of facts would be sufficient to insure literacy and citizenship. All students were conceived as equal in ability to absorb this knowledge. It was not a matter of growth through experience for each individual but a process of acquiring the wisdom of the preceding generations by the textbook method. It was also assumed that the individual would be fitted to meet life problems, develop a sense of social and moral responsibility, and exercise a broad judgment as a citizen, because he had been properly drilled in well-organized subject matter. It was believed that mastery in one subject would " carry over " and adequately prepare the boy or girl for the discharge of the duties of life later on. This theory of the *disciplined* student did not lead to the higher interpretation of the statement of Spencer that " education is a preparation for life," which would mean that the child to be educated must be brought in contact with as many as possible of the real experiences of life in the school, that his learning is something to influence his conduct as a citizen in the community, and not a bundle of facts that he may unwrap at examination time.

Present-Day Problems of Democracy and Education. — This situation, produced by the social and economic conditions of society and the recognized aims of education as advanced by educators and psychologists between 1865 and 1895, made necessary a new interpretation of democracy and the development of a new philosophy of education. Both were a matter of growth, on the one hand a growth in this concept of democracy and, on the other, of the function of a high school in a society which was striving for a realization of democracy through the training of the aptitudes, habits, and ideals of adolescent boys and girls who should be self-governing individuals in the society of tomorrow. This new philosophy of democracy which has grown up since 1895 has been more successful in stating for the people of the United States a real concept of the ideals of the democratic life and the place of democracy's high school in this program. Even though hin-

dered by the demands of modern society, this concept has held and developed in the minds of the people, and secondary education is now conceived as a part of this great democratic movement and entirely consistent with its idealism.

Since 1890, several real attempts have been made to reorganize high-school programs in the light of this democratic philosophy. This reorganization became necessary, because the spirit of democracy in the last thirty-five years has demanded that society be not a "class" society but a democratic organization in which any part is sensitive to any change in any other part. It has asserted itself in the secondary schools and has made for an education through association with others, through emphasis upon the desirability of personal initiative, and through the necessity of learning to take responsibility for the effect of acts in and on society. This means that the pupils are to learn to adapt themselves to the practical situation, as it exists, but with an idealism which will lead to the improvement of the society in which they live. This means, if followed to its logical conclusion, that the completely educated person is one who is prepared to take a responsible part in society in so far as his capabilities permit. The philosophy of education today in the United States is not that all receive equal training but that each be allowed to develop those aptitudes which will make for personal initiative and establish those habits and ideals which will assure a personal responsibility for the realization of a philosophy of democracy. This philosophy is not that the American people live *under* a democratic type of representative government, but that they, as responsible members of society, *are* the government either in the sense of elected representatives or electing constituents. It is necessary for every program to have a guiding philosophy, and the government of the United States rests upon this theory that it is a government "*of* the people, *for* the people and *by* the people." Democratic government at the present time is more or less still in the experimental stage in all parts of the world. Citizens of the United States would not maintain that they are more than partially successful in meeting the problem of governing themselves. Two particular problems are facing the American people at present, and their solution — so vital to the continuance of democratic govern-

ment — must be the fundamental aim of secondary education in the United States. The philosophy of the high-school program is in harmony with this objective, and high-school practice has made definite steps in the direction of the realization of this idealism.

The first of these problems is the possibility of minority government becoming an actual fact in this country through the in- branches of our government at Washington, D. C. Some of fluence which certain groups are now exercising on the legislative these groups occupy large buildings in our national capital, keep a retinue of clerks busy the year round, and make themselves a power in influencing legislation. It is not a question here of the principles these minority groups advocate; it is for us to consider rather, whether or not democracy is being advanced by such methods. It requires no argument to establish the fact that such organizations, liberally supported by popular subscriptions and controlled by politicians, are not in accord with a democratic philosophy. The fact that the present generation allows such interferences in its government means that the secondary school has a profound responsibility in training the next generation by actual participation in the government of the school to refuse to submit to such an infringement of their idealism.

The second problem, of fundamental importance in the democratic development of the government of the United States, is, in fact, the essence of democracy itself. If democracy implies that every individual is a living force in government and is not legislated for by a government existing above and beyond his control, then it is essential that every citizen be a *real citizen* and participate in this government. Not only is participation necessary, but intelligent, enthusiastic participation is the goal which this idealism demands be realized. Is this goal being approached in the United States today? There is a very simple, definite, and reliable test upon which to base a conclusion. In practically every election — national, state, county, or city — less than one-half the people exercise the right of suffrage. Less than one-third of the eligible voters have taken part in presidential elections. This can only mean that the people of this country as a whole do not yet grasp the meaning of

democracy and do not appreciate the rights and obligations of the individual member of society and government.

It is perfectly evident that the American people have a philosophy of democracy, but it is painfully clear that the philosophy is neither understood nor recognized in practice at present. This situation is partly the result of the fact that this philosophy has been taught in the high schools as an abstract conception, and thus the graduates were able to visualize the ideal but failed to receive a concrete and practical training for its realization. A vision in education must be the development of a real concept of democracy and those attitudes and habits which will insure active participation in the government, which is *ours*. Here, again, until well into the twentieth century, this concept was far in advance of actual practice. Educators have gone on the theory that if people had the information they would act in the light of that knowledge. And so in the past, high-school students have been given information about the mechanics of government and drilled in the memorization of the Constitution, as the most efficient method of achieving good citizenship. Today a philosophy of democracy does not admit of such conclusions. The new philosophy of education is being based upon the growth of the individual and the fact that this growth — mentally, morally, and physically — is founded upon experience and participation. It is probable that, in the field of the extracurricular activities, educators are more nearly approaching the realization of this philosophy, because of the real attempt that is being made to direct student experiences so as to produce the finest attitudes, habits, and ideals in the prospective citizens of tomorrow. Without such experiences, who would suggest that it would be possible to develop in the American people an idealism and an appreciation of the methods and processes for the practical realization of this idealism? The high school, with its extracurricular program, may do much to achieve this goal; but actual practice always follows in the rear of theory, and for this reason the American people, inclusive of the teaching profession, are failing to appreciate the wonderful opportunity in the high school to advance citizenship to the position which the philosophy of a democratic government has already attained.

The High School in the Twentieth Century — Statistics of Growth. — It has already been noted that the objectives of high-school education, as well as the actual practice designed to accomplish these objectives, have become more clearly realized and appreciated as progress has been made and growth has been noted in American democracy. The period of most rapid growth of the high school has been since 1890. Such a direct break with its past performance makes it safe to compare the high school from 1890 down to the present time with the adolescent period of the life of the individual. It has been a growth guided only by a new philosophy of education. From 1890 down to 1918, a high school was established for every day of the included years, and the pupils increased more than seven hundred per cent. This means that the high-school population has grown about twenty times as fast as the general population. At the beginning of the school year 1926–1927, there were more students in American high schools than in all the secondary schools of the rest of the world combined. The United States Bureau of Education tabulates this phenomenal growth: [5]

NUMBER OF

YEAR	HIGH SCHOOLS	PUPILS	TEACHERS	GRADUATES
1890	2,526	202,000	9,120	22,000
1900	6,005	519,000	20,000	60,000
1910	10,203	917,000	40,000	112,000
1920	14,326	1,800,000	97,000	230,000
1924	14,827	2,538,381	133,395	362,231
1926	17,710	3,065,009	163,555	434,539

It is probable that the school year of 1928–1929 will see twenty thousand high schools in this country, three and one-half millions of students, almost two hundred thousand teachers, five hundred thousand graduates, and more than twenty-five students in the high school for every thousand of the

[5] *United States Bureau of Education Bulletin*, 1925, No. 40, p. 9; 1927, No. 33, p. 11.

population. People have been astounded at these actual figures; and it is only by carefully considering the twentieth-century philosophy of the high school that one can visualize the greater high school of the future, training the rich and the poor, the bright and the retarded, through a socialized curriculum and a rich extracurricular program which will make an important contribution to a concept of the individual's rights and responsibilities in a democracy.

The figures showing the great increase in high schools, teachers, pupils, and graduates indicate at once that the American people are grasping the significance of a great comprehensive high school in the realization of democracy and are sensing more and more clearly the meaning of democracy as the influence of high-school students and graduates is being felt in all communities. This is because the ideal of the comprehensive high school is to "develop in each individual the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society toward ever nobler ideals." [6]

New Problems of Administration. — In this period, readjustment has come in the administration, supervision, and teaching, as superintendents, principals, and teachers have grasped the significance of the high school in this new philosophy of life. We are apt to look only at the large high schools in the great cities as exemplifying this new concept. In reality it is exemplified by every high school in the United States. In the schools of small enrollment and few teachers as well as in the large schools, vital contributions are being made in training and developing youth and guiding it to a realization of the ideals toward which the modern political, social, moral, and economic program is tending. Along with this movement has come a recognition of the office of high-school principal, an office which is becoming more important perhaps as the centralized, controlling factor in the extracurricular program than in the field of administration and supervision in the old meaning of those terms. This situation has been accepted by the high-school principal, because he has realized that there are few teachers with a real vision of the place of the extracur-

[6] *United States Bureau of Education Bulletin*, 1918, No. 35, p. 9.

ricular program in achieving the ideals and aims which he has in mind for the basic growth of his institution. When high-school teachers, as a group, have developed a real philosophy of this phase of their teaching and no longer regard it as so much "extra" work added to their daily schedule, there will be a practical realization of a philosophy of education which has been rather widely accepted by administrators and educators; a philosophy that the real business of teaching in the high school is the guiding of adolescents in their interests and activities that they may develop out of these activities a complete understanding of the political and social relationships which they must assume as citizens in a democracy, and a realization of the moral responsibilities of these relationships.

Curriculum Reorganization. — During the same years, there has come the beginning of a complete reorganization of the high-school curriculum in the light of this new philosophy. It has been an attempt to meet the needs of adolescent America and to train it in the theory and practice of ideal citizenship. This reorganization has been evidenced in a number of ways:

Socialization. The socialization of the curriculum places the emphasis upon the teaching of individuals rather than upon the teaching of certain subjects. To appreciate the significance of this movement, one has but to look at the cosmopolitan group in any American high school of today and ask himself if fifty per cent of the student body could have successfully completed the course of study as recommended by the Committee of Ten in 1893. Teachers are no longer interested in having the child absorb facts, except as useful tools; but they are interested in having him develop habits that will be fundamental in a well-lived, responsible life, in having him secure attitudes and ideals that will exert a worth-while influence upon his fellow members of society and lead him to serve that society in an efficient and unselfish manner. This means that the high school of today, through its curricular and extracurricular program, is striving to train young people for intelligent citizenship, not through teaching facts about civics but merely through participation in school citizenship where the principles of representative government are emphasized. The students who leave school, through graduation or otherwise, shall be able to meet the re-

sponsibilities of community life, because they have assumed responsibility in their adolescent years under wholesome guidance. They shall be morally straight and have sound social concepts, because they have taken part in well-organized and directed social relationships.

Recognition of Individual Differences. The recognition of individual differences in children leads to an attempt to devise curricular and extracurricular programs that will make each and every one, no matter what his native ability, develop his greatest possibilities and enable him to render the greatest service to humanity. Through intelligence measuring and the sliding-scale program of instruction, much has been accomplished both in holding pupils in the high school and making it serve more completely the needs of all. Probably no other factor has been as important as the extracurricular program in determining children's interests and aptitudes and producing in our educational system a real and practical basis for the development toward our philosophic ideal of democracy.

Educational and Vocational Guidance. Very closely correlated with the two phases of the reorganization already mentioned has been the development of a recognition of the need of vocational and educational guidance. This has come to be an important practice in exemplifying our twentieth-century philosophy of secondary education. In some high schools this phase receives careful and serious consideration by experts; and in every high school where the administrator has the vision of the philosophy of the high school, it is taking more and more of his time. Extracurricular activities of each child are being tabulated as carefully as his or her grades in classwork, as an index to interests, aptitudes, and possibility of success in school and in some line of activity in later life.

The most important phase of this reorganization of the high-school program, basis for the restatement of our objectives of secondary education, is reserved for consideration in the next chapter. Its influence has been so fundamental in the growth of the present point of view and its implications are so vast in the development of the American high school of the future that it merits special emphasis in the statement of a philosophy of secondary education.

CHAPTER II

CONTRIBUTION OF EXTRACURRICULAR ACTIVITIES TO THE REALIZATION OF DEMOCRATIC IDEALS

Education and Democracy. — Democracy is the ideal of America, and the development of a clear conception of the meaning of this term stands as the chief objective of the secondary school. Each time that the high school has been reorganized to achieve more nearly this ideal, it has presented new and interesting characteristics. In the present reorganization, through which we are attempting to realize this point of view as to the place of the high school in building a democratic society, no other factor has stood out so rich and extensive as the extracurricular program. This program is taking approximately one-half of the high-school principal's time and is touching the lives of practically every boy and girl in every high school in the United States. Extracurricular activities are forcing recognition not only as the most profound characteristic of the new democratic high school as compared with the institution which existed thirty-five years ago, but as has been noted, they have been fundamental in every other phase of the reorganization of secondary education. There is no other part of the high-school work today which so nearly exemplifies the philosophy of the twentieth-century high school as we find it expressed by John Dewey: "When the school introduces and trains each child of society into membership within such a little community, saturating him with a spirit of service, and providing him with the instruments of effective self-direction, we shall have the deepest and best guaranty of a larger society which is worthy, lovely and harmonious." [1] Ellwood P. Cubberley, writing of Dewey's educational philosophy, has thus summarized the relationship of the school to a democratic gov-

[1] Dewey, John, *The School and Society*, pp. 27–28.

ernment: "Responsibility for good government, under any democratic form of organization, rests upon all, and the school should give preparation for the political life of tomorrow by training its pupils to meet responsibilities, developing initiative, awakening social insight, and causing each to shoulder a fair share of the work of the government of the school." [2] Dean Frederick E. Bolton, of the College of Education at the University of Washington, uses the happy phrase, "This is the life," as expressing the attitude of students toward a school in which they are receiving vital life experiences and training in citizenship.[3]

A Philosophy for Extracurricular Activities. — A democracy is a society where each individual may grow, through common activities, to his greatest breadth as a political, social, and moral factor in promoting his own personal well-being and that of the citizens of the community and state. In no other phase of the high-school life today is there as promising an opportunity for realizing this ideal as in extracurricular activities when they are developed by the students to meet recognized student needs and are guided by administrators and teachers from very carefully reserved positions behind the scenes. In situations where administrators and teachers have had real vision and students have been trained to accept and feel responsibility, remarkable results have been attained in (1) developing potential qualities of real citizenship, (2) producing an appreciation of leadership and the dignity of followership — that the leader in one line of activity may graciously serve in the ranks in another, (3) creating recreational hobbies and interests together with appreciation of art, literature, and music, (4) developing a real concept of the home beautiful and ideals of home life through the understanding of the wholesome influence of fine social relationships among boys and girls, and men and women, (5) initiating a health program in which the students are vitally interested, (6) motivating study, the intellectual development as well as life interests, (7) making use of indicated pupil interests, aptitudes, and capacities for

[2] Cubberley, E. P., *An Introduction to the Study of Education*, p. 159.

[3] Bolton, F. E., *Everyday Psychology for Teachers*, Chapter II, on "The Meaning and Purpose of Education."

vocational and educational guidance, (8) building an intelligent interest, on the part of the community, in the school, its needs, and possibilities; and, on the part of the students, in important affairs concerning the community, state, and nation. When these results are apparent in a school system through the actual participation of the students in activities, the development of desirable character traits is inevitable. Habits, attitudes, and ideals become a part of the life of the student through his performance in the various school activities when the school program is founded and allowed to develop so that the students are reacting again and again to deeds having moral values. The extracurricular program allows the coördinate development of all three. Habits become dead and dull without possibilities of a richer growth, unless one has an idealistic point of view; and ideals and attitudes are so much " bosh " unless they are definitely and concretely realized and appreciated through habits. The philosophy of the secondary school at the present time is also based upon the fact that students learn much more readily through practice and doing than through reading the text or hearing the discussions of the teacher. They are ready and eager to absorb vital lessons in the relationships of life by playing halfback on the football team, editing or managing the school paper, taking a part in the school play, running down an important historical thread in the early development of the community in the history club, weighing and determining certain features of the policy of the school, and organizing programs for the school assembly. Here is the opportunity to develop attitudes and ideals and to build up habits so vital in the school life of today and so fundamental in the community life of tomorrow. The philosophy of the extracurricular program becomes here a part of the latest thought on education: that it is much more essential for boys and girls to do things in a certain way than it is to have those things eulogized as worthy, or to see them carried out by others. This great development of extracurricular activities has been an attempt to realize the philosophy that character and citizenship are the result of performance and that perfection comes through practice. This practice in actual deeds of citizenship in the high school makes for the life habits and attitudes that govern the re-

actions of the individual toward every situation. Extracurricular activities, where the students are actually carrying responsibilities under carefully concealed guidance, present an opportunity for training in character and citizenship which a course in "moral education" or a course in "citizenship" could never approach. The type of citizenship that every one wishes to see exemplified in the United States in the next decade must be encouraged in the high schools today. If it is desired to see coöperation and initiative flourish in obeying laws as well as in making them; in casting an intelligent vote to determine a governmental policy, as well as in serving as an elected delegate to carry out the wishes of the electorate; in eliminating indifference and irresponsibility on the part of the majority of the people and eliminating as well, the attitude which is so prevalent in this country today, that citizenship means nothing more than respect for law and the rights of neighbors, with little appreciation of the fact that the real citizen must *act* and *do* as well as *acquiesce,* then it will be necessary to accept as a philosophy of curricular and extracurricular activities of the high school the training of boys and girls to appreciate the democratic ideal which predicates that they shall obey laws which are the will of the group and that their responsibility as citizens in school, and in later life, demands that they see that these laws are executed as well as written on the statute books. Thus in the four years of their high-school life, students should have the obligations and privileges of citizenship opened up to them in a real and concrete manner in sharing in the duties and responsibilities of determining their school policies both in the larger sense of school government and in the narrower sense of the organization and development of all activities.

If the extracurricular program were being organized and developed in every school so as to achieve these results, it would be apparent that extracurricular activities are the most important element of the modern high school and through them would be exemplified more than anywhere else the philosophy of the twentieth-century high school as presented by the Commission on the Reorganization of Secondary Education as the "Cardinal Principles of Secondary Education" (1) health,

(2) command of fundamental processes, (3) worthy home membership, (4) vocational education, (5) civic education, (6) worthy use of leisure time, and (7) ethical character. It is apparent at a glance that extracurricular activities, guided by administrators and teachers with vision and participated in by students trained to assume and discharge responsibility, contribute in a worthy manner to practically all of these objectives of education and thus are in harmony with the best educational philosophy which has been developed.

The Individual and the Group. — The old high school failed because of its individualistic philosophy of success and power. *Laissez-faire* with its doctrine of every fellow for himself offered little hope for ultimate competency either of the individual or the group, for the modern structure of civilization is social. Business, industry, commerce, and professional life — all are interdependent. The new high school steps in to supplement the efforts, once restricted as the province of the home and church, later extended to community and state, to develop in each individual the best of his talents and genius, his interests and ambitions, through participation in social enterprises. The individual must still go his own way of life; he must attain his own controls, vocal, muscular, nervous, mental, and moral. But in the new school program, he attains these essential controls through social adjustments, group living, concerted action, and the enlistment of his interests, ambitions, and energies in the achievement of a series of common tasks. The group principle in action, giving spirit, tone, and color to school life, develops, stabilizes, and makes permanent the individual social controls, through the creation of a multitude of miniature situations similar to the larger ones in which the students later must find their place.

Extracurricular Contribution to the Attainment of Social Controls. — In *The High-School Principal,* the writers set up the following as the contribution of extracurricular activities to individual pupils:

(1) They create new interests, responsibilities, and means of evaluating life and events. (2) They are measures of cooperative capacity. (3) They set up desirable habits of voluntary participation. (4) They short-circuit youthful energies

into useful and desirable channels in home, school, and community. (5) They provide easy and natural means of moral and social adjustment. (6) They are great and powerful leveling agencies. (7) They set up a social environment similar to that in life. (8) They furnish abundant, voluntary, and selective choices of pupil activities. (9) They prepare pupils for a full, rich, and satisfying life in modern social conditions. (10) They provide the best means for attaining moral adjustments.

If the individual is to contribute his utmost to concerted action and group living, he must come to possess, in some part at least, all of the following qualities: enthusiasm, initiative, sense of responsibility, leadership, self-control, sportsmanship, adaptability, sacrificial energy, and voluntary coöperation.

Three examples are here presented to indicate the response which high-school students make to the appeal and opportunity for coöperative effort:

1. Pledge of Citizenship and the Fremont Creed of Fremont High School, Oakland, California.

PLEDGE OF CITIZENSHIP

We, the students of Fremont High School, Class of ——, solemnly promise to utilize in the service of Oakland or of the community of which we may become residents, the knowledge and powers we have acquired through the generosity of the City of Oakland and the State of California; and moreover, we promise to strive unceasingly to quicken the public sense of civic duty and to work with others to make our City, State and Country, greater, better, and more beautiful than they have been transmitted to us.

THE FREMONT CREED

We will do right for the right's sake. We will respect the rights of others. We will never bring disgrace to this, our school, by any act of dishonesty or cowardice, nor ever desert our suffering comrades in the ranks. We will live for the ideals and sacred things of the school, both alone and with many; we will revere and obey the school's laws and will do our best to inspire a like respect and reverence in those about us who are prone to annul or set them at naught; we will strive unceasingly to quicken the public sense of civic duty. Thus in all these ways we will transmit this school not less, but greater, better, and more beautiful than it was transmitted to us.

2. Madison's Code of Ethics, presented on May 20, 1926, by the Student Organization Committee. Madison Junior High School, Rochester, New York.

1. A TRUE MADISONIAN IS TRUSTWORTHY:

I will be honest in all undertakings. I will neither cheat nor lie under any circumstances. I will not betray the confidence placed in me by others. My actions shall be proof of my *Trustworthiness.*

2. A TRUE MADISONIAN IS LOYAL:

Loyalty is the foundation of a wholesome school spirit. I will be *Loyal* to the ideals of my school and to its activities and organizations. I will be *Loyal* to my parents, my teachers, and my classmates.

3. A TRUE MADISONIAN IS HELPFUL:

Coöperation is essential to success. I will be helpful both in spirit and in action in all the affairs of the classroom. I will be *Helpful* by obeying the rules and regulations of our Student Government.

4. A TRUE MADISONIAN IS OBEDIENT:

Obedience is the keystone of a successful organization. I will *Obey* all teachers and all elected officers. I will be *Obedient* in living up to the rules and regulations, plans and policies of the United States of Madisonia.

5. A TRUE MADISONIAN IS COURTEOUS:

Real refinement is expressed in courteous action under all circumstances. I will be courteous in the classroom, in the corridors, and on the playgrounds. I will be *Courteous* at all times.

6. A TRUE MADISONIAN IS FRIENDLY:

I will greet all newcomers with a smile in order that they may know that we are going to be *Friends.* I will strive to develop and to maintain a spirit of *Friendliness* in spite of small grievances that may arise.

7. A TRUE MADISONIAN IS CHEERFUL:

Cheerfulness leads to health and *Happiness.* I will help others willingly. I will discharge my duties and pursue my studies with *Cheerfulness.*

8. A TRUE MADISONIAN IS COURAGEOUS:

I will have the *Courage* to stand up for the right in spite of the coaxing of friends or the taunts or threats of those not friendly. I will have the courage to admit my error when I find that I am wrong.

9. A TRUE MADISONIAN IS CLEAN:

Cleanliness means clean in mind as well as in body. I will be *Clean* in my thoughts and actions as well as in my dress. I will strive to make our school wholesome and *Clean* in every respect.

10. A TRUE MADISONIAN IS THRIFTY:

I will strive to save and protect school property and the property belonging to others. I will save as much as possible from day to day.

3. The program of the third annual student character conference, held at the Y. M. C. A. camp, Boone, Iowa, in 1926, by elected student leaders of West High School, Des Moines.

THEME OF THE CONFERENCE, CHARACTER BUILDING

1. Leisure Time in Relation to Character. What is your idea of a good time? The smoking problem. The outside lunch room. A good time on little money.

2. Social Life in Relation to Character. What attributes of a girl make her attractive to boys? What attributes of a boy make him attractive to girls? Clothes, manners, personal appearance, friendships, popularity and respect, school standards.

3. Honesty in Relation to Character. The honesty questionnaires, the "get-by" spirit, sincerity, success.

4. Democracy and Race Relations in Relation to Character. Is there any problem in the school regarding cliquishness? From the standpoint of the Negro, what is the ideal standard of democracy? The Italian standpoint? The Jewish standpoint? Better understanding. Social relations.

FINDINGS OF THE WEST HIGH SCHOOL CHARACTER CONFERENCE (IN PART)

SOCIAL LIFE

1. The attributes of a girl that make her attractive to a boy are: She should: (1) be modestly and attractively dressed, (2) use cosmetics sparingly, (3) be intelligent, (4) be athletic and a good sport, (5) be a good conversationalist, but not a gossip, (6) have clean thoughts and use clean language, (7) be charming and dignified, (8) be considerate, (9) have a good disposition and a pleasing personality, (10) have the courage of her convictions, (11) have sufficient respect for herself to refuse to permit familiarities in her associations with boys.

2. The attributes of a boy that make him attractive to a girl are: He should: (1) have a good personality, (2) be athletic and a good sport, (3) be intelligent, (4) be able to adapt himself to all occasions, (5) dress neatly, (6) be a good conversationalist, (7) be a real pal, (8) be courteous and considerate, (9) have clean thoughts and use clean speech, (10) be chivalrous enough to a girl and have sufficient respect for himself and the girl so that he will neither expect nor indulge in any personal familiarities, such as petting. He should not (1) be silly or sarcastic, (2) be egotistical, (3) smoke.

3. Friendship: It was determined that a relation of palship should exist between boys and girls; that a relationship of pals is one of sin-

cerity, free from jealousy and artificialities, consisting of several broad associations as well as a few intimate friendships.

Democracy and Race Relations

1. It was agreed by the members of the character conference that some cliquishness does exist in West High. A smaller percentage stated that the various groups in the school were also snobbish. The following suggestions were offered to remedy the situation: (1) that those various groups should accept other individuals into their midst, (2) that any practice which tends toward cliquishness or exclusiveness in the school should be discouraged, (3) that we be less harsh in our criticism of others and treat all alike.

2. The consensus of opinion was that, although democracy has improved in West High in the last few years, there is still chance for improvement in the attitude of some students toward this movement.

3. The statements made by the Jewish and Italian representatives regarding democracy held no criticism, other than that we should avoid using all insulting nicknames. The colored representatives, as a whole, were well satisfied with existing conditions in West High although their problem is more difficult than that of other minor groups.

4. According to the remarks of the Negro representatives, any social contact which may result in race amalgamation is undesired by them. True democracy consists in friendliness rather than a social relationship.

5. It was decided that each race should be willing to meet the other race halfway, and that neither the white students nor the Negro students should be expected to take the sole initiative in solving this problem. Also each group in school should feel the responsibility of undertaking to remove any prejudice of its members toward other groups or individuals.

Scope and Present Development. — In the magazine literature many lists of extracurricular activities of individual high schools may be found. The *Twenty-Fifth Yearbook of the National Society for the Study of Education*, 1926, includes among others valuable studies of the student organizations at Everett and West Seattle in Washington by Dr. Fred C. Ayer, the small high schools of Michigan by Dr. Clifford F. Woody, and Tulsa High School, Oklahoma, by Principal Merle Prunty.

A glance at the present expanse of these activities, even in the smaller high schools, leaves little doubt that all pupils are receiving leadership and inspiration for good or bad, according to the type of administration and supervision that is provided. The following activities have been developed. Great city high schools may have, under one name or another, practically the

entire list. Tiny rural high schools may have no more than three or four. According to size, location, need, and professional outlook of principal and teachers, the extracurricular program has been developed until it has approached the limits of reasonable expansion in thousands of high schools:

1. Athletics. Members of first, second, midget, roll room, class or intraclass teams. Members of athletic associations. Managers and assistant managers for each team. Football, basketball, baseball, track, tennis, swimming, golf, boxing, wrestling, volley ball, and many others.

2. Dramatics. Members of cast for school play, operetta, class play, vaudeville. Members of dramatic club. Member of a club which presents a skit or play.

3. Music. Members of glee clubs, chorus, quartette, double quartette, orchestra, and band. Assembly singing.

4. Student government (actual or participation). Member of student council, class officer, student body officer. Member of class, roll room or school committee. A voting member of a great democratic organization.

5. Publications. Managers, editors, and assistants from all groups and classes for annual, handbook, newspaper, magazine.

6. Assemblies. Member of committee for the organization and outlining of programs. Actual participation in the programs. A silent but influential member of a living society and a factor in determining its policy.

7. Boys' and Girls' Clubs. An active part in committee and special group work, learning to serve with, for, and through others.

8. Honor societies. Member of national, local, or class groups, which awaken ambitions for greater achievement in scholarship, service, character, and leadership.

9. Social groups. A part in planning parties, dances, etc., as representative of club, class, roll room, or school. Active participation in one or more groups having, among other objectives, a social motive.

10. Clubs promoted to motivate the class work. Spanish, French, German, science, botany, zoölogy, art, commercial, short story, radio, English, homemaking, industrial, print shop, mechanical drawing, music critics, music appreciation, shop, business correspondence, stenography, office practice, market, design, needlework, sewing, millinery, fashion, cooking, agricultural, project, public speaking, authors, writers, literary appreciation, modern literature, Latin, mathematics, nature study, chemistry, physics, history, civics, electrical, and typewriting.

11. Clubs promoted to motivate school and life activities. Monitors, hall directors, guides, student aid, leaders, library, service, morale, Camp Fire, Boy Scouts, dancing, card, Y. M. C. A., Y. W. C. A., Hi Y, Girl Reserves, checkers, chess, quoits, camera, Big X (letter winners), Junior Red Cross, first aid, airplane, cartooning, debate, dramatics, military, illustrators, social fraternities, and sororities.

Extracurricular Activities in Typical High Schools. — Typical of the finest development of extracurricular activities for high schools of their size and location, the following lists represent "going" activities during the school year 1926–1927:

1. *Oconto Falls, Wisconsin.* Athletics, football, basketball (boys), track. Music, band, orchestra, girls' glee club, boys' glee club. Girls' clubs. Academic clubs, mathematics, commercial, Latin, emblem, agricultural. Booster club. News staff. Forensics, oratory, declamatory, debate.

2. *Woodland, California.* Athletics, league, football, basketball, track, baseball, intramural athletic sports for girls, spring athletic festival. Music, band, orchestra, girls' glee club, boys' glee club. Camp Fire Girls (three groups). Hi Y. Boys' association. Girls' athletic association. English club. Press club. Dramatic club.

3. *Belfast, Maine.* Student council, has supervision of all extracurricular activities, helps with school routine, and handles all school funds. Music, beginners' orchestra, advanced orchestra, boys' band. Boys' Y and Girls' Y. Athletics, football, basketball, baseball, volley ball for girls, organized games for girls two nights a week after school. School paper. Debating. Prize speaking. Plays. Honor Society.

4. *Cape Girardeau, Missouri.* (*a*) Monday clubs: agriculture, art, electrical engineers, Girardot staff (annual), home economics, nurses', Orange Aids (pep), teachers, Girl Reserves, Hi Y, Tiger staff (newspaper), athletics (girls), Tiger Cubs (pep), athletics, and biology. (*b*) Wednesday clubs: stock and poultry judging, Red Dagger (dramatics), nature study, local history, automotive, Franklin (citizenship), junior dramatics, Latin, mathematics, pep., Head Hunters (pep), novelty, needle art, and athletics.

5. *E. C. Glass High School, Lynchburg, Virginia.* Athletics, football, basketball, baseball, track, basketball for girls. Music, band, orchestra chorus classes. Public speaking, two clubs, debate. Publications, the *Critic* (bimonthly), *High Times* (weekly). Dramatics, the David Garrick Players. Literary societies, Wilsonian, Thomas Nelson Page. Department clubs, French, Spanish, commercial. Honor League, (school citizenship). Hi Y, (boys). Girls' high school clubs (three sponsored by Y. W. C. A.). National Honor Society. Student committees (one boy and one girl from each home room), school service.

6. *Ottumwa, Iowa.* Athletics, football, basketball, track, wrestling. *Argus* (annual), *Argus News* (paper). Student council. Girls' club. Forensics, debate, declamatory, extemporaneous. Dramatics. Normal training. Hi Y (boys). Hi Tri (girl reserves). Academic clubs, French, Spanish, Latin, home economics, art. Girls' athletic association.

7. *Olympia, Washington.* Debate, declamation, and oratory. Journalism. Dramatic club. Scholastic honor society. Hi Y. Girls' club, girls' club auxiliary. Knights of the Oyster. Knights of the Big O. Girls' athletic association. Lyceum course. Associated student body.

TRAINING

Girls' glee club, boys' glee club, orchestra, band. Radio club, hi art society. Tennis club, football, baseball, basketball, track. Social program. Executive council.

8. *Indianola Junior High School, Columbus, Ohio.* Cartooning club. Ukelele harmonica club. Camp craft club. Fasces club. Parliamentary club. Correspondence club. Hand craft club. I. G. A. C. Purple Mask Junior. Audubon-forestry. Sunshine society (officers). Kodak. club. Recreation club. Who's who. Etiquette club. Boys' glee club. Girl reserves. Honor guard. Air craft club. Math clinic. True Blue club, Science club. Purple mask. Book lovers club. Recreation club. Torch club. Chef club. Scrap book club. Story hour club. Correspondence club. Girls' glee club. Spelling match club. Camp Fire Girls. Girl Scouts. Boy Scouts. Radio.

9. *Flathead County High School, Kalispell, Montana.* Music interscholastic. Music — orchestra, glee club, band, quartets. *Messenger,* faculty paper. *Arrow,* school paper. *Annual.* Athletics, football, basketball, track, interscholastic, intramural. Debate, interscholastic, intramural. Declamation, interscholastic, intramural. Extemporaneous speaking, interscholastic, intramural. Extemporaneous essay writing, interscholastic, intramural. Scholarship contest, interscholastic, district, state, triangular, intramural. Stock judging, interscholastic, intramural. Class organizations, freshmen, sophomore, junior, senior. Clubs, agriculture, boys' athletic, girls' athletic, Derby (pep organization), Tomahawks (pep organization), scribblers (literary organization), art, music, home economics, normal training, camera, commercial, science, freshman dramatic, upper class dramatic. Girls' honor society. Senate (debate organization). Student council.

10. *Atchison, Kansas.* (*a*) Major clubs: Hi Y. Colored Hi Y. Senior Girl Reserves. Junior Girl Reserves. Colored girls' progressive club. Camp Fire Girls. Boy Scouts. Pioneers. (*b*) Minor clubs: Senior high-school clubs. Optimist club (*Opty* staff only). Moderns. Pen and ink club. Dramatic. Camera and radio. Nature study. Debating. Senior travel. Girls senior knife and fork. French. Boys senior knife and fork (etiquette). Boys vocational. Girls' homemaking. Boosters. Rhythmic circle (dancing). Business Girls. School band (Junior and Senior High). Novelty. (*c*) Junior high students. Junior travel and history. Junior puzzle. Junior penmanship. Junior vocational. Junior story telling. Junior fine arts. Latin. Girls athletic. Rhythmic circle (dancing).

11. *Madison Junior High School, Rochester, New York.* (*a*) Clubs open for both boys and girls: Arts and Crafts, to decorate useful articles and learn the art of making ordinary things beautiful. Band, for students owning instruments, or using Eastman instruments. Bird house, to build bird houses, bath, or feeding stations. Book lovers, reading and discussing worth-while and interesting books. Checker, a careful study of the science of checkers, to learn the most common moves, to create ability to play the game, tournaments. Dramatic, transitions, characterizations, short plays. Fairy story, to read and dramatize fairy

stories of the different nations for entertainment. Journalist, the main objective of the club is to learn the simple underlying principles of journalism and to learn how to read proof and write articles for the *Madigraph.* Library, how to find interesting material and to introduce some good stories. Spanish, to learn simple Spanish conversation, to discuss the picturesque customs and costumes of the people of the Land of Toreadors. Travel, to hear speakers and see pictures of the most interesting parts of the world, to enjoy advantages of travel while at home. Typewriting, to teach academic students who expect to go to high school and college how to use a typewriter; no commercial students are eligible.

(*b*) Clubs for boys only: Boxing, lessons in boxing, to develop good sportsmanship and quickness of action. Basketball, for boys invited by captains appointed by coach. Boys' cookery, special study of camp cooking which will include baking and candy making. Chess, to study the game as to openings and how they may be followed up; to develop interest in the game, quick thinking, and response. Collegiate, for boys who would like to know more about taking care of their clothing, either at home, in camp, or at college. Engineering, to study and discuss civil and military engineering, construction of bridges, dams, reservoirs, piers, lighthouses, etc. Map making and reading. First aid, Scouts admitted, but primarily for boys not eligible to Junior Red Cross because of age. Horseshoe, skill in pitching quoits. Metal arts, to make metal articles. Museum, to create and develop interest in Rochester Municipal Museum. Pigeon and poultry, open to all seriously interested in making a study of the various types of poultry, their feeding, care, habits, etc. Sheet metal, to make articles out of sheet metal; boys not in sheet metal class preferred. Stamp and coin, to make collections of stamps and coins; a knowledge of foreign stamps and coins. Boys' senior corps, to carry out plans for graduation, and for benefit of whole school, to develop leadership and coöperation and good school spirit; all senior boys should be in this club; open to no others. Radio building, learning commercial code, or building radio sets. Boys' swimming, for boys who cannot swim.

(*c*) Clubs for girls only: Athletic, games and athletic work, recreation, quick response, fair play, sportsmanship. China painting, to paint flat dishes, salts and peppers, in luster and plain colors. Customs and courtesies, to learn the more common and useful rules of etiquette; table manners, etiquette for parties, introductions, as well as the little courtesies of everyday life will be learned and practiced; there will also be reading and discussion of customs and courtesies of other countries. Rag rug, rugs crocheted and new hooked rugs made from faded and worn-out dresses and stockings. Corrective, for corrective exercises. Dennison, to make paper flowers, beads, favors; to create hand skill and appreciation of color. Junior Dennison, for *7A*'s and *8B*'s only. Doll, to dress dolls for children in the day nursery. Embroidery, to create interest in making attractive and useful articles. Fudge and apron, to make fancy aprons of various kinds suitable for sewing, fudge parties,

or gifts. Handwork, to do any kind of fancy work, such as embroidering, knitting, hemstitching, tatting, etc. Italian hemstitching and Armenian point lace, to apply hemstitching or point lace to linen, handkerchiefs, towels, etc. Kalorie, program for the semester will include rest, recreation, entertainment, lantern slides, short hikes, and a good time always. Lamp shade, to make silk lamp shades. Madison cheer, to be cheerfully helpful and thoughtful everywhere in Madison, to send cheer to students and teachers who are seriously ill, to learn to be happy by making others happy. Magazine, to interest pupils in worth-while magazines and secure magazines for institutions. Outdoor, to learn to enjoy the outdoors through observation, nature study, and sports; those girls who like to work and to play out of doors and who are not afraid of the weather are invited to join. Paintex, to paint designs on scarfs, hats, dresses, and lampshades. Girls' senior corps, many valuable activities of a social and inspirational character, preparations for graduation time; to create active participation in the best school interests; to train for leadership in school and life; all senior girls should be in this club; open to no others. Willing workers, those experienced in plain sewing preferred; girls desired who will give an hour a week to help a Rochester institution. Freshmen corps, all 7B's elect this club.

The Extracurricular Program at Work. — The meaning of a developed program of extracurricular activities to pupils, school, and community is illustrated by the following calendar at Central High School and Junior College, Kansas City, Kansas.

October 21, Hi Y meeting; 26, Band concert; 29, Hi G. R. hallowe'en party.

November 2–3; junior college play; 7–12, national education week; 11, Armistice Day; 18-19, senior play.

December 2, Quiverian follies; 10, physical ed. exhibition; 16–17, junior college play; 17, Spanish carnival; 19, Christmas vesper service; 22, Hi G. R. Christmas party; 23, Christmas assembly by junior college.

January 12–13, opera *Pinafore;* 28, General entertainment.

February 4, junior college operetta; 10, Mother's Day banquet; 11, art club tea; 17–18, junior college play; 24, Hi G. R. and Hi Y play.

March 4–5, basketball tournament; 10, symphony orchestra concert; 11-12, basketball tournament; 16-17, junior play; 18-19, basketball tournament at state university; 25, Spanish play; 29, K. C. K. star oration contest.

April 1, girls' circus; 7-8, junior college play; 18-25, music week; 22, honor society assembly; 24, *Messiah* concert; 26-29, music contest at Emporia; 29, dramatic club play.

May 5-6, floral games at Baldwin; 13, junior-senior reception; 11, honor society ceremonial; 17, senior class day; 19, junior class day; 22, baccalaureate vesper service; 24, junior college commencement; 25, high-school commencement.

Justification of the Extended Development of Extracurricular Activities. — One hundred answers from successful progressive high-school principals throughout the country have recently been received by the writers to the question: "What gains justify so great an expenditure of time, energy, and money in extracurricular activities?" To these principals this is no academic question. They are on the firing line, in vital day-by-day contacts with student bodies ranging from one hundred and fifty to two hundred students in the smaller schools, to student bodies of two thousand to four thousand in the larger high schools. They are accustomed to carry the weight of responsibility for the success of the modern high school, and they know the gains and limitations which the extracurricular activities bear in relation to their own work. An analysis of the one hundred answers is here listed:

Quality or Result	Principals Reporting
Citizenship Attitudes	22
Spirit of Coöperation	21
Leadership Developed	21
School and Community Spirit Fostered	21
Initiative	13
Sense of Responsibility Engendered	12
Talents Discovered	11
Individual Fitted for Place in Society	10
Character Development	10
Better Use of Leisure Hours	9
Spirit of Loyalty	8
Social Efficiency	8
Solidified School Morale	7
Better School Attitude	7
Insight into Civic Responsibilities	6
Self-Expression	6
Happiness	6
Sense of Unity	5
Aims of Education Accomplished	5
Health	5
Special Interests	5
Practical Experience	5

In addition to this extended list, from one to four principals name each of the following as gains from their extracurricular programs: (1) Gains to the school: Teachers understand pupils

better, sociability is promoted, the school receives better service, the school is stronger, pupils like to come to school, discipline is better, a modern school is possible, the high school has greater holding power, the school is humanized, the work of the classroom is supplemented, better results than from purely academic work. (2) Gains to the pupils: Ability to meet people, better things to think about, satisfaction of social and emotional desires, friendships, ability to do something, self-reliance, personal charm, balanced life, fair-mindedness, tolerance, spiritual values, training, social conscience, inspiration, practice in citizenship, social balance, morals, mental growth, greater versatility, social graces, poise, release of adolescent vitality, testing ideals in practice, self-regulation, introduction to life, true sportsmanship, and obedience to law and order.

The following statements are offered as examples of cogency and straight-thinking in answer to the foregoing question.

Four principals raise the question of real values in these programs, although two state both sides. The next four statements were chosen to illustrate the dependence of principal and faculty upon the extracurricular program to accomplish their educational objectives. Students will find in all of these statements material worthy of their careful study:

Mary Ruth Fisher, Twin Falls, Idaho: I am not sure the results justify the expenditure. I feel we have lost sight of character formation and are becoming too commercial.

W. O. Hampton, New Hanover High School, Wilmington, North Carolina: I am of the opinion that expenditures frequently greatly exceed the gains. Unless extracurricular projects are self-supporting, such as athletics, the principal must invariably consider this: Can I buy more education with this money in this organization than I can buy by investing elsewhere? That is always an important question.

Payne Templeton, Flathead County High School, Kalispell, Montana: I am not sure that the expenditure is justified. We need some careful evaluation here. I would say that the following are the big values of well-supervised extracurricular program: The development of ability to work with other people; the development of certain desirable character qualities; health development in athletics; cultivation of hobbies and interests that will equip one better for leisure time; some indirect vocational training; development of group consciousness or school spirit binds together the school and the community.

T. J. McCormack, La Salle, Illinois: This cannot be analyzed. I think we increase and crowd our extracurricular activities simply from

herd motives and from a fear of being regarded as ignorant or reactionary in "educational" matters. The positive values gained are elusive and difficult to determine. Sometimes the "gains" are actually negative (the distraction, disorganization, and gradual enfeeblement of the morale of the group through too many activities). On the other hand, these activities humanize the school and supply avenues of release for superabundant adolescent vitality, which greatly reduce the ancient problems of discipline.

Smith Thomas, Hutchinson-Central High School, Buffalo, New York: I feel that the student gets as much value out of extracurricular activities as he does out of the textbook.

Frederic H. Spaulding, Tampa, Florida: We might reverse the question and ask what gains justify so great expenditure on purely academic subjects. Education is as much connected with society as with facts and theories.

Wellington Pegg, Wenatchee, Washington: Why, man, this is the life. This is the school at work in active business of living. Conception of daily problems of living, adjustments to human nature, getting things done. I would in no sense minimize academic subjects, but the "activities" function with a vim and, one might say, automatically. They socialize the entire school. They develop personality and destroy regimentation.

Charles Hart, Eastern High School, Washington, D. C.: Under present conditions, it is impossible to conduct a city high school without a comprehensive organization of extracurricular activities.

J. A. Pollock, Waite High School, Toledo, Ohio: We feel that this is justified by the fact that we are managing a great educational institution and that only by this close supervised assistance we know that the boys and girls are being taught and required to maintain the standard in every phase of their organizations that they should be taught to maintain as their ideal.

Richard R. Balkema, Weatherwax Senior High School, Aberdeen, Washington: Good training, careful expenditure, leadership, executive experience, interest of all in school welfare. Good school spirit. It is the motor power of a school system.

Grant Beebe, Lane Technical High School, Chicago, Illinois: Our extracurricular activities are selected with the view of developing, first, the school loyalty and the capability of working with a group. We feel this experience cannot be secured in any other way. Our second object is to give individual opportunities to develop a particular talent which would not be brought out by the regular work such as athletics, music, dramatics, or debating.

R. L. Davidson, Cape Girardeau, Missouri: (1) Makes students interested in school, and as a result they will both remain in school and do better work, (2) stimulates good school citizenship and therefore lays foundation for future citizenship, (3) provides for individual differences, (4) supplements work of classroom, (5) gives wider range of worthwhile interests, (6) teaches initiative and assumption of responsibility.

D. H. Halloway, Boise, Idaho: They are more like life. They make school more interesting. They are strongly educational. They give students a better opportunity to see teachers as human beings. They give school publicity. They develop a spirit of coöperation and a *skill* in cooperating. They teach necessity of organization. They teach importance of being able to get on with people in an agreeable way. In short, they furnish the laboratory in which lessons learned in the classroom are applied.

G. W. Kirn, Council Bluffs, Iowa: Education of children. If these extracurricular activities do not produce children better qualified to meet life conditions, they are unjustifiable.

W. J. Baird, Jefferson County High School, Boyles, Alabama: The social, physical, moral, and mental development of the pupils.

R. M. Marrs, South High School, Omaha, Nebraska: In our judgment it is through the extracurricular activities that a number of the chief objectives of the high school are reached: namely, citizenship training, training in the use of leisure time, preparation for worthy home membership, ethical training, and in a large measure the health objective is also attained. As I see it, our extracurricular program is actually doing more for our community in a substantial way than is our curricular program and is doing it with much less expenditure of time and energy and money than the curricular program. If I dared, I should say that the curricular program exists to furnish an opportunity for meeting the objectives of secondary education through the use of extracurricular activities. Of course, this is putting it rather strongly. They must supplement each other in order to do the " trick " of secondary education properly.

John Craig, Muskegon High School, Muskegon, Michigan: School spirit, loyalty, coöperation, putting self in background — *i.e.*, good citizenship.

T. A. Zornow, Madison Junior High School, Rochester, New York: The development of citizenship qualities that carry over to later life. The development of most wholesome attitudes toward school life, school work, and the setting up of a real democracy in which both children and teachers are contentedly happy.

H. A. C. Walker, E. C. Glass High School, Lynchburg, Virginia: The valuable experience and training pupils receive for useful, successful, happy citizenship, as leaders and as followers. The good spirit and morale, community of interest, wholesome atmosphere of school life.

George J. Balzer, Washington High School, Milwaukee, Wisconsin: Extracurricular activities contribute directly toward the development of the social being of the high-school pupil. I know of no work of the high school which does so much in making for good citizenship in after school days and which brings about the democratic spirit so necessary in our American form of government. Extracurricular activities also contribute to the mental development; in some cases almost more so than class activities.

H. F. Vallance, Indianola Junior High School, Columbus, Ohio: Improved school spirit, better citizenship, greater versatility among the

pupils, development of the coöperative attitude and action, special training and special knowledge along lines of special interest; development of certain social graces, development of poise and ease in social situations, development of certain interests and aptitudes that regular school activities cannot minister to, development of certain skills — such as presiding and other parliamentary practices, skill with implements, cameras, etc., training of hands, training of minds, training of the observation and imagination, development of initiative, and development of character.

L. W. Hanna, Centralia, Illinois: Character development and social stability are as important as intellectual efficiency. Extracurricular activities properly controlled and directed are rich in opportunity to develop character and promote good citizenship.

Francis L. Bacon, Newton, Massachusetts: The personal development of the individual in relation to behavior, attitudes, responsibilities, initiative, personal charm, leadership, special talents, the balanced life. These are too often merely assumed. We need most a program to insure results.

Charles L. Smith, Belfast, Maine: Development of leadership. Having students' leisure hours occupied in proper places with proper associates. Giving pupils best things to think about. Development of the spirit of coöperation. Insight into civic responsibilities.

Wm. M. Hyman, Woodland, California: Some of the finest lessons in right living, true sportsmanship, citizenship, and community spirit and interests are taught by extracurricular activities. These activities weld the student body with a unified healthy spirit and common interest and a student consciousness.

Superintendent C. F. Gaddy, Marshville, North Carolina: The fact that extracurricular activities provide means for the expression and development of the various capacities and individual differences of students justifies all that is being done and spent in these activities. Various activities arouse interests that would otherwise lie dormant, help the pupil to discover himself, and keep many in school that have been losing interest.

R. F. Hannum, Ottumwa, Iowa: They afford means of development for pupils in practical participation in affairs. Many, such as debates and dramatics, require study and are informational, and teach self-control and expression. Some afford business training.

Gustave A. Feingold, Bulkeley High School, Hartford, Connecticut: The feeling that they are members of an institution which absorbs all their interests. Thus, they satisfy not only their intellectual needs but also their social and emotional desires. These activities afford an opportunity for self-expression, leadership, and formation of friends, all under competent supervision, or at least observation, of a faculty adviser.

Virginia Coleman, Prescott, Arizona: The students gain more dependability, self-assurance, poise, and efficiency from dealing with the real business world in running these activities than from any number of courses they could take. They do all the business with the newspapers that publish their paper and annual, obtain all the advertisements,

sell all tickets, manage the plays, contract and collect the money for their rings etc.; in fact do all the business necessary in carrying out these activities with only suggestions from sponsors.

Everett V. Perkins, Cony High School, Augusta, Maine: The gains are great. Talents are discovered, leadership is developed, sense of responsibility is engendered. School spirit is fostered, sociability is promoted.

Winfred C. Akers, Brookline, Massachusetts: The acquiring ability to do something. That is why I would have every pupil in some one. They should see that they serve the school in this way. Too many of our pupils, if left to themselves, do nothing, are colorless, never mix. These activities ought to bring them out of their shells, round them out.

W. L. Glasscock, San Mateo Union High School, San Mateo, California: Character development and confidence development worth as much as class work.

Wilbur J. Rockwood, Everett, Massachusetts: All extracurricular activities tend toward fitting the individual for his place in society, and this is the main function of all education, is it not?

A. J. Burton, East High School, Des Moines, Iowa: I believe in extracurricular activities because I feel they offer the best opportunity to teach morals. We learn by doing. Our extracurricular activities offer wide opportunities, and more nearly approximate the conditions of life after school.

F. G. Kennedy, North Central High School, Spokane, Washington: There are no gains if the individual does not gain. Extracurricular activities offer varied experiences and therefore opportunity for character growth. They may be unworthy, with corresponding changes. A program of extracurricular activities set up in response to professional advice or authority from without the school can very easily become a disrupting agency. Everything of value in such a program depends upon intelligent guidance and sympathetic control.

Charles D. Everett, North High School, Columbus, Ohio: The pupils participating in the management of the various school activities, under proper advice and oversight of faculty advisers, get a training and a practical experience which is almost invaluable to them as a preparation for their future life work in whatever line it may lie. It is education not to be obtained from the study of books. For example, our journalism classes publish a newspaper and a beautiful school annual. They write all copy, they solicit all ads, they conduct all the business involving several thousands of dollars annually, thereby, aside from their class work, gaining a practical business experience, learning how to approach people and "sell" their enterprise, whatever it may be.

Ethel Percy Andrus, Lincoln High School, Los Angeles, California: Training and education of students; development of executive ability through doing, social training, pleasure, entertainment for pupils who would have little in their homes.

J. F. Wellemeyer, Kansas City, Kansas: Profitable occupation of leisure and opportunity to use up surplus energy. Also the whole pro-

gram is justified in the promotion of that favorable "emotionalized attitude" of the pupil toward the institution — in other words, *morale*.

Extracurricular Activities, an Administrative Problem. — Educators have seen in the last fifteen years a great reorganization projected in secondary education; and as they have watched the development of the socialization of the curriculum as proposed by the National Commission for the Reorganization of Secondary Education, many have admitted the important part played by these extracurricular activities. They have seen individual administrators and teachers who, catching a vision of the possibilities of the extracurricular program, have been remarkably successful in producing qualities of citizenship and high ideals of moral and social relationships in their student body; but unfortunately they have seen others who, lacking a philosophy, have attempted a great development of those activities as a method of relieving themselves of responsibility through student control. The result in such cases has always been dismal failure for the administrator and the school. The most outstanding example of this has been in student organizations in which students have been guided into real experiences of citizenship by a certain principal and then have failed in attempting to assume the same responsibility under another executive. In many cases the former privileges of the pupils have been ignored. They have witnessed these successes and failures, and many have doubted whether or not extracurricular activities had a universal educational value. Were they not a plaything for certain administrators with exceptional qualities of leadership and a dangerous instrument in the hands of the average principal if carried to the point of placing the responsibility for the development and enrichment of the program of activities in the hands of the students? Practically all admit that there are meager returns from an extracurricular program made to order in the principal's office without student participation, but all realize the dangers of real student participation without thorough preparation and training of the students to assume such responsibility. Student participation will never be successful as long as administrators seek to justify extracurricular activities on any other basis than as an integral part of an educational philosophy. It

might be well emphasized at this point that extracurricular activities will never render their greatest service until every administrator and teacher has included them as a vital factor in working out the objectives of secondary education in the twentieth century.

Need of a Philosophy for Extracurricular Activities. — In the administration of a high school and the supervision of the faculty as teachers, leaders, and guides of students in their extracurricular interests, the superintendent and high-school principal are soon convinced that all too few high-school instructors have caught the vision of the responsibilities of developing those qualities of citizenship so essential in a democracy, through training the students in interests which lie outside of the curriculum. It may also be noted that too many students who have been graduated from the college and university today have the ideal of being academic apostles, carrying facts and information in some subject which seems to them essential to the well-being and well-rounded growth of high-school students. The attitudes, habits, and ideals which high-school students are going to develop from their contacts with one another and with the faculty have only limited space in the mental picture which these inexperienced teachers have of student growth. This is doubtless due to the fact that extracurricular activities have come so recently into the high school, and have developed at so rapid a rate, that no attempt to state a philosophy of their educational value has appeared heretofore in accessible form. College professors who have not had contact with the interests of high-school students and who in their study have not had their attention called to the significance of the methods of developing and using those interests are not in position to impress upon their own students the importance of this phase of their professional preparation. College students have been told that an ability to coach athletics, dramatics, or debate would assist them in getting positions, but few have been inspired to see in those activities both a means of securing a position or a higher salary and an opportunity to bring to boys and girls a better and a more complete conception of life. As soon as the philosophy of extracurricular activities has been made an integral part of all courses built up in the department

of secondary education, we shall see its influence at once in the high schools of the nation.

Men and women interested in the problems of the American high school have been pointing out the need of such a philosophy in the last few years. They have seen these activities become a dominant feature in every high school in the United States and have realized that they are affecting the habits and attitudes of hundreds of thousands of adolescent boys and girls as well as influencing the teaching of every high-school subject.

Forces Hindering the Development of Extracurricular Activities. — According to the tenets of this philosophy, there are certain forces which are hindering the development of the extracurricular activities, although they have apparently little influence on the remarkable growth of the activities in every high school, junior high school, and even grammar school in the United States. Extracurricular activities are here to stay, and the great educational problem of the present is to secure real leadership for them so that they may become an integral part of educational philosophy and practice. If they are malformed and, to any extent shriveled in moral influence, it is because administrators and teachers have failed to provide this type of leadership. Two of the forces which are holding back the extracurricular program from a complete realization of these objectives involve teachers.

1. *Poor Supervision.* In the first place, these activities are, nationally speaking, poorly supervised. Teachers have not been trained in extracurricular values because too many normal school, college, and university professors of secondary education have not developed a philosophy of these activities and do not give them full consideration. School superintendents and boards of education are responsible, also, inasmuch as they are often more interested in securing an athletic coach who has been chosen on an all-conference team rather than a man who has personality and vision upon which to base a real physical-training program for every boy in the institution. Teachers, in many cases, are unwilling to assume the additional work involved in really doing the job and, if willing, many cannot visualize an extracurricular program growing out of student demands and needs and developing as the students themselves develop

in the ability to carry more and more responsibility. For this reason, many teachers and principals, either from a misunderstanding of the philosophy of the program or a desire to appear in the limelight themselves, assume active leadership instead of remaining in the background and encouraging student enthusiasm and initiative.

2. *Poor Administration.* Many principals and superintendents, with certain ideals in mind which they believe should be developed in the thinking of the student body, find it impossible to make the extracurricular program contribute its full share toward the goal, because a cosmopolitan student body does not respond to the guidance of average and inferior teachers. In many cases, the students in greatest need of such training never come in contact with those phases of school life which develop character and citizenship through activities of coöperative service; or if they do come in contact with them, the educational values are lost because of inferior leadership. Success in achieving the objectives of secondary education through the extracurricular program calls for genuine, eager interest on the part of the adviser who must have special knowledge and special skill in the particular field in which he or she has been assigned. One cannot pass from consideration of this impediment to the full realization of the extracurricular program without noting the mistake that many administrators make in coming into a new school system and outlining a complete organization of clubs and activities. In many cases teachers and students are assigned to two or more of them with a minimum amount of consideration for their interests and aptitudes. It would be impossible to go further afield in an attempt to realize the present philosophy of education. Leadership and guidance are sacrificed by a requirement which means that practically all teachers are handling at least one activity in which they have no real interest. Initiative, responsibility, resourcefulness, character development, and citizenship traits are sacrificed because students are denied the opportunity of living the life in their school days which membership in American democracy requires, inasmuch as a made-to-order program is handed down to them from the principal's office, and their growth in the organizations which they have

chosen or to which they have been assigned is negligible. There are no experiences coming to them because they have never initiated and executed definite acts, and such experiences are the surest foundations of a healthy growth in the individual's thinking. How far from the philosophy of extracurricular activities is such a régime!

3. *Unlimited Participation.* The first evil inherent in extracurricular activities themselves is the overdevelopment of certain students, and even teachers, through unlimited participation, and the underdevelopment of the great majority of both students and teachers. This difficulty is rapidly disappearing through the introduction of the point system governing student participation and through the realization of boards of education that the best teacher in their system is one with an extracurricular interest and enthusiasm as well as high moral qualities and a college degree. Although this fault may seem to many to be merely an administrative oversight, it is of basic consideration that the extracurricular activities appeal to some more than to others and for this reason, up to the time of the development of a program of educational guidance, they were not always in line with the philosophy of the secondary school.

4. *Secret Societies.* Another impediment to the complete acceptance of the philosophy of extracurricular activities is the secret society which developed about fifty years ago and still persists. Frequently these organizations copy the college fraternity in choosing Greek letter names and establishing chapters throughout the country. There is nothing in these societies which exemplifies the philosophy of a democratic secondary school, and they should not be tolerated as an extracurricular activity. The problem is to bring about their elimination by the students. This requires wholesome and wise guidance, and for this reason this method does not appear so effective as the direct prohibition by state legislatures and boards of education. In some schools, the students have worked toward the abolition of these nuisances. This has required guidance in working up student sentiment for (1) open meetings of all school organizations and (2) the gradual development of enough clubs so that all students may have membership, if they wish, in some organization; this, after a time, destroys the prestige of the

older group. This program requires a much longer time for solution — in some cases until the graduation of certain ring-leaders — but it results in a valuable lesson for the students in solving a problem of democracy.

5. *Financial Problems.* One of the great problems growing up with the expansion of extracurricular activities and now awaiting solution is the financial situation, which has become top-heavy because of the large sums of money that are raised and spent by the students. There is a too evident movement toward the commercialization of certain activities, to the detriment of those features which make the extracurricular program vital in a philosophy of democratic education. Administrators, teachers, and students are looking at one or more phases of the extracurricular activities of the school as a means of providing funds for the remaining student activities and furnishing needed improvements in the equipment of the school plant. It appears that dramatic work, vaudeville, and operettas suffer most in this respect. The pity of this lies in the fact that so much that is worth while in character development and training for citizenship may be inculcated as student ideals through these activities.

Even the small high school has in many instances a student-body fund of one thousand dollars, and many of the large high schools are working out fifty-thousand-dollar budgets and are planning, in their student councils, for the construction of seventy-five-thousand-dollar athletic fields and stadiums. The handling of such large sums of money by the student body calls for a real administrative policy and intelligent guidance. Slackness or inefficiency in money matters through the lack of business methods in checking student accounts may lead to results entirely foreign to the philosophy of secondary education. Allowing one or several students to handle sums of money without an accurate accounting is not only poor business but also a moral injustice to the students involved.

Another angle of the financial problem which has tended to minimize the values accruing from the athletic program of many schools is a too evident policy of outside interests — commercial clubs, organizations of business men, alumni, fraternal and social groups — to use the extracurricular program of the

school for financial gain and advertising purposes. When these aims are uppermost in the minds of the supporters of the activities, the students are inclined to evaluate the worth of the activities in terms of winning teams and gate receipts rather than in terms of clean sportsmanship, fair play, and the responsibility of the individual members of the teams and rooting sections to uphold the finest traditions of school law and school spirit. As soon as the athletic teams of any school feel called upon "to win" at any cost rather than to "play the game" for the school, athletics become a detriment rather than an asset to the educational program of educating for citizenship.

Extracurricular Activities in the Twentieth-Century High School. — Even with the hindrances indicated as existing at the present time in the realization of the complete program of extracurricular activities, there can be little question that these activities are doing more than any other phase of the reorganization of secondary education in furthering the ideals of the twentieth-century high school. That they are a vital part of the philosophy of the democratic high school is shown by the following facts: (1) Larger numbers of students graduating from the grammar school are entering the high school because of the appeal of the enriched school life, (2) a larger percentage of students in the high schools is being held for graduation, (3) students are being better adjusted in the high school through the analysis that has been made of their extracurricular interests and aptitudes, (4) students are becoming better moral, social, physical, and intellectual possibilities for democratic citizenship. This is because attitudes of mind have been developed through different acts which lead inevitably to right habits and the formation of character based upon the ideals thus rigidly established. These ideals, which have become a part of the student's life, may be put into practice, because the individual has secured them as the result of a healthy and normal development and thus has greater possibilities of giving a life of service to the community, state, and nation. These activities are vital in the development of intellect, not because they yield a mass of acquired knowledge, but because they lead to a real power to make use of facts in the solution of life problems. Real intellectual growth is the

development of the power to use facts and principles in laying the foundations for a philosophy of life. This philosophy shall be the guiding force in the acquisition of new and enriching facts and principles which are fitted into a program of life which is based upon habits, attitudes, and ideals firmly implanted through actual practice.

Any phase of the philosophy of secondary education must be universally accepted and developed or it would merit scant consideration. It is not necessary to consider the national aspect of the extracurricular activities since they are in every high school in the United States. The problem which is receiving a great deal of attention is whether or not they may be called universal in the sense that they are influencing a large percentage of the three and one-half millions of students in the American high school. If a majority of the adolescent boys and girls in this country are coming in contact with these activities either directly or indirectly and are in this manner being exposed to a practical training in citizenship, social consciousness, and moral attitudes, they are a vital program in working out the philosophy of secondary education. The breadth of the extracurricular program in any high school makes possible contacts in all these directions for all students no matter what particular interests they may have.

CHAPTER III

DEVELOPMENT OF STUDENT GOVERNMENT AS A TRAINING FOR SCHOOL AND COMMUNITY CITIZENSHIP

New Relationships in the Modern High School. — The old disciplines have gone. The code of autocratic control has disappeared. The movement to place upon the students any considerable responsibility for their conduct and for proper high-school conditions was under way in only a few progressive high schools twenty years ago, it had become widespread fifteen years ago, and the assumption of student responsibility had been wholly accomplished in hundreds of high schools ten years ago. In the strictest of the old-type schools, regulation, regimentation, and rule held sway. The principal was on hall duty, teachers stood at their doors, Janus-faced, looking both ways, and janitors held their posts of observation when students passed through the halls. The situation justified completely the definition of the word *surveillance* — "a close watch." In a certain famous city high school, represented in this study as a socialized coöperative high school at the present time, an enormous policeman patrolled the basement halls ten years ago. The freshman guide informed the visitor, "The boys would get rough if the cop wasn't here."

The change came with comparative rapidity. Teacher patrols were taken off assembly, hall, lavatory, lunchroom, locker, and shop assignments. The spirit of the classrooms changed. With no teacher on police assignment of any sort, the discipline problem has practically disappeared. The change is due to the development of student government with consequent student responsibility.

Activities Promoting School and Community Citizenship. — High-school principals rely upon a wide variety of student organizations, activities, and enterprises to secure the

coöperative efforts of the students in the promotion of good citizenship. An analysis follows of the replies of one hundred principals throughout the nation in answer to the question, "What activities are contributing most this year to good school and community citizenship?"

Organization or Activity [1]	Principals Reporting
School Association or Student Council	43
Athletics and Athletic Association	41
Academic Club Program	28
Assemblies	22
Music Activities	17
Publications	15
Service Organization	13
Girls' League	12
Y Clubs, Hi Y	12
Debate and Literary	10
Home-Room Organization	9
Dramatics	8
Girl Reserves	7
Boys' Leagues or Clubs	6
Student Participation in School Government	5

Individual comments follow:

Charles LeFurge, Lansing, Michigan: Student council and home-room organizations, together with Hi Y and Girl Reserves.

Leland P. Brown, Olympia, Washington: All organized activities (implying leadership, "followership," planning, and executing) contribute to citizenship. I don't know which help the most. Organized athletics reach the largest number, so may be the most useful.

Robert B. Taylor, Senior High School, Norristown, Pennsylvania: Student participation in government of school, club program, assemblies, athletics.

Assistant Superintendent Charles R. Foster, Pittsburgh, Pennsylvania: Home-room organizations, student participation in high-school control, school assemblies.

T. A. Zornow, Madison Junior High School, Rochester, New York: The student organization with weekly home-room meetings, assemblies, clubs, and special activities.

Winfred C. Akers, Brookline, Massachusetts: Teacher-student council, girls' league, athletics, school paper.

[1] Mentioned by three or four principals: vocational clubs, honor classes, booster club (boys), Camp Fire Girls, students senate, handling of routine matters.

Mentioned by two principals: home and school association, class organizations, school lyceum, social clubs, library, public speaking, honor society, thrift program.

E. A. Funk, Arkansas City, Kansas: Administrative group, student council, local chapter of National Honor Society, Hi Y, and Y. W. C. A.

Armand R. Miller, Roosevelt High School, St. Louis, Missouri: Organization of student body and its student council, regular meetings in school periods, participation in government.

Charles L. Smith, Belfast, Maine: The handling of routine matters by students, *i.e.*, corridor passing, library duty, receiving visitors, unsupervised study rooms tried to a limited degree, the Y Clubs.

J. W. Moore, Richard J. Reynolds High School, Winston-Salem, North Carolina: Assembly programs — under the direction of the various subject departments. Unity among the faculty and coöperation between faculty committees and study body and various student groups.

Karl D. Waldo, Aurora, Illinois: I believe extracurricular clubs do as much to help in this way as any part of the school. Convocations help, and socialized recitation. Weekly school paper helps a great deal.

George Buck, Shortridge High School, Indianapolis, Indiana: Where all activities seem to contribute to these ends, it is difficult to say which ones contribute most. I shall, however, mention these: big sisters, booster club (boys), music department (choruses, orchestra, band, etc.), Roman State, Senate.

H. S. Bonar, Richland Center, Wisconsin: Debating clubs, musical organizations, agricultural club, literary societies, Boy Scouts (organized within the school), Girl Scouts, and Camp Fire Girls (also organized within the school), girls' athletic association, and boys' athletic teams.

Glenn Loomis, Big Rapids, Michigan: Student council, athletic organizations, student chapels, glee clubs, dramatic club, teacher organization, citations for good citizenship, bank, orchestra, bird club, literary club.

Grant Beebe, Lane Technical High School, Chicago, Illinois: Our school councils, which are made up of a representative from each division or home room, and our special school civic committee, which is made up of representatives of each room selected by the teacher.

W. S. Briscoe, Wardner-Kellogg High School, Kellogg, Idaho: School paper, music, glee club and orchestra, debating and public speaking, athletics.

R. M. Marrs, South High School, Omaha, Nebraska: We place the student council at the head of the list, but all other organizations in the school contribute a fair share to this aim. These organizations include department clubs, class organizations, debating and literary societies, and grade-school clubs.

A. J. Burton, East High School, Des Moines, Iowa: I believe the activities of our student council contribute more to the good school and community citizenship than any other one thing that we have in the school as it reaches more students directly and indirectly. The council put on a drive for membership in the parent-teacher association which was very valuable in the training it gave the students.

Payne Templeton, Flathead County High School, Kalispell, Montana: Our curricular activities are contributing much more than the extra-

curricular. We are using a schedule of six one-hour periods, and are using a plan of directed study which is bringing some results. In the extracurricular line five or six of our clubs are doing some unusually good work along the lines of school citizenship. Our convocation committee, which arranges for assembly programs for the year, is composed of students, and this committee is doing some good work. Our athletic activities, as run this year, are rendering some educative service.

E. H. Snow, Lower Merion Junior High School, Ardmore, Pennsylvania: I believe that the student senate and a purposeful program of faculty meetings have contributed the most. The Wednesday home-room programs with their scholarship and conduct and school-beautiful committees have been of material help. The greatest factor has been the creation and maintenance of the "hour" spirit.

Charles D. Everett, North High School, Columbus, Ohio: The student council, the student court, the Watauga Assembly (legislative organizations of house of representatives and senate (modeled after our state government and designed to teach parliamentary law and legislative procedure and give opportunity for extempore debate), and numerous organized clubs, honor study rooms, etc.

J. A. Pollock, Waite High School, Toledo, Ohio: The work of the various athletic teams and work of the student organizations in conducting their social activities and other activities peculiar to the various organizations. We make a great effort to promote student responsibility without having any particular organization along the line of student government.

Importance of the Citizenship Program. — From the foregoing summary showing the possibilities of developing student interest and enthusiasm in various phases of the extracurricular program, it is apparent that certain of these activities lend themselves more easily than others to producing real concepts of citizenship in the student body. This serves to emphasize the importance of the activities which from their very nature are based on student control of school policies and thus afford an opportunity for the development of a realization on the part of the pupils that it is important for every one to exercise a personal interest and influence in community, state, and national affairs. Such activities require careful and wise guidance, as their influence for good or bad is more far-reaching than any of the others. It is for this reason, perhaps, that the whole extracurricular program is often justified or adversely criticized because of evident success or failure in promoting the student council, the assemblies, and the boys' and girls' clubs. Their development is so vitally a part of the adminis-

tration of the whole school, and the success of the program depends so much on the coöperation of the entire faculty and a clear understanding of adolescent psychology, that the man who fails usually loses his position because he cannot get on with his teachers and students, whereas the executive who has the vision to put over a complete program of student cooperation secures a national reputation. Between these two extremes are thousands of principals who are earnestly seeking to guide their students in assuming all the responsibility for which they are prepared in the government of the school, in the organization and control of assemblies, in making the boys' club the controlling factor in all activities which are definitely reserved for the boys, and in securing from the girls' club fine coöperation in furthering programs of service. The council and the boys' and girls' clubs have in most instances been a source of helpfulness to those boys and girls who need assistance and thus they have developed new concepts of school spirit.

Student Government: Confusion of Terms. — To the writers, student government in a modern socialized high school is a spirit and not an organization. It operates through cooperative good will rather than through law and forms. The term "modern socialized high school" is called in question. Principal William M. Bennett of the West High School, Rochester, New York, writes:

"If by 'modern socialized high school' you mean a school in which there is a complete mechanism of the most pronounced and advanced type, comprising student courts, student judges, student traffic regulators, student advisory bodies for general school policies, student conduct of recitations through chairmen, critics, judges, and the like, then our school is not at all the modern socialized high school. I say this to avoid any misunderstanding, for we are much more of the older type of institution than of that type," and in another connection, he adds: "We have never attempted discipline by student action and do not expect to." It is granted that a modern socialized high school might have all of these agencies, or none of them. Similarly, student government may be any vital coöperation in which student responsibility is recognized and accepted by faculty and students. It may be on the basis of a temporary

working agreement: "We the faculty will keep out of this matter, if you the students will see that this thing is done," or "We the student will see that this abuse is corrected if you the faculty will leave it in our hands." It may be entirely informal but cover practically every important issue. Student government may represent a system of committees working in close harmony with the principal and faculty; it may be set up under the terms of a complete constitution; and in a few instances, it may represent the extreme forms of complete student control.

The Highest Art in High-School Education. — There is little conclusive evidence as to how far the movement for complete student control has advanced toward a national program. In fact, studies similar to the one made by Dean Hugh M. Woodward of Brigham Young University show that in the majority of cases attempts to establish complete student governments have resulted in failure.[2] This could be interpreted to mean that the theory of student government is not sound and that it should not be included in a study of this nature as one of the most important phases of the whole extracurricular program and the one phase that perhaps more than any other expresses a true concept of the philosophy of education at the present time. However, it may be assumed that these studies have merely pointed out the fact that in the institution, organization, and development of it there is a difficult problem of administration. The administration of student government is one of the highest arts in education, requiring a thorough knowledge of psychology and a complete understanding of educational philosophy. In an analysis of the term, one might conceive of the students relieving the principal of many of his duties. From the testimony of men who have successfully inspired their students to assume responsibility for the government of their schools, it is safe to state that they have realized that they have taken on additional and burdensome supervisory tasks. They have enthusiastically asserted, however, that the efforts were well repaid in seeing the students grow in self-control.

[2] This investigation by Dean Woodward has not been published. The writer secured the data from Dean Woodward personally.

If student government is to be in any degree a success, the principal must have this faith that a *real product* will come out of it. Results will come more slowly than under a system where the principal and faculty pass the rules and regulations. This fails to take into account the fact that, if the students are to govern others in later life, they must first learn to govern themselves. Many so-called student governments have failed in their purpose because of the tendency of the principal to step in, to assume the leadership in difficult situations, and to eliminate any possibility of the youthful citizens growing through experience in the solution of problems. Leadership is essential and fundamental, but help should be given to the students from behind the scenes, and ideas should come out as the free choice of the students. It is just as important that the principal and teachers remain in the background when the project is written up for the newspapers and magazines or is explained to interested visitors. It must be really the students' responsibility (at least in the minds of the students) if interest and enthusiasm are to be maintained in its development. The administration and supervision of the plan inaugurated in a particular school by the principal and faculty is in (1) keeping in touch at all times with the problems which the students are facing, (2) influencing the selection of the officers who are to be real leaders of the students, (3) allowing only the finest type of morality in the legislation and execution of student rules and regulations. This may be accomplished by the principal, who is not seeking public recognition, without the students realizing that they are being influenced.

Spirit and Not Form Important. — The form of student government has little or no vital significance. It is not the form but the spirit that is the key to success. It is true that certain plans as the " city commission " and the " republic " have been copied widely after being advertised as remarkably successful in some school. In general, schools which have been highly organized in form and spirit have a chief executive, department heads for various activities, chief of police and assistants, justice of the court, one or more prosecuting attorneys, and provision for the selection of a jury from a panel chosen from the register. The faculty usually fits into the scheme as the

highest judicial authority. The danger in emphasizing the form of organization is that many administrators attempt to institute the program in a complete form at once. This procedure may be accepted by the students with enthusiasm, since they see in it the opportunity for working out their own policies or the voluntary elimination of old faculty restrictions. The fact that they do not appreciate the responsibilities they are assuming is the first great administrative problem in initiating student government.

Student government founded upon a copy of an organized specific form such as the Constitution of the United States, state constitution, or city charter leads invariably to over-organization. Too many people have sublime faith in organization. The belief that a good machine will run itself is a fundamental fallacy in American political life. The principles of the Constitution do not lend themselves easily to restatement and rearrangement for the school guidance of immature high-school pupils. The Constitution represents concentrated political wisdom drawn from two thousand years of Anglo-Saxon political development. Into it were absorbed the rich increments of political wisdom of Celt and Roman, German and Scandinavian, Frank and Norman French. After this old English law was transplanted to a new land, two hundred years of countless experiments in colonial legislation slowly and surely fitted it to the frontier conditions in America. To the constitutional convention came the philosophers, theorists, idealists, practical politicians, business men — the conservatives and radicals of their day. Their proposals, broad philosophical and political principles, conservative and radical, were hammered into workable compromises. Their work, the Constitution of the United States, has been subject to interpretation by the highest courts for one hundred and fifty years; it will doubtless be interpreted for hundreds of years to come. A student constitution using the form and phraseology of the Constitution will mean little in the practical control of a high school; the form is too intricate and the principles too profound and broad.

In a small southern high school such a constitution was prepared and adopted. The preamble reads as follows: " We, the

students of —— High School, actuated by a desire to improve ourselves and to uphold the honor of the student body, do hereby adopt the following constitution."

The constitution provided for (1) two separate and independent legislative bodies, (2) senate approval of *faculty advisers* appointed by the *principal,* (3) a student vice-president to preside over the senate, without membership or vote, (4) a student president with veto power over legislation, presidential messages twice a year, and wide appointive powers, (5) a complete organization for impeachment of officers, (6) a large cabinet with broad but ill-defined duties and powers, (7) two student courts and a faculty review.

So great is the resiliency and adaptability of youth that this constitution probably will work. It has created far too much machinery, however, for smooth effective management of student interests in a small high school.

Preliminary Training Essential. — It has been recognized by educators who have been successful in student government projects that the preliminary training of the students for school citizenship is the first important step in the fundamental process of producing community citizens. It is unfair to the students to assume that they are ready to govern themselves as soon as the form of government is provided. If such were the case, there would be nothing in this philosophy of education that could justify its inclusion in the secondary school, since the graduate, by the same token, would be an efficient citizen in the community and the state as soon as he understood the form of organization. A true student government will result only when the pupils have developed, along with their enthusiasm for its privileges, a real sense of the responsibilities they are carrying. The principal with a vision of student government as a definite part of his philosophy of education should seriously consider whether his program will be vital in the development of desirable life attitudes in the students; whether it will help them to choose the right in a social situation and give them the ability to take a stand on the *right* side of the perplexing problems of life and *act* accordingly. If these conditions are fulfilled, there is no other part of the curriculum as worth while. If it cannot be justified on these

grounds, the idea should be abandoned as a waste of time and energy.

When student government is to be initiated for the first time in a high school, the administration must have a clearly outlined plan of procedure which will include educating the faculty, enlisting the interest of the students, developing in them an appreciation of the great responsibilities they are assuming and of the essential details of the plan to be installed.

The development now under way at Shortridge High School, Indianapolis, illustrates the value and need for patience in the creation of student sentiment: In this high school informal cooperation of students in handling traffic problems, controlling the boys' check room, handling fire drills, lost and found, etc., has been in use for years. A large number of active independent clubs have operated very successfully under faculty guidance. The movement toward formal student participation in school direction has been met with the well-founded student sentiment that they now have proper avenues for coöperation and responsibility.

The report of the student affairs committee, January 10, 1927, is given here in part:

Student participation in school government at Shortridge, after three years' development, is still in its embryo stage. We have always had enthusiastic support and coöperation of students with the faculty in school activities generally, but participation in school administration really had its inception during the year 1923.

To lessen the burden of teacher responsibility and at the same time to develop the spirit of student self-discipline and coöperation, a student affairs committee was organized. The original committee was composed of seven faculty members appointed by the principal and twenty-five student members, each one being either the president or official representative of some club or school organization, including members of the athletic board and the editor of each *Daily Echo,* our school paper. The committee as thus constituted met once a month at the call of the faculty committee chairman; and while much intelligent discussion was had and valuable suggestions were received at these meetings, no united action on the problems at hand resulted, and the student committee was consequently dissolved at the end of the school term. Reason for failure to accomplish more definite action at this time might be attributed to the following causes:

(1) The movement was imposed from above. It should come from below, enthusiastically backed by the students.

(2) The student members were already too busy in their respective activities and clubs to lend their best efforts to the movement.

(3) The participation discussed, viz., supervision of traffic and conduct in the lunch room had a menial aspect in the minds of the students. It had always been handled by members of the faculty, and the student body was not prepared at this time to accept student supervision.

Formal Student Coöperation

During the second semester of last year the matter of some formal organization to carry out student participation and coöperation was presented to the school in a general assembly of the student body. The entire program and presentation were prepared by a student committee, and the movement was endorsed by our principal to the students personally. However in a roll room discussion of the formal plan and a "yes" and "no" ballot later in the week, the movement failed to receive the required two-thirds majority — the goal set by our committee. The vote was thirty-three to nineteen.

The following special or independent clubs at Shortridge offer splendid opportunities for every student to participate in the environment best suited to his or her primary interest and social tendency. These clubs are all described fully in *The Bulletin of Information:*

Shortridge senate, junior drama league, Roman state, officers' club, R. O. T. C., fiction club, crescendo club, mathematics club, boosters club, True Blue Club, press club, girls' pep club, art appreciation club, girls' debating club, boys' debating club.

All of these clubs are sponsored by some department or faculty member; each is serving its independent purpose and the membership is optional. The Shortridge senate provides the training in citizenship and parliamentary procedure which is the ultimate aim of student government or coöperation, and all of the other clubs are so well organized and supported by the students that they are loath to change from these happy family gatherings and the guidance and judgment of the teachers whom they have come to love and respect so much.

To get away from the confusion of student coöperation with student government, we have been working on a school community plan with the immediate aim of providing agencies for carrying on extra classroom activities. It is not a plan for student government but may be a preparatory step leading to the student council and general participation of pupils in the internal management of the school. The school community plan provides that all special clubs and organizations be a part of the school as a whole and places the responsibility upon the entire student body. This movement requires unlimited ethical training to develop, first, the feeling among the students that school life is not artificial and that social relations within the school or its field of influence are not different from those outside the school; and second, to furnish practical experiences under adult leadership in order to promote confidence of the students generally in the ability of fellow students to share the responsibility of administering certain activities and interests.

Desirable Outcomes of Student Responsibility. — The purpose of the constitution and the organization of student trials in the South High School, Omaha, illustrate the outcomes in student self-direction where this responsibility has been finally and completely accepted. The purpose is stated as follows:

" The purpose of this organization shall be to participate with the principal in the student government of the school, exercising powers delegated by the principal and to promote the general welfare of the school in all matters pertaining to the good behavior of the student body, the beautification of the building and campus; and to develop the morale of the school as a whole."

The following provides for the organization of student trials:

All reports or accusations of misbehavior or lawbreaking shall be made on an established form to the prosecuting attorney, who shall, in extreme cases, prepare for a trial of the accused in the following manner: A summons shall be served on the accused and on any witnesses whom it may be necessary to call in to testify. An indictment form shall be filled out, and the same shall be read by the secretary at the trial.

The summons must be served on the accused, at least twenty-four hours before the trial, by the prosecuting attorney. The prosecution must be carried through to its termination by the prosecuting attorney. The president, or if more expedient, the vice-president, shall preside at the trial. After evidence is presented to the council, the jury shall decide the guilt or innocence of the accused.

The prosecuting and defending attorneys with the approval of the president shall select a jury of six to determine the guilt or innocence of the accused. A two-thirds vote of the jury shall be required to convict the accused. Should the accused be proved guilty the council shall determine the sentence to be imposed.

The accused may select any student of the school to act as his or her defender at the trial.

Principal R. M. Marrs bears witness to the effectiveness of this student court in his high school: " An offense must be grave enough to cause complaint by a teacher or pupil or a group of teachers or pupils. Of course, if an offense against the rules of the school is detected by a member of the council or by members of the committees, students are brought to trial without waiting for complaint. As a rule, however, the officers and committees of the council settle as many problems

'out of court' as possible. The council has not held a trial so far this semester. They used to have three or four trials a semester, but the number of trials is decreasing as precedents are established.

"The decisions are impartial, because the council is represented by its prosecuting attorney, and the defendant is represented by an attorney whom he selects from the student body, these to select the jury. Each has a right to object to any student mentioned in the jury by the opposing side. We feel that the arrangement is as nearly ideal as it can possibly be made and that it works out very well in practice."

Steps in the Development of Student Government. — Any degree of student government must originate with the principal and faculty, but its development must come from the students themselves. There are five main problems to be solved in the faculty itself if such a project is to succeed: (1) There is always a feeling on the part of certain members of any faculty that they are already overworked, (2) indifference and a very evident desire not to be troubled by having to adjust themselves to it, (3) lack of an educational philosophy, (4) opposition to the program in theory or as a result of past experience, (5) the exceedingly evident inability of some to be forceful and intelligent leaders. These are real problems and vital in the ultimate result, so their consideration requires searching study by the principal. It is advisable for him to take the stronger teachers into his confidence and enlist their coöperation. The matter is then presented at the next teachers' meeting, and in the discussion these leaders are in a position to advance the values of such a plan and cite instances where fine results have been attained. This usually leads to the appointment of a committee to study the advisability of initiating the plan. In the meantime, the principal sees that every teacher has the opportunity of reading the most recent discussions of the subject. After the teachers have seen the philosophy of the government of the school through student help and have realized the possibilities of producing citizens through the practice of citizenship and have had pointed out to them the dangers of the plan, they are in a position to suggest that the project be undertaken. The principal has the

opportunity at this time to place some of the disinterested teachers and some of the best boosters on a committee with himself to work out the details of interesting the students and developing in them a realization of the obligations of the system.

The work with the students must necessarily be a slow process. They are ignorant of the real meaning of student government and have had little or no experience. As a group, they are very likely little interested in it, as certain of the student leaders have been carrying the burden of all activities. With the exception of these leaders, they have had little training and guidance in matters which might serve as a background for this experiment. It is essential, therefore, that the students be allowed to assume responsibilities that carry over for considerable periods of time and that the student leaders be inspired by the " booster " teachers to ask for a larger degree of student government. The principal has the opportunity here to instill into these leaders the fact that he is representing the board of education and the community, and that, if they take such duties, involving any degree of control of an institution which the people are taxing themselves to support, they must consider seriously the responsibilities of such action. While this attitude may discourage the students and delay the movement, it also makes them conscious of the manifold obligations of citizenship. The teachers who have the confidence of the principal have the opportunity here to suggest to these student leaders and others that they approach the principal with a definite plan of organization in their school. The discussion of these students will develop an interest on the part of the majority of the pupils. The plan, as presented, may be of little value as a practical solution, but it gives the principal a chance to meet the students half way in suggesting that they make a real study of systems which are actually in force in high schools of the United States. The results of these studies are made known to the pupils. The presentation of a concrete plan is the time for the principal to determine if these student leaders are merely a minority endeavoring to establish a new régime or if they are real representatives of the best student opinion. This policy of educating the students in the responsibilities of governing themselves naturally develops now

into a student assembly where the matter is presented to the student body by the students. Only in this manner will the obligations of citizenship be fully appreciated. Carried out consistently in this manner, the committee, which now waits upon the principal, will be delegated by a united student body conscious that it is asking for a great responsibility and that it is morally obligated to make good.

Placing of Authority. — Measured in terms of school costs, citizenship, ethics, and good morals, the issues of student assumption of any degree of responsibility for good conduct are too weighty to be relinquished lightly by a principal and his faculty. One hundred principals were asked the question, " In whom or in what body does final responsibility for good discipline rest? Why there? "

Their answers were as follows:

Final Responsibility	Mentioned by
Board of Education	4
Superintendent of Schools	2
Principal of the High School	58
Principal and Faculty	12
Faculty	11
Superintendent and Principal	1
Principal and Student Council	2
Faculty and Students	1
Dean of Girls and Vice-Principal	2
Student Council	2

Of the ninety-five, nineteen count upon some form of student organization as a " Court of First Instance."

Student Council	6
Student Body	5
Home-Room Organization	3
Teacher-Student Council	1
Student Court of Justice	1
Boys' Club	1
Girls' League	1
Boys and Girls	1

Typical answers to this question:

Bert M. Carner, Gonzales, California: In the principal, because of responsibility placed by school authority, the board of trustees, and because of the necessity of centralized leadership.

Wilbur J. Rockwood, Everett, Massachusetts: *Final* responsibility with the principal, as it always must. Primary responsibility with the school council, composed of seven teachers and six pupils.

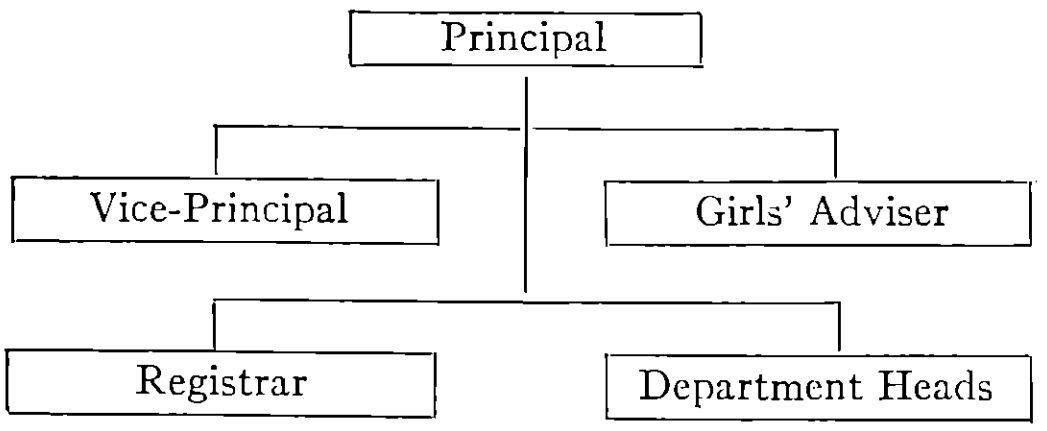
H. A. C. Walker, E. C. Glass High School, Lynchburg, Virginia: Principal. He is held accountable by superintendent and school board. There must be some definite person responsible for general conditions. It is that person's task to organize, manage, and secure the necessary coöperation among faculty and student body to insure success.

E. Wing, Deering High School, Portland, Maine: Principal has *final* responsibility, because he has *final* responsibility in all things pertaining to his school management, although I personally seldom *inflict* discipline. It is my job to develop proper teacher and pupil morale.

Charles L. Smith, Belfast, Maine: In the principal. It is necessary to have authority and authority must be coupled with mature judgment.

Ralph W. Hedges, Warren Harding High School, Bridgeport, Connecticut: Disciplinary problems give us little concern. The home room is the center about which everything revolves. Home-room pride we have found to be the most desirable contribution to good school discipline. Home-room leaders, who are elected by the pupils, are directly responsible for the discipline of their respective rooms. Of course, this does not mean that the teacher is not a dominant factor in the situation. Our assemblies are conducted for the most part entirely by the pupils, but the principal, his assistants, and the home-room teacher watch the situation carefully. Serious cases of discipline are referred to our dean of girls or to our vice-principal, depending upon whether the pupils concerned are girls or boys.

William M. Bennett, West High School, Rochester, New York: Discipline.



State laws and local regulations give only to the principal the final authority in serious matters. We have never attempted discipline by student action and do not expect to.

Two examples of the express reservation of the authority of the principal are presented:

1. "The source of power" from the constitution of the associated students of Woodland, California, High School:

Inasmuch as the principal of the high school is responsible to the board of education for the management of the school and of the activities connected therewith, his power to overrule any act of any organization or any officer of any organization or the constitution or by-laws of an organization is hereby recognized.

2. The preamble of the charter of the Lower Merion Junior High School senate, Ardmore, Pennsylvania:

In view of the power invested in me as principal of the Lower Merion Junior High School I authorize, through the agency of the student body and the faculty, the establishment of a school senate. The various terms and purposes of this establishment are designated below. The charter may be used either as a constitution or as a basis for the making of one. This charter is subject to withdrawal upon due notice by the principal.

The extreme of student control is represented by the preamble and student officers in the constitution of student government at Central High School, Evansville, Indiana:

PREAMBLE

In order to promote the interests of student government in Central High School, to establish a closer relation between the students and their representatives, to promote good fellowship and harmony among the students and realizing that Student Government offers great possibilities of expansion and development, and in order not to restrict this expansion, we, the students of Central High School, submit ourselves to be governed by the following constitution.

STUDENT OFFICERS

1. The governing body of this school shall be one boy and one girl prefect court, each to consist of three seniors and two juniors.
2. The prefect court shall have executive and judicial powers and majority rule shall prevail.
8. The prefects shall have general charge of all study halls.
9. The prefects reserve the final decision on all student government affairs.

Constitutions of Student Bodies. — Significant statements and provisions of various high-type constitutions may well find place in a discussion of student government. The approach to the problem is varied; the outcome is the same, a finer student responsibility and citizenship.

1. *Twin Falls, Idaho, High School.* The composition and powers of the student council:

COMPOSITION

The Student Council shall be composed of the two regularly elected officers (the president and secretary) from each class and four other members, three of whom shall be chosen by and from the Senior Class and one of whom shall be chosen by and from the Junior Class. The principal of the high school shall be chairman ex-officio, but shall have no vote except in case of a tie. The preceptress and preceptor of the high school shall be members ex-officio but shall have no vote.

POWERS

The Council shall among other things charter all student organizations except the classes, elect and commission all student officials who represent the school at large, and require, when it is deemed wise, bond from all who handle money belonging to any organization under their control. It shall be the general governmental council of the high school, so far as student control is practicable.

2. *Muskegon, Michigan.* Preamble and powers of the student council:

We, the pupils of Muskegon High School, in order to promote a finer school spirit, a more friendly intercourse between the faculty and the students, and to better the existing disciplinary conditions in the school, do hereby institute this constitution of the student council.

POWERS OF STUDENT COUNCIL

1. Regulation of order in halls and rooms. Student council shall provide for a system of student duty officers in halls and rooms, whose power and duty may be altered to suit existing conditions. These officers shall have the power to bring before the council any student suspected of misdemeanor, for trial and judgment.

3. *North High School, Columbus, Ohio.* Purpose, powers, and standing committees of the student council:

PURPOSE

(*a*) To provide an organization that shall make possible closer student coöperation with the faculty. (*b*) To give the students of North High School greater opportunities for self direction. (*c*) To encourage and promote all worthy school activities. (*d*) To provide avenues for the expression of students' ideas on matters of school importance. (*e*) To create and maintain standards of good citizenship among students.

Powers

1. The powers of this body shall be: (*a*) To decide on means and methods for promoting coöperative activities between the student body and faculty. (*b*) To organize executive committees for carrying out such decisions. (*c*) To grant charters to all school organizations having the approval of school authorities. (*d*) To revoke charters of school organizations when (1) such organizations do not live up to their charters, when (2) such organizations cease to benefit the school. (*e*) To investigate and report upon questions referred to it by the principal. (*f*) To investigate and make recommendation to the principal on matters of student well-being.

2. The powers of the principal over this council shall be (*a*) to approve or veto every decision of this council (*b*) to decide all questions within the jurisdiction of this organization not provided for in the Constitution.

Committees

There shall be the following standing committees, together with those the committee will from time to time appoint: (1) safety committee (building), (*a*) lost and found bureau, (2) book shop committee, (3) library committee, (4) honor-room committee, (5) activities committee, (6) handbook committee, (7) office committee, (8) home-room committee, (9) girls' scholarship committee, (10) social committee.

4. *La Salle-Peru Township High School, La Salle, Illinois.* Purposes, powers, and membership of the student council:

Purposes

The purposes which the council shall aim to fulfill are as follows:

1. To form a channel of communication between the student body and the faculty for the suggestion and formulation of constructive plans of education, civic, athletic, and social action.

2. To help foster in the student body high ideals of service, conduct, and scholarship as the goals of life.

3. To devise means for teaching democracy by enabling all members of the student body to participate in the conduct of the activities of the school.

4. Through such participation to teach responsibility, to train the members of the student body to develop, understand, and appreciate leadership as well as to cultivate a dignified, rational followership.

Powers

1. The council shall have the power to recommend such changes in the existing activities, practices, and traditions of the school and to suggest such new activities as will bring about the ends set forth in article II.

2. When the recommendations made by the council are approved by the principal, the council shall have the power to devise means such as the appointing of committees from its own or the student body, to carry out its recommendations.

3. The council shall have the power to submit any proposition to a vote of the student body. A three-fourths vote of the student body in favor or against any propositions submitted will obligate the .council accordingly.

4. It shall have the power to grant charters to organizations and clubs, to limit their number, and to abolish any club or organization that has ceased to serve its own or any useful school purpose or that interferes with other more important organizations.

5. It shall have the power to elect its own officers and to determine the method of appointing committees.

6. It shall have the power to investigate and to report on questions referred to it by the principal of the school for decision or advice.

MEMBERSHIP

This Council shall consist of the following members:

(*a*) Two members (one boy and one girl) elected from each class.

(*b*) One member from each of the following organizations: athletic association, girls' league, scholarship legion, orchestra, girls' glee club, rostrum, annual.

(*c*) One member from any school organization hereafter to be formed and numbering thirty or more students.

(*d*) Five members at large appointed by the principal.

5. *Greensboro, North Carolina.* Preamble of the student government constitution:

We, the student body of the Greensboro High School, in order to establish and maintain high standards of honor, encourage the loyal support of students and citizens, create a respect and ambition for higher scholastic attainments, and to provide a medium between students and faculty, do ordain and establish this constitution for the coöperative organization of the student body of the Greensboro High School.

6. *Richard J. Reynolds High School, Winston-Salem, North Carolina.* Preamble, organization of student council, powers and duties of the council in the student coöperative government:

We, the student body of the Richard J. Reynolds High School, in order to establish and maintain coöperation in disciplinary problems, to increase standards of honor, to promote worthy activities, to create a respect for higher scholastic attainments, to provide a medium between students and faculty, and to promote at all times the general welfare

of the school, do ordain and establish this constitution for the coöperative organization of the student body of the Richard J. Reynolds High School.

This organization shall be governed by a student council composed of the aforesaid officers of the student body and three additional members elected by the seniors, two members elected by the juniors, one member by the sophomores, one member from the 8A class and two members from the faculty, one of whom shall be appointed by the principal and the other elected by the student body after the principal shall have made his appointment. Neither of the faculty members may vote.

POWERS AND DUTIES OF COUNCIL

It shall be the duty of the student council to receive, prefer, and try any charges against a student for violation of any provisions of this constitution. They shall investigate rumors injurious to the good name of the student body or any member thereof. At all times they shall strive toward the improvement of conditions upon the grounds.

7. *Wenatchee High School, Washington.* Personnel of the principal's cabinet in the school activity association:

The cabinet shall be composed of the following members: (1) principal of the high school, (2) president of the high school assembly, who shall be president of the cabinet, (3) secretary of the high school assembly, who shall be the secretary of the cabinet, (4) student manager of boys' athletics, (5) student manager of girls' athletics, (6) chairman of debate board, (7) editor-in-chief of the high-school publication board, (8) a representative from each of the eight class divisions, (9) a representative from the faculty elected by the faculty, (10) a representative from the dramatic club, (11) a representative from the music organization, (12) a representative from the board of social control, (13) other representatives as provided hereafter: Any student activity whose organization has been sanctioned by the high-school principal is entitled to representation in the cabinet upon application made in writing to the cabinet, said application bearing the signatures of not less than two-thirds of the members of the organization together with the signatures of the instructors who are supervising the activity.

8. *Fort Smith, Arkansas, High School.* Personnel, activities, and veto power of the principal:

A. PERSONNEL

(1) The student council shall be composed of home-room representatives from the various home rooms of the high school, there being one representative from each group. (2) Representatives to the student council shall be elected for each semester during the second week of each semester. (3) The student council shall meet in the high-school library during the activity period on Mondays every two weeks.

B. Activities

The activities of the student council shall be as follows: (1) To unify the school for student assemblies. (2) To cooperate with the principal and the teaching staff in the promotion of any worth-while school activity. (3) To have general supervision of extracurricular activities. (4) To devise means of raising scholarship. (5) To have charge of student assemblies. (6) To assist in preparing the calendar of activities for the year. (7) To appoint any officers or committees necessary for the general direction of any particular student affair or the protection of the school property or the school spirit. (8) To devise or work out any plans for the promotion of school spirit and the proper direction of it.

C. Veto Power of the Principal

(1) All rulings passed by the student council must receive the approval of the principal before becoming effective.

(2) Any ruling of the student council which has received the approval of the principal may be amended or repealed by the council upon the order of two-thirds of the home rooms in the high schools, providing such action receives the approval of the principal.

9. *Roosevelt High School, St. Louis, Missouri.* Purpose, meetings, and standing committees of the student council:

Purpose

The purpose of this organization shall be to provide a means for student participation in school government, to develop good citizenship, to stimulate student activity, and to promote the general welfare of Roosevelt High School.

Meetings

The regular meetings of the student council shall be held every Thursday, the fourth period. Special meetings may be called by the president of the council, with the consent of the moderator and principal, and by the principal.

Standing Committees

The standing committees of this organization shall be: athletic, auditorium, citizenship, finance, property, welfare.

The Philosophy of Student Government — A Student Viewpoint. — The following statement from the West High *Tatler,* Des Moines, Iowa, represents a wholesome and adequate philosophy for student responsibility:

Why have a student council in West High? Rather a startling question and one which makes us realize the indifference and matter-of-factness with which we regard those opportunities which are ours. It rarely occurs to any of us that student government is as yet a comparatively new experiment, that we are the pioneers of a great movement and as such should realize the causes for this venture.

And perhaps the first factor in the philosophy of student government is the organization of a council, representative of the entire student body, and which passes certain rules and regulations necessary in the successful maintenance of a high school. Every year council members are elected in every junior and senior high home room and are supposedly students most representative of that home room. While the laws enacted may not always conform with the ideas of every individual student, they are passed for the good of the whole rather than for the benefit of only one particular person.

Also, through the organization of such a council, discipline cases are reduced, for when a person has a share in the making of laws he is more interested in the keeping of them, and every student has a very definite part, directly or indirectly, in the regulations passed by the council.

The second advantage of student government is the opportunity for the development of leadership. I think that school would become rather a prosaic thing to most of us, were there nothing but lessons day in and day out. But our extensive program of outside activities and the elaborate council committee system worked out affords each student the privilege of developing his abilities as a leader and a follower.

And third, the development of this leadership means the possession of qualities necessary for the attainment of leadership, honesty, sincerity, and loyalty. Through the encouragement of the council the character commissions were organized, one of the most important of which is the honesty commission; the honesty creed was adopted, emphasizing as it does the necessity for honesty in every phase of our school life; and sincerity and loyalty play an equally important part in the leadership of West High.

These then are the advantages of student government, and consequently the causes for it. May we all work together honestly and sincerely and loyally for the success of this student government of ours of which we are so justly proud.

Student Government and a Philosophy of Education. — Student government, inaugurated in this fashion, will be in line for development according to the fundamental principles of this philosophy of education. It rests upon student initiative. The consummation of the program is in having the students really assume the responsibility for good government in the school and carry it on. It must be borne in mind that at the start the students are ignorant of their duties because of in-

experience, and the success of the whole scheme will depend upon the suggestions which are given them. If these suggestions are definite and the students feel they are being requested to act by the principal, the whole program is weakened and may be indefinitely delayed. Advice must be given, but the students should be allowed to arrive at the same point of view that the principal and faculty would have emphasized. This result is only attained when the principal creates the assurance, along with his suggestions, that he has absolute confidence in the ability of the students to find the correct solutions for the various school problems.

In developing student government in the light of the philosophy of education, we meet the question as to how much authority the students should assume. It is likely that, the more they take over, the better they will do the task. To the extent that responsibilities are given them, they come to look at the entire organization of the school as a coöperative institution. The faculty and administration are no longer dictators but guides; and the students, especially the ones who have erred against their fellow students and are up for trial, are interested in securing their confidence and advice. The teachers are only superior where they are recognized as such by the students for their culture, breeding, and intellectual ability.

The philosophy of democracy in education requires that we make the school life of the students in every practical way a replica of efficient citizenship. It postulates that the young citizens of tomorrow shall make for a finer and higher type of democracy, because they have had the experience of governing themselves in a school democracy. Liberty is the self-enforced obedience to laws which have been organized by individuals, and with this ideal in mind, the students should be encouraged to take over as much of the government of the school as the teachers are capable of inspiring and guiding them to assume. Most important is the development in the minds of principal and faculty of such a vision of the practical application of this philosophy.

CHAPTER IV

DEVELOPMENT OF ASSEMBLIES AS A TRAINING FOR SCHOOL AND COMMUNITY CITIZENSHIP

Fundamental Business of the School. — The supreme outcomes of the high school are knowledge, power, skill, habits, and character; each in larger degree and finer quality than would be possible without the contacts and regimentation of the school. To insure worth-while information through a better trained intelligence, high ideals through a rich emotional life, and meritorious habits through habituation in every form of correct conduct, justifies the immense costs of modern secondary education. Every activity which yields measurable degrees of such informational, cultural, and social values is worthy a place in the high school. Professor Fretwell gives to the assembly hour high rating in establishing in the students the dominant controls over their conduct: [1]

"The fundamental business of the school is to train pupils to perform successfully their duties and to meet their responsibilities as citizens. The school assembly, as one phase of the extracurricular activities, can train the citizens of the school to perform better those desirable activities they are going to perform anyway. Hence, under skillful guidance the pupil's participation in the assembly may reveal to him and to his fellows higher types of activities and make these activities desired, and, to an extent, possible. Pupils are citizens of the school. Practice with satisfying results makes perfect."

Too long has the philosophy of individualism guided school procedures; for too short a time has the social philosophy of the community of interests been important in educational thinking. There are boundless possibilities for the fundamental outcomes

[1] Fretwell, E. K., *Sixth Yearbook of the Association of Secondary School Principals*, pp. 153–154.

of the school in statements such as this, addressed to the incoming students at North Central High School, Spokane, by Principal F. G. Kennedy:

" Fit yourself into the life of the school by doing the right thing in the right way and at the right time. North Central is a community. As such it has a good reputation. Its students are its citizens. Each serves himself and his community best by knowing, upholding, and observing the rules and policies of the school, by working with others, by serving others, and promoting in some way or in all ways possible to him, the best that's in and for North Central. That is the way to keep a good reputation."

Unique Opportunity of the Assembly. — The high-school assembly is the foundation upon which may be built the interest of the students in the activities of the school and a conception of the extent and influence of every curricular and extracurricular project. In this manner the reaction of every student is being obtained, and the majority are giving voice to the public opinion of the school. This type of public opinion, under careful guidance, becomes dependable through practice since at no time in the life of the individual are principles of *right* and the *square deal* so vital as in the adolescent period. There is no other avenue of approach to the goal of public opinion that compares with the assembly. The unlimited problems involving school discipline, moral and social conditions of the school and community, the responsibility of citizenship in the school, state, nation, and the world are pressing for solution. In fact the public expression of school government is seen in the development and execution of school regulations by the students in the general or special assembly. In evaluating student government in an institution, it is more important to know the spirit of the high-school assembly than the particular form of organization which the students have adopted.

The assembly provides the means for successful school-community living through the unification, coördination, and motivation of the work of every department and every group. This is the focal point of all school knowledge and activity, the source of student interest and ability, the clearing house for

every part of the school world. It brings together diverse interests; each student comes to know and respect the work and interest of his fellow students. By pointing the work of the classroom, presenting special interests, teaching the opportunities and responsibilities of living as social beings, school unity and morale emerge as *esprit de corps,* that likemindedness which welds students, teachers, and principal into a living, coöperative whole.

Meeting Place of the School. — If this phase of the extra-curricular program is to be vital in the present philosophy of education, the assembly must be the forum, the town-meeting, the great get-together of the school, where teachers and pupils work for the achievement of common interests and concerns, indeed for a better realization of school ideals. This does not mean that the assembly need be carried on with the give-and-take of the Teutonic folk moot, although at times such procedure may be desirable, but it does imply that the students should appreciate the fact that they are standing on a common level as school citizens and facing common responsibilities which are of importance to the whole school. Here, as nowhere else, is it possible for the individual student to come to an understanding of his or her importance in the solution of problems which affect the entire school community. Thus the great activities of the school become student body programs, and this type of motivation guarantees that they shall be democratic in tendency and that their control shall rest with the majority opinion of the members of this organization.

The assembly is the only phase of the whole school program which makes the student body conscious of itself as a group. It is possible, through this group consciousness, to establish higher ideals of student participation in those activities in which students are interested in taking part. The spirit of the school becomes the governing influence in each activity and in the formation of the point of view of each of the participants. The platform of the assembly is the place for solving all matters regarding student life, and everything is worth while which engages the interest of the school. With intelligent guidance, the participation of the students in the planning and carrying out of assembly programs reveals to them and to their

fellow students the ideals of their relationships, and presents the opportunity of gradually improving those relationships until the point is reached where the rights and obligations of every member of a democratic society is apparent to all. Ideals are fundamental in any self-governing society, and the attitudes and habits which are formed through assembly participation in the determination of school policy are a constant stimulation for the perfection of these ideals.

Purposes and Objectives of the Assembly. — The principal, especially in case he is working for the perfecting of student government, must realize that the assembly is the greatest single factor in his school for the development of school citizenship. More contact is made with the finer features of community life through this agency than through any other; thus it is that, early in his high-school career, the student is privileged to compare his duties and responsibilities as a participating citizen in his school with those of the citizens of the community who are interested in its welfare and advancement. The test of the principal's philosophy, as it is exemplified in the assemblies of his school, is the effect that it exerts on the life and character of the students in school citizenship in preparation for active participation in the democratic society of the community.

Principal, teachers, and in many high schools students also, have set up high objectives for the assembly program. According to local needs, various phases are stressed. A year of earnest effort may go into the attainment of a single objective in a high school where special need is great. The results of assembly effort are cumulative, however, and in many high schools all of these objectives have been attained in marked degree. The objectives fall into three groups or categories: namely, those that pertain to the pupils, those that pertain to the school, and those that pertain to the community.

1. The chief objectives that pertain to the pupils are as follows: health; high ideals; citizenship; standards of conduct; sportsmanship, fair play; æsthetic sense; vocational and educational guidance; appreciation of the worth of the individual; realization of value of fine human achievement and capable performance; training for bearing responsibility; stimulation

of life ambitions and self-activity; worth of the present time and occasion, nothing purposeless and nothing unsocial; integration of bodies of common knowledge through opportunity to share information; increasing the interest and working capacity of pupils; to see how talented, well-bred, and courteous people act and carry themselves; right mental and emotional attitudes toward vital, social, economic, and political problems of the day.

2. The chief objectives of the assembly from the standpoint of the school are: loyalty, pride, a healthy school spirit; respect for its traditions and ideals; realization of the importance and strength of the school; participation in many school duties, traffic control, etc.; respect for public property and public institutions; higher standards in all school activities; welcome to new classes and new students; celebration of school, class, and other worthy achievements.

3. The following are objectives from the standpoint of the community: Intelligent public opinion; appreciation of the reciprocal relations of school and pupil, pupil and community, and school and commonwealth; respect for the rights of others, especially older people, on the streets, in street cars, and in crowds.

The student viewpoint of these objectives and the results of conferences, and home-room and assembly discussion are embodied in the answers to the question, "What have we accomplished?" as formulated by students of West High School, Des Moines, Iowa. This record of thirty-eight distinct gains justify the thought and effort of principal, teachers, and students in their citizenship program at West High School: (1) led to the organizing of the cosmopolitan club, (2) created a democratic spirit, (3) led to a better understanding among races, (4) created a willingness to help others, (5) created better ideals for the use of leisure time and better sportsmanship, (6) increased student responsibility for school, (7) improved condition of honesty, (8) made higher personal standards, (9) increased membership in clubs, (10) increased general school spirit, (11) caused people to think on subjects they had not thought of before, (12) caused West High to be known throughout the country for its ideals, (13) increased

amount and quality of leadership, (14) improved type of athletics, (15) improved relationship between boys and girls, (16) improved people's ideas of life, (17) strengthened desire to know truth, (18) decreased the amount of smoking in West High, (19) caused a better understanding between student body and administration, (20) improved home conditions, (21) deepened spiritual life, (22) encouraged people to use will power, (23) increased tolerance, (24) gave greater respect for Christianity, (25) gave greater respect for other religions, (26) made the whole high school more interested in noble influences, (27) decreased race prejudice, (28) strengthened a spirit of courtesy and chivalry, (29) laid a foundation for better character building, (30) caused a better understanding between friends, (31) helped to eliminate sham and to glorify frankness, (32) increased personal respect for others, (33) increased pride in West High, (34) decreased jealousy, (35) started a better school spirit, exemplified by the Junior school, (36) helped increase respect for democracy in the home, (37) helped adults to realize that students can do constructive thinking, (38) decreased the seriousness of the discipline problem.

Relation to School and Community Interests. — The adolescent is eager to be one in spirit with his fellows. Sacrificial energy expended in a common school or community cause is given without stint. The assembly is the organizing medium for effective school participation in worthy community enterprises; its drives, interests, and campaigns. On the other hand, the assembly is the approved means of bringing to student bodies the rich resources of music, literature, art, and the entertainment always to be found in the community. The mutual gains growing out of these exchanges justify the time and money costs of the assembly, although a sixty-minute assembly in a high school of one thousand students costs one hundred sixty-seven school days for a single pupil and one hundred twenty-five dollars in public money.

Organization of the Assembly. — It is a primary responsibility of the principal to organize the assembly so that no minute is wasted. Moreover, he must always be in a position to justify the money costs. To this end, each assembly must be planned well in advance, preferably by a competent assembly

committee of teachers and students appointed for a semester or year. Whether the assembly be of the short type, ten to thirty minutes, or of the long type, thirty minutes to an hour, it must start briskly and without delay, proceed with vigor under the guidance of a presiding officer, usually a student leader, and close with a sense of school pride, satisfaction, and dignity.

The solemn and reverential opening program for assemblies at Fremont High School, Oakland, California, illustrates a skillful appeal for a tone, color, and background of feeling against which the merely trivial and incidental would seem out of place.

Standing at attention, Orchestra Playing.
The Star Spangled Banner.

2. Salute to the Flag:
   "I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands. One Nation indivisible, with Liberty and Justice for all."
3. *America, The Beautiful.*
4. School Hymn — Tune of *Russian Hymn.*

Hail, Fremont, hail to thee
Thy children singing
Pledge thee loyalty
That shall not fail
Led by our Flaming Torch
Honor to thee bringing.
Hail we our Green and Gold
Hail, Fremont, Hail!

Principal Ralph W. Hedges writes of the gathering of the students and the opening exercises in the assemblies at the Warren Harding High School, Bridgeport, Connecticut:

"You may be interested in the way our assemblies are held. Our fire drills and assemblies are run on a military basis. Home-room pride, home-room spirit is continuously driven home to the pupils by their own leaders as well as teachers. Our pupils march to the assembly hall in strictly military formation, under the leadership of a pupil whom they have selected. A student leader takes charge of the assembly, introduces the speaker or acts as chairman of any other program which we may have. The color guard marches to the platform at the

beginning of the assembly. The pupils march to their seats and stand in front of them at attention. When the standard has reached the platform, the entire school stands at attention while the bugler blows 'to the standard.' The pupils have gained an enviable reputation for their unusually fine conduct and attitude during the assembly."

The following set of conduct rules for assemblies were formulated and adopted by the students of West High School, Des Moines, Iowa:

1. Avoid running, romping, or making unnecessary noise in the assembly room.

2. Avoid using the assembly hall as a thoroughfare; on entering, take a seat immediately, and talk when necessary in gentle tones.

3. Avoid eating anything or chewing gum in the assembly hall.

4. Avoid dropping paper on the floor.

5. Occupy the center seats and as far forward as possible; you should do this without waiting to be asked.

6. The appearance of the speaker on the platform should be your signal for silence and attention.

7. When singing is the order, sing so well that you make the general singing a delight.

8. Never visit while the program is being carried out; courtesy demands attention whether you are interested or not.

9. Follow carefully the directions of the ushers who are responsible for the conduct in the assembly.

10. Boys should see that girls and teachers have seats during assembly.

11. Applause should never be given unless there is first cause for it; an audience may be rated by the fitness and manner of the applause.

12. It is poor form to leave a public program before it is finished.

13. Always ask to be excused where it is necessary to disturb any one at a public performance, for instance, in being seated.

A " question mark " approach to the problem has been worked out at the Fifth Avenue High School, Pittsburgh, Pennsylvania:

> Oh wad some power the giftie gie us
> To see oursels as others see us!
> It wad from mony a blunder free us
> And foolish notion. — ROBERT BURNS

I. SCHOOL LOYALTY.

1. Since the speakers or entertainers whom we have at our assembly usually visit other schools, will they not unconsciously compare Fifth Avenue with these schools?

2. Are not, then, good manners in the assembly a question of school loyalty as well as an evidence of good breeding?

II. School Courtesy.

1. If the speaker does not measure up to what was expected of him, should the school not be very careful to show him the courtesy of strict attention?

2. Is the development of the art of listening even to something uninteresting not a mark of good breeding?

3. Is self-control better shown when exercised under adverse or favorable conditions?

III. The Speaker's Viewpoint.

1. If you were a speaker in our school, what order would you expect to find: (*a*) When the classes enter the assembly hall? (*b*) When they take their seats? (*c*) When the principal rises to introduce you? (*d*) When you are addressing the school?

2. Would you consider whistling and stamping of feet a flattering evidence of enthusiasm or merely an evidence of bad manners and boorishness?

3. If you had nothing more to say, would you appreciate continued applause?

4. What impression would you carry away with you if: (*a*) You saw some one chewing gum, whispering, writing notes, or reading a book while you were talking? (*b*) Your jokes were greeted with loud and prolonged laughter? (*c*) There were a general shuffling of feet and coughing? (*d*) Some one noisily left the room while you were talking?

5. If none of these things were done, what impression would you carry away of our school?

6. If any or all of them were done, what impression would you carry away?

7. Do the points that have been mentioned in regard to our school assembly carry over to our conduct in any public gathering?

Student control over their own conduct in assembly is admirably expressed in the "Rules for Convocations, Penalties, and Instructions to Deputies at North Central High School," Spokane, Washington:

1. Students shall walk to and from the auditorium, and shall avoid unnecessary crowding at the entrances and exits.

2. Students on the first and basement floors shall enter and leave auditorium by way of gymnasium running track, west door and center aisle only. Students on second and third floors shall enter and leave auditorium by way of east doors and side aisles only.

3. Students shall be seated with their respective classes in the fol-

lowing order, from the stage to the rear: main floor right, senior *A*'s, junior *A*'s, sophomore *A*'s; main floor left, senior *B*'s, junior *B*'s, sophomore *B*'s; balcony right, freshman *A*'s; balcony left, freshman *B*'s.

4. The first students coming to the row in which they belong shall take the seats nearest the center of the row, thus giving those who follow a chance to be seated without passing those already seated.

5. Students shall not remain standing while seats are available.

6. Students shall not reserve seats.

7. Students shall come to order immediately upon the appearance of the presiding officer, and shall, with the exception hereafter noted, remain in their places until officially dismissed.

8. Members of the traffic squad and the cafeteria force shall be seated in row, and shall leave before dismissal by rear exit only.

9. Students shall be expected to conduct themselves as ladies and gentlemen, giving all speakers courteous attention and avoiding any disorder that might discredit the good name of North Central.

10. An accused student shall accurately sign the card submitted to him by the deputy. He shall appear at the next meeting of the conduct board if he desires to deny the charge.

Penalties

1. Students found guilty of infraction of any of the convocation rules shall receive minimum sentences as follows: For first offense, denial of convocation privileges for a period of four weeks; for third offense, denial of convocation privileges for the rest of the semester on recommendation of action to the principal, or both.

2. Students denied convocation privileges shall report to the office during the convocation of their respective groups.

Instructions to Deputies

1. Convocation deputies shall be expected to maintain the necessary scholastic standing that the convocation commissioner need not be embarrassed by making substitutions.

2. Convocation deputies shall be excused three minutes before the convocation hour of their respective groups, and shall report promptly to the seats assigned them.

3. Convocation deputies shall be expected to exert all their powers of personal influence and persuasion in warning minor offenders and forestalling difficulties.

4. Convocation deputies shall be expected to avoid all appearances of personal favoritism.

5. In case it becomes necessary to place a definite charge against a student, a convocation deputy shall see that the card is signed in full, shall instruct the accused to appear before the board if he desires to deny the charge, and shall hand the card immediately to the convoca-

tion commissioner. A convocation deputy shall not interrupt convocation to secure the signing of a card.

6. Convocation deputies bringing charges against students shall appear at the ensuing board meeting.

Best Assemblies. — The old type of assembly was the principal's prerogative. It was he who opened the exercises with the reading from the Scriptures, offered the prayer, made the announcements, and gave the address. The morning exercises or chapel conducted every morning in this fashion with a little singing and varied only in the length and character of the principal's address may have sustained the standing of the school and principal in pious conduct, but the exercises were deadly dull.

The best new assemblies are interesting, instructive, and inspiring — from the student's standpoint. It requires high skill and the coöperation of many students and teachers to make the assemblies interesting, without being strained or fantastic, instructive without being burdensome, and inspiring without forced or manufactured enthusiasm. They are most useful for the purposes of the school when there are real issues to be faced and real problems to be solved. Then it is that the assembly catches the focus of student attention, and it is easy to arouse interest and enthusiasm in the common tasks.

Types of Programs. — In organizing the assembly program for the year, there are certain important considerations to be kept in mind by the assembly committee, so that the entire semester or year's work may fit into the philosophy, aims, and objectives of a particular school. In the first place every student should have the privilege of participating in these assemblies from two to four times each month. The programs, as developed for the year, should include such school interests as the nomination, election and installation of officers, athletic pep rallies, presentation of letters, scholarship emblems and awards of all kinds, discussions of school problems and policies: the occasional principal's program with the "heart-to-heart" talk, on important school issues; the organization and development of old and new student activities in line with the ideals and traditions of the school; group singing and a

definite allotment of time for selections from the orchestra, band, glee clubs, class groups, and from the dramatic club. To this broad outline may be added talks and demonstrations by the students and teachers on matters of special interest, or on the work being accomplished by certain of the academic and technical clubs. It is desirable here to include certain members of the community in discussions of worth-while civic organizations. Consideration should also be given to special day celebrations, which include talks by the best talent to be secured from the student body, the faculty, and the state. No program would be complete which did not present some of the best available artists from the fields of art, music, and the drama. Every effort must be bent to build up the school spirit, student opinion, and school loyalty to the highest ideals of scholarly achievement.

A program as outlined would make the assembly not only a clearing house of student life, but it would bring to the students definite concepts of the life of the American people. It would show them, as a background for a real appreciation of American idealism and culture, the best that America has produced in art, literature, music, and drama.

The following description of a high type of special assembly was prepared by a student in Oak Park and River Forest Township High School, Oak Park, Illinois:

"One of the most impressive programs of the year is the Memorial Day Assembly. For years it has been the custom to have the few surviving members of the 'Phil Sheridan Post' of the Grand Army of the Republic, and the veterans of two other wars appear for this assembly. As time thins the ranks of the old soldiers, even greater reverence is felt toward the few old gentlemen escorted to the platform by the senior boys, while the school stands in silent tribute to them. Nowadays the part which the Civil War men take in the program is entirely voluntary; but if they wish to say a word, and they often do, the auditorium is utterly silent as they speak. The Spanish War veterans talk next, and then a representative of the American Legion. One of the national songs is sung by the student body, and a patriotic musical number completes the program."

The same writer continues in regard to the honor scholarship assemblies:

" The assemblies at which honors are to be awarded are tense with suspense and curiosity. When the first members of the National Honor Society are to be announced, the school is agog with speculation, as to possible members. On the days of the Scholarship Assembly, the stage is filled with honor students of the year, and the Scholarship Cup is presented to the pupil having the highest average for three and one half years of high school."

Early each school year the Inauguration Day Assembly is held at Madison Junior High School, Rochester, New York. On October 13, 1926, the following impressive exercises were carried out for the induction of the new officers:

I. Opening Exercises.

(1) Bugle Call. (2) Procession of Elected Officers. (3) *The Star Spangled Banner.* (4) Challenge, Daughter of the Flag. (5) Pledge of Allegiance.

II. Announcements.

III. Inauguration Ceremony.

(1) The Fourth President of the United States of Madisonia Takes the Oath of Office. (2) The Vice-President Takes the Oath of Office. (3) Presidential Address. (4) Vice-President Accepts Office. (5) State Governors Take Oath of Office. (6) Governors' Reply. (7) Lieutenant-Governors Are Sworn into Office. (8) Reply. (9) State Secretaries Take Oath of Office. (10) Reply. (11) State Treasurers Are Sworn into Office. (12) Reply. (13) Interstate Relation Commissioners Take Oath of Office. (14) Reply. (15) Madigraph Assistants Are Sworn In. (16) Health Commissioners Are Sworn In. (17) Highway Commissioners Are Sworn In.

Dramatic reading, pantomime, music, and control of the lighting make altogether impressive the Christmas story and lend vividness to the spirit of Christmas giving, in this program used December 17, 1926, by the North High School, Columbus, Ohio:

Worship of the King

Song, *O Little Town of Bethlehem,* entire audience. (House is darkened and curtain opens. Stage is dark except for small lights in the

background resembling stars in the sky. Six shepherds, besides a watchman, are on the stage. Some are standing, some sitting, some lying prone, each with a crook by his side.)

Reader (in front of curtain to the left of the stage, reading from a scroll): "And there were in the same country, shepherds abiding in the field, keeping watch over their flocks by night."

Song, *Silent Night,* boys' chorus behind the scenes, and girls' chorus in the balcony sing alternate stanzas. (During the singing, one by one, the shepherds go to sleep. The watchman walks about, stopping occasionally to listen. He moves toward the fire, pauses, sees a strange light.) *O Holy Night* is played softly as the light of a large star appears, and the stage grows lighter and lighter. The shepherds spring up, then sink to their knees, and fall on their faces.

Reader: "Fear not, for behold I bring you good tidings of great joy which shall be to all people." (Pause. Shepherds rise upon their knees.)

Reader: "For unto you is born this day in the city of David, a Savior, who is Christ, the Lord."

Solo, *The Birthday of a King,* boy's voice behind scenes.

Reader: "And this shall be a sign unto you, Ye shall find the babe, wrapped in swaddling clothes, lying in a manger."

Song, *Hark the Herald Angels Sing,* angel chorus. (First stanza off stage, second stanza on stage, the whole audience joining in as the angels pass off, both sides of stage. Shepherds carrying crooks pass up the stage, then back to stable in center, back stage. The curtain is pulled aside from the doorway disclosing the manger with Mary and Joseph. The shepherds fall on their knees before the manger.)

Solo, *Under the Stars,* girl's voice behind scenes. (The shepherds pass out to one side of stage, the curtain covers the doorway and the light fades.)

Song, *We Three Kings,* boys' voices behind scenes. (The three wise men enter, taking one step to each measure of music. The starlight begins to shine. The stage then becomes brightly lighted. They approach the stable, the curtain is pulled aside, they kneel and offer their gifts of gold, frankincense, and myrrh.) *Nazareth — Tho' poor be the chamber* is played softly on the piano.

Reader:

"And this was the Savior they had come so far to find!

Yet they worshipped without a doubt.

Why?

Their faith rested upon the signs sent them by Him whom we have since come to know as the Father." (Shepherds and wise men kneel, facing toward the stable door. The angel chorus comes on the stage.)

Song, *Nazareth,* angel chorus and girls' chorus behind scenes. *Adeste Fideles* is played softly.

Reader: "For unto us a child is born; unto us a Son is given; and the government shall be upon his shoulders; and his name shall be called Wonderful, Counsellor, Mighty God, Everlasting Father, Prince of

Peace. Of the increase of his government and of peace there shall be no end."

Song, *Oh, Come All Ye Faithful,* entire audience. (During last stanza, the light gradually fades; the wise men, shepherds, and angels pass off stage, and the curtain again covers the stable door.)

THE BRINGING OF GIFTS

The orchestra plays as the stage becomes dark and lights appear on the Christmas trees in the background. The gifts of baskets of provisions, clothing, and toys to be sent to needy families are brought in and arranged about and in front of the trees. The stage grows lighter. The orchestra continues to play until all the gifts are placed.

Song, *Joy to the World,* entire audience.

Adult versus Student Performers. — Although there is need for both, it is necessary to have more student performers than adult performers from outside the school. Adolescents are hero worshipers. To see and hear those who have gained distinction in worthy human achievement is a rare privilege. More idealism and ambition may be brought to a great student body by a vigorous, inspiring personality and a powerful, driving, human message than by any other means. The rare artistry of the trained public speaker, the singer, the entertainer, the organist, often profoundly influences ambitious, impressionable, and talented youth.

However, the philosophy of education which links the student with school and community life requires that the assembly shall for the most part give to the student the rôle of actor and not listener. His part is dynamic, not static. He must conduct the assembly as practice for participation in the larger affairs of the school and the community. If these results are to be achieved, the principal and teachers must assume the responsibility for the spirit of the student body but not for the *acts*. It is not necessary that either be in a conspicuous place on the program. There is a more democratic tone and more universal interest on the part of the students, as well as a feeling of greater responsibility on the part of those in charge of the selection and the presentation of the program, if one of their number or the president of the student council presides and makes all announcements regarding student activities. The student responsibility, initiative, and general interest which will be

developed by such a procedure will have a far more vital influence on discipline than the presence of the principal or faculty on the stage. Student leaders who are loyal and faithful in centering student interest on worth-while organizations and activities, thus equalizing the influence of the various phases of the school life, have no difficulty in securing the faithful and intelligent coöperation of their classmates. Here is the basis for a real school spirit that may become an understanding and patriotic community spirit. A united high-school student body, working for wholesome and educative contacts with life through the school program and civic organizations, means that the assembly is a true expression of real American democracy.

As in the case of student government, this study is concerned with the methods to be employed. Enough has been said to indicate that the assembly is vital and fundamental in the student government program. It is germane to recall that there should be an assembly committee, probably appointed by the principal, and a student council, these to include the most capable faculty directors of extracurricular activities and student leaders. The committee, thus appointed, stimulates interest in, provides leadership for, and arranges the year's assembly program.

Some one with an understanding heart for the ambitions, limitations, and difficulties of high-school boys has prepared a set of instructions for student speakers at West High School, Rochester, New York. They cover so many of the points in the philosophy of education here presented that they are given in full:

PRELIMINARY

1. Armed with a written request from the faculty director of the activity you represent, seek permission in person from the principal at least twenty-four hours in advance.

2. Spend at least one hour in preparation. The school deserves your best.

3. Plan your talk for not more than four minutes. Your audience will remember it longer than if you spoke for half an hour. Even by using four minutes of the time of each student of the school, as you do, you will in the aggregate consume five twenty-four-hour days. Furthermore, your speech costs the board of education about fifteen dollars a

minute. See that you make it worth it. If your message really requires more time, special permission must be obtained from the principal.

4. Submit an outline of what you intend to say to your faculty sponsor for criticism and suggestion. Our speakers sometimes overlook their strongest points.

5. Request Mr. Schwarm to hear your speech. Allow plenty of time for a rehearsal. If you speak often in assembly and your appearance is creditable to yourself and the school, he will certify you and excuse you from further rehearsal.

Appearance

Come neatly dressed, hair combed, shoes shined. Thus you will gain in ease of manner, and so in effect. Have your coat fully buttoned. This will keep your hands out of your pockets. Be sure that your trousers are "hitched" before you get up to speak. Your belt should be invisible to your audience.

2. Do not bound on to the platform, and don't fall off when you have finished. Go up quickly, but not explosively; come down with dignity.

3. Always address the principal. Say, "Mr. Bennett and fellow students." After addressing the principal, wait for his nod of acknowledgement before proceeding. On closing bow a thank-you to him. This practice is universal at all public gatherings except mob demonstrations.

4. Pause just a moment until your audience is quiet. The best speakers find it necessary to exact in this manner the attention of a large gathering.

5. Speak very slowly and distinctly and three times as loud as you do ordinarily. Only about two-thirds of what is said in our assembly is heard in all parts. Speak for the farthest person in the hall. By looking toward him occasionally, you can tell whether he can hear.

6. Do not hide behind the lectern nor lean upon it. The best way to appear forceful is to stand firmly on your two good feet.

7. Do not roam about the platform, but turn very, very slightly from side to side so as to extend the courtesy of your countenance to all your hearers.

8. Don't try to be a clown. Clowns are born; they aren't made. Unfortunately, fools are. This doesn't mean that a glint of real humor is not desirable. It most certainly is. But real humor is never extravagant.

Diction

1. While our messages are of necessity very similar in character, they need not be repetitions and tiresome in phraseology. Avoid the following:

I am up here this morning to, Come out and support the team, the team is working hard, Show your school spirit, This will be the best senior annual ever published.

There are less hackneyed equivalents for all these expressions.

2. Avoid the use of slang. Find the exact word. You have a rich inheritance in the English language. Don't talk like a pauper.

Grammar and Pronunciation

1. If you have ever been convicted of *he done it* or *it don't* or *they ain't,* you must guard your speech constantly. Ask your English teacher to criticize your performance. She wants to help you.

2. If you are not absolutely sure of the pronunciation of a word, hasten to the dictionary. A mispronounced word is like a sore thumb. It calls attention to itself and detracts from your efficiency.

3. Here are some of the little scamps that cause the most trouble. Master them, or they'll betray you.

Get, not "git"; *yet,* not "yit"; *just,* not "jist"; *been* (bin), not "ben"; *because* (becaws), not "becuz"; *athlete,* not "athelete"; *athletics,* not "atheletics."

In Conclusion

Do not regard these rules as a hindrance but as a help. There are a few even of our best speakers who could not profit by them. Public speaking is one of the highest and most widely envied arts. Since this school provides you with the opportunity to cultivate this art, it very naturally wishes you to do your best in this as in all things. Since we are all prone to neglect unless some form of insistence is used, these rules have been devised. But they have long been followed by our best student speakers, and your reception of their speeches has proved their worth.

Good listeners are almost as rare as good speakers. Show by your respectful attitude toward the speaker that you deserve the like deference from him when it is your turn to take the platform.

Negative Aspects and Dangers. — When the principal faces his high-school assembly, he is on trial, especially as a new principal. If he appears hesitant, weak, vacillating, fault-finding, overserious, lacking in a sense of humor, or afflicted with an exaggerated sense of his own importance, that battle is lost and his whole campaign endangered. Students are quick to catch and appreciate the positive forceful virtues of energy, constructive thinking, good nature, and good will.

It is not possible to take too great care in the choice of the outside speakers who are to be invited to the assembly platform. As every speaker knows, the high-school audience is a difficult one. The boys and girls may be quiet and courteous; but if they are not interested, the speaker is made aware of the situation. Therefore, the man who would attempt to hold the unbroken and willing attention of one thousand or two

thousand high-school students for thirty to fifty minutes should know the power of his own personality, the intrinsic worth of his message, appraised not by himself, but by the great group facing him, the compelling power of dynamic gesture and utterance, and the exact degree of command which he has over his voice, hands, and mental machinery. The assembly platform is no place for a speaker ill prepared and not at his very best. There is no place in the high-school assembly for the poor speaker, the one who carries his message away with him.

There are a few things no program committee should do: (1) Open the assembly to propagandists of any sort. (2) Give the privilege of speaking to those who know exactly what they want, and who know that the easiest way to get it is to manipulate and exploit the school. (3) Permit time wasting through dragging out of assembly hours because of poor preparation. (4) Give over assembly time to trivialities, crude comedy, or "horse play." (5) Accept as suitable substitutes for real school spirit, any of the shoddy brotherhood, noise, fuss, furore, and forced enthusiasm.

Commencement Exercises. — At the close of the year comes the unique opportunity to reach the community in a strongly motivated assembly. The commencement exercises from their nature set the stage for the best contact of the year between pupils, teachers, parents, officers, and patrons of the school. It is the time for final approval. In the presence of their parents and friends the official seal of the high school is placed upon the brain and character of the graduates. In an important sense, the high school becomes their guarantor for the future. The commencement exercises mark the end of a long period of sacrifice and struggle for many parents and the beginning of a new existence of responsibility, independence, and adventure for the students. Now is the open sesame to college and university, to the first real "job," and to life. In the eyes of adolescence, this is a time significant beyond the vision of adult eyes.

Prolonged and thoughtful preparation by principal, faculty, and students is due the importance of the occasion. A dignified, solemn processional offers a worthy introduction, and a well-planned reception brings it to a close. The music should

be the most stately and reach the highest standard of performance possible for the school and community. Problems of extravagant dress have for the most part been solved; for one night more, at least, democratic equality binds the class together.

The message is the thing. Five groups are involved in this program: the faculty, next year's high school, the class, their parents, and the friends and patrons of the school. There must be something worth while for each. To that end, student speakers had better by far give their time to restatements of student ideals and accomplishments, to the expression of appreciation to faculty, parents, and community, and good wishes and advice for a better high-school life to those who are coming on, than to utter in stilted and over-refined phraseology bits of wisdom drawn from the storehouses of the past or to give suggestions for the solution of complex world problems of the present and future. Simple, heart-to-heart talks thoroughly prepared and beautifully delivered reach an emotional level possible only on commencement night. Likewise, the central theme of the program may well be some important phase of the place of the high school in the community life. Some respected member of the community, the board of education, the faculty, or an outside speaker should interpret the ideals of the democratic American high school in terms of the community with a frank appeal for local support for the best possible educational program for the locality and the state. Woe to him who mistakes the commencement exercises for an opportunity to be funny and wastes the precious minutes in persiflage and old jokes.

Home-Room Organization. — As high schools have increased in numbers of students and have passed beyond the possibility of direct personal contact and acquaintance of principal with each student, the home-room organization has been developed into one of the most dependable integrating agencies of the modern high school. The home-room organization has the same purposes and objectives as the assembly. Its methods may be practically the same, with the important difference that discussion is easier and more natural. Pupil participation in school activities and school control, coöperative efforts of

every sort, the development of new ideals and new projects, the building up of new bodies of public opinion are initiated by skillful principals in the home rooms and brought to fruition later in the assembly. The process is easily reversed. Important changes are often prepared by committees, presented fully in assembly, and then sent to the home rooms for discussion and vote. In the new plan, the home room becomes the folk moot or town meeting in a truer sense than is possible in the great assembly. It takes on other and more important functions than the checking of absence and tardiness, the reading of notices and announcements, the sale of tickets for school games and entertainments, and the collection of deposits in the thrift program. Programs involving important bodies of common knowledge, inspiration and ideals, school and community service, and many others may be presented to every pupil in a uniform and personal way. In a very real sense the home-room method of instruction is a modern application of the monitorial school scheme of a century ago.

The development of school spirit has become a direct charge upon the home-room organization. The plan at the East St. Louis, Illinois, High School has had a growth of fifteen years with this specific objective. Separate home rooms for boys and for girls are maintained with seniors, juniors, sophomores, and freshmen in each. The home room is thus a continuing and experienced organization, sending out from the top and taking in at the bottom year by year.

Two programs, prepared as projects of a committee of the student council at North High School, Columbus, Ohio, illustrate the efforts toward social guidance in that high school:

Suggested Program for the Home Room

I. Student council representative. Topic: *North High Loyalty.*

(*a*) What Loyalty is: "Loyalty is choosing something worthy and devoting oneself unselfishly to it."

(*b*) Loyalty (1) in the classroom, (2) in the corridors, (3) in athletics, (4) in social activities.

(*c*) How loyalty is expressed (1) by speech, (2) by action, (3) by manner and courtesy.

II. Open discussion of problems dealing with the welfare of the school. Topic: *How a loyal North High student will act toward* (*a*)

the honor study room, (*b*) the student council, (*c*) school activities, (*d*) the student court, (*e*) in public places, (1) public assemblies, (2) street car, (3) on the street.

Social Guidance — Second Program

I. Topic: *Checking on the First Semester.* Opportunity, meaning of word.

(*a*) How we have met school opportunity (1) in our studies and attitude, (2) in our home room.

(*b*) How the home room may help us.

II. *Luck or pluck.* (*a*) Opportunity must be met with pluck and perseverance. 1. Illustrative stories, anecdotes, or bits of biography: Edison, Grant, Bruce, Gutenberg, Robert Louis Stevenson, Florence Nightingale, Theodore Roosevelt, Cyrus Field, James Watt, Garfield, Lincoln, Booker Washington, Clara Barton.

Example: Edison, in searching for the thing he wanted, kept experimenters at work for years, until more than nine thousand experiments were made without obtaining the desired results. "Then all these experiments are wasted," said a visitor in Edison's laboratories. "Not at all," replied Edison, "I know nine thousand things not to do." He finally succeeded. Pluck and perseverance won the day.

Dr. Paul Ehrlick made six hundred and five experiments in seeking to find a remedy for a malignant disease. (Teachers and pupils may add other names.)

III. Reading of selections which bring out the idea of what perseverance can do.

A home-room topic at Langley High School, Pittsburgh, Pennsylvania, develops a wholesome study of a broader loyalty:

Symbols of the Spirit of America

I. What is the Spirit of America? (See Van Dyke's Spirit of America, or the Man Without a Country, or The American Creed.)

II. The "flag," an emblem of America: (1) the meaning of the flag, (2) the history of the flag, (3) the use of the flag — in war, on public buildings.

III. Flag etiquette: (1) respect for the flag, (2) the flag used in decoration, (3) the flag at half-mast.

IV. Celebrations and anniversaries as emblematic of the spirit of America: (1) national holidays, (2) the Sesquicentennial, (3) other exhibitions.

V. American shrines emblematic of the spirit of America: (1) Tomb of the Unknown Soldier, (2) Mt. Vernon, (3) Valley Forge, (4) Bunker Hill, (5) Gettysburg, (6) Independence Hall.

VI. Monticello, a needed shrine. (1) What Monticello symbolizes, (2) Jefferson's contribution to the spirit of America.

VII. The symbols of the Spirit of America are of value as a constant reminder of the real meaning of America and as a medium for the development of greater patriotism.

At Indianola Junior High School, Columbus, Ohio, the following health program has recently been completed:

The health committee submits the following suggestions for home-room teachers to use during home-room periods. The home-room president can make plans for discussing the subjects recommended. Pupils who are taking biology and general science can give aid. Points will be awarded to home rooms submitting the best original posters, slogans, and poems on the different phases of health. Five points will be awarded. Contest must be completed by the close of the semester, January 28.

First Week. Subject: *Cleanliness Outside and Inside.* Slogan: "Cleanliness is a life preserver." Discuss: Importance of clean teeth. Keeping body clean. Drinking of water or internal bath.

Second Week. Subject: *Clothing.* Slogan: "The strength of a nation depends on the health of its people." Discuss: Prevention of colds by keeping the body warm and feet dry.

Third Week. Subject: *Food.* Slogan: "It is easier to retain health than to regain it." Discuss: Composition of foods. What boys and girls in school should eat for greater body efficiency. Harmfulness of candy.

Fourth Week. Subject: *Prevention of Diseases.* Slogan: "Unclean hands carry millions of germs, lowering vitality and spreading disease everywhere. Clean your finger nails often." Discuss: Way to prevent sickness.

Fifth Week. Subject: *Fresh Air.* Slogan: "Make health while the moon shines. Sleep with your bedroom windows open." Discuss: Importance of spending lots of time out of doors. Fresh air is as important as food.

Sixth Week. Subject: *Happiness, Joy in Work and Play.* Slogan: "Happiness comes from the inside." Discuss: Cultivating a cheerful, happy attitude toward your school work and your teachers and fellow pupils.

The assembly with the home-room organization will grow in influence and usefulness to the extent that a rich emotional life and social objectives grow more important in a philosophy of democratic education.

CHAPTER V

DEVELOPMENT OF BOYS' AND GIRLS' CLUBS AS TRAINING FOR SCHOOL AND COMMUNITY CITIZENSHIP

The Boys' Clubs

New Means of Self-Direction. — The boys' club work as a national phase of student government is in its infancy, but is rapidly gaining recognition as one of the most potent factors in school and community citizenship. The development has been much more marked in the West than in the territory east of the Mississippi. It was apparent from the results of a questionnaire[1] which the writers sent out in 1925 that the influence of the rapid growth of these organizations in the western states was just beginning to be felt on the Atlantic seaboard. The answers from the principals and advisers of boys' club activities where this phase of extracurricular work is being emphasized indicate very definitely that they believe that the values secured in this work are more vital and fundamental in character development and citizenship training than those in any of the regular curricular subjects. The results of a broad, constructive policy, engineered by a man who has high ideals and a true insight into the psychology of adolescent boyhood, are, in most schools, appreciated by the whole faculty. The benefits of such a policy are especially evident when the work is closely correlated with the aims and objectives of the school and with the program of student responsibility for good government.

Boys' Club Adviser. — The development of the boys' club in many schools is, in the beginning, the direct influence of some inspired leader of boys; and its future rests with the type of leaders who are found to carry on the work. The history of

[1] Unpublished seminar study completed in 1925.

the clubs, in a number of schools, shows that they are subject to great variations in influence in years in which new leaders are installed. As is true in the case of student government, it is essential that the *acts* of the club be initiated and carried out by the boys as club policies and that these policies be the result of a club *spirit* which has been developed as the result of wise guidance.

The phases of student government, the student council and the assemblies, which have been discussed in Chapters III and IV, do not present the opportunity of bringing to all boys a personal contact with some member of the faculty who is able to point out to them fields in which they may exhibit real traits of citizenship and perform practical deeds of service. They deal more with group relationships and the rights and responsibilities of the individual member to the whole of society. In the boys' club, through this personal contact with a real leader of boys, the youth is made conscious of his obligations to himself. He is not looking at the large group from the same angle here but sees the possibilities of personal achievement in his performances in all phases of school life. The importance of the office of faculty adviser lies in seeing that this feeling has a healthy development and that it does not run to selfishness or perverted egotism. It is interesting and pertinent to note that, in the relationship of the boys' adviser to the members of the club, the tendency has been toward an advisory rather than disciplinary contact. This is significant, as otherwise a frank and personal contact would be lost. If there is a feeling on the part of the boys that the office has the power of discipline and punishment, this relationship is necessarily restricted, as the boys' adviser then becomes a vice-principal rather than a friend who may advise the boy in his school difficulties and even represent him before the principal. It is all important that the boys' adviser be a friend of the boys in the real sense of that word, and this is only possible when they have absolute confidence in him and respect for him as a man. From consideration of outstanding boys' advisers in the city of Seattle, it is apparent that the foundations of success are (1) outlining in the adviser's mind a program which will be a vital part of the student government program and which will advance school

ideals of interest and value to every boy, (2) having the boys organize this program as their own with a maximum of guidance and minimum of *actual* leadership, (3) a fine physique, which would enable the adviser to take part in all sports — the surest way to a boy's heart, (4) a personality which will insure popularity and at the same time demand respect, (5) church membership, in the active sense of that expression.

In line with the general theory that each boy should receive the benefits of this individual development through service in a large group, most of the schools make the boys automatic members of the boy's club as soon as his first registration in the school is complete. This is not true, as a national policy, however, since the questionnaire study shows that many principals and boys' advisers are working on a program which necessitates the individual boy making application and paying a fee or regular dues. In a few cases the rather prohibitive annual dues of two dollars are charged. If we are justified in assuming that there are vital contributions to the ideals of citizenship through membership, it does not appear that we are inspired by a spirit of democracy when we make it selective in membership, and dues of that character tend to make for class selection.

When the club is organized for the boys of all classes in the school, it may have an important part in determining the school policy in general welfare work, discipline, and morale. Very often, there is strong coöperation between the boys' club and the girls' club in matters which affect the entire student body. The activities of the boys' club are usually carried out by the president, vice-president, secretary and treasurer, with the assistance of committees and under the careful guidance of the adviser. These activities are broad enough to promote the highest social, moral, and intellectual standards among the boys, causing them to observe the best interests of the school and fostering in them a loyalty that after graduation, as well as in their school life, will remain as steadfast in defeat as in victory.

Survey of Committees and Their Objectives. — A general résumé of the committees handling these activities in the schools which have organized boys' clubs gives a clear conception of the wide range of the program in which the boys are interested

and are taking an active part. In this, representative activities have been selected from a number of schools so that the program is not typical of any one institution. It is extensive enough to be adapted to any school and indicates the possibilities of making the boys' club a real factor in a student government which has been organized to promote school and community citizenship.

Athletic Committee. This group has as an objective the fostering of all athletics, especially those centering in the school, such as interclass, interroll, and intramural contests. In this way, every boy has an opportunity to participate in athletics, even if he is not first team material. Schedules are drawn up for baseball, tennis, golf, playground ball, track, and handball; managers are appointed for all of these and an interesting health program is opened to all members of the clubs.

Lunch-Room Committee. This division of the boys' club has a part in the management of the lunch room, in arranging the equipment, suggesting additions to the menu, and sponsoring better nutrition propaganda. It has complete charge of hiring students who are in need of employment to assist in this work.

X-Book Committee. This committee has charge of the handbook, which is published at the beginning of each year and contains information concerning school activities, classes, and clubs. This booklet is valuable in the administration of the school as well as in affording asistance, information, and pleasure to the students.

Scholarship Committee. The ideal here is to raise the standard in scholarship within the school. Many plans have been used by this committee in achieving a healthy interest in the acquirement of better grades, such as the presentation of a pennant to the boys who have outstanding records and to the boy showing the greatest improvement in each semester. In addition to these awards, it is sometimes the custom for the club to give a large pennant to the roll room having the best record.

School Improvement Committee. The suggestion of any worthy and desirable improvement in the building or grounds

is undertaken by this committee after the adviser has given his approval.

Social Service Committee. The members of this committee carry on social service work in the community and school. Entertainments for the inmates of charitable institutions, hospitals, and children's homes are given. At the holiday season, they also solicit groceries and old clothing for the unfortunate.

Social Committee. This committee has charge of all parties and dances which are given by the club during the course of the year.

Employment Bureau Committee. This may develop into one of the most important phases of the work of the club. It has an opportunity of locating work for members of the club who are in need of help and, at the same time, acting in the capacity of an agency for the people of the community who desire student help.

Father-and-Son Banquet Committee. These boys arrange all the details of the banquet and a program which is vital in forming community contacts with the school.

Fire Squad Committee. This committee may relieve all faculty members from the duties of supervision during fire drill and in an actual fire. Certain boys are assigned to definite posts to maintain order, prevent confusion, and undue haste or tardiness.

Elementary School Committee. This organization has two objectives. It welcomes and assists entering students and goes out to the elementary schools for the purpose of giving " booster " talks in an attempt to encourage every eighth-grade pupil to enroll in high school.

Automobile Committee. This group may have charge of the parking of cars if the students are permitted to drive them to school. It has also, in some cases, built up a spirit against the unlimited use of autos by certain members of the student body. It is usually responsible for the transportation of athletic teams and rooters.

Committee on Standards. It is the purpose of this committee to inspire the manliest ideals, while it seeks to promote the social, intellectual, and athletic activities of the boys of the school. It endeavors to impress upon the members that

the primary objects of education are worthy character and fitness for the real work of life.

Committee of Board of General Control. This group considers and passes on all important matters of the club and especially has charge of the athletic policy. It may, subject to the final judgment of the principal and the adviser, decide how many minutes of participation in an interschool contest merits a letter, the eligibility of players representing the school, and whether or not a school emblem may be recalled from a student found unworthy.

A big *X* organization or a group patterned after the " Knights of the Hook " of the University of Washington may be organized as part of the boys' club or as a separate club. The general tendency seems to be in favor of placing its activities under the control of the boys' club. When it is developed as an independent club, the members are in most cases selected from the members of the athletic teams; but where it is organized as a boys' club activity, the membership is often selected without reference to the athletic prowess of the boys. These boys are chosen usually because of their fine school spirit in assuming other responsibilities. Their primary duties are, first, to police the grounds at games and exert their influence to have all their classmates display the finest attitudes toward both teams and toward the other rooting section and the audience. In addition, they entertain and provide every convenience for the visiting teams. It has been found feasible in schools having such a club made up of letter men, to increase the interest of the boys and make the club a live organization by having the boys limit the membership and thus make it competitive. It is a real problem to guide such an organization, made up of boys of high-school age, so that it will not be officious and yet so that it will have and feel a certain amount of prestige when the occasion demands action.

The advisory board, in some schools, is an institution which has a judiciary as well as an executive character. It summons boys to appear before it in connection with violations of the traditions and rules of the school, assists in protecting the building from acts of thoughtlessness and vandalism, and attempts to maintain a high standard of propriety in the halls, in

assemblies, and throughout the building. The effect on school citizenship of such a board actuated by high ideals may be pronounced.

Other committees are functioning in various boys' clubs, but their duties have been included under these sixteen headings. Such committees as those in charge of programs, assemblies, and tickets may be important enough, under a well-developed plan of student government, to be set up as separate committees and their members freed from additional duties and responsibilities. The field which has been covered even though incomplete, is indicative of the contributions that a boys' club may make in the realization of a philosophy of education. Many are attempting to provide for the participation of every boy in committee work by changing the committees after the completion of a single objective. It is apparent at once that a great deal may be said in favor of such a system, but the practice has not attained much headway.

Service, Discipline, and Morale. — It is evident, then, that in a school organized on the basis of student participation, the boys' club may make a real contribution in promoting ideals of democratic citizenship in the school and the community, in furthering the interests of all the students and faculty, and in developing a real school patriotism. In inspiring this coöperation, it uses the powers of organization to elevate the moral, intellectual, and physical standards of the school. The organization observes all the principles of democracy and assists the members individually and collectively to achieve the greatest degree of success in activities of interest to them.

The Girls' Clubs

Progress. — This phase of the school program in training young people for school and community responsibilities is receiving national recognition. The development of these clubs both in numbers and in standardization of objectives has advanced more rapidly and is more generally a part of school life over the country than is the organization which has just been considered. Some very fine contributions to the material on this subject have been published in the last few years, and

many of these contributions have emphasized the importance of this work in the new educational philosophy. It is doubtful if any other part of the secondary program has had such inspiring leadership and has so nearly indicated a realization of this idealism.

Idealism of the Program. — In glancing over the constitutions of a large number of these clubs, one is impressed with the aims which guide their activities. It might not be out of place to quote a pertinent sentence from a few of them: (1) To act as a unifying influence in the lives of the girls, (2) to increase their sense of responsibility toward others, and to make and keep social standards, (3) to give those interested the opportunity to engage in some practical work for others,[2] (4) to promote the welfare and care for the interests of the girls, (5) to help yourself, help others, help one another,[3] (6) to foster loyalty and enthusiasm for the best interests of the school,[4] (7) to promote a friendly spirit of comradeship and to inspire the girls with the highest ideals of womanhood by bringing them into active service in club work,[5] (8) to promote loyalty to the school, enthusiastic support of all its activities, and a friendly spirit of coöperation,[6] in all its undertaking, to foster the finest qualities of girlhood, to inspire a democratic, friendly spirit among all the girls of the school and an attitude of helpfulness toward the community. The girls of the Garfield High School, in Seattle, Washington, close their constitution with this "wish": "That I may attain to the full measure of womanhood, I must keep my body beautiful by cleanliness and right living, my mind pure by study and right thinking, my heart tender by sympathy and loving service, and my spirit alight by a constant search for truth and beauty. A clean, strong, healthy body, suitably garbed, will give me an attractive appearance and a joy of life, in work as well as in play; a mind that will make me an interesting and inspiring companion; a loving and true heart that will give happiness to myself and others; a spirit alive to truth and

[2] Constitution of the Girls' Club, Queen Anne High School, Seattle.
[3] Broadway High School, Seattle.
[4] Franklin High School, Seattle.
[5] Garfield High School, Seattle.
[6] Roosevelt High School, Seattle.

beauty, wherever found, that will enable me to get the best out of life and inspire others to do likewise. All these qualities of body, mind, heart, and spirit will give me charm and make me loved and revered by all. Greater wish has no woman." [7]

This " wish " is just a deeper emphasis upon the ideals set forth in the general girls' club creed for all the Seattle high schools which says:

> I believe as a high-school girl of Seattle, I should be joyous, courageous, and courteous; truthful, considerate, and just; loyal and sincere in friendship; too noble to speak ill of others; willing to forgive and forget; prompt and gracious in obedience; ready to do all possible service; quick to appreciate what is done for me; respectful to my elders; true to the best that is within me that I may become a fine and worthy woman.

Out of the same conferences came the Seattle all-city girls' club code:

DEMOCRACY

We believe in friendliness and disapprove of snobbishness and cliques.

SIMPLICITY

We believe that cleanliness is next to godliness. Simplicity, neatness, and appropriate dress are essential to a high-school girl's appearance. We disapprove of conspicuous hose. We approve of a dress length regulated to suit the individual. We believe school shoes should be well fitting and with moderate heels.

REFINEMENT

We disapprove of the excessive use of cosmetics. We believe the performing of one's toilet in public is ill-bred. We approve of the policy of " hands off " in friendship between boys and girls. One who can express herself without slang is more clever than she who makes a practice of using it. Gum chewing is in poor taste. We disapprove of attendance at public dances and rinks unchaperoned. We believe in chaperons for all parties, indoors and out. We believe that a well-bred girl will discourage smoking. No well-bred girl will accept presents or rides from strangers. We consider it a point of honor not to participate in gossip. We believe in accordance with the university custom that all parties should close not later than 11:30 so that girls will arrive home by 12:00. We believe a girl who does not conduct herself in a ladylike manner at all times reflects on her home and family.

[7] Garfield High School, Seattle

A group of girls is given credit for the development of this creed and code, and it is the girls who are putting them into practice in the work of the school. They have no long history, but they have proved so successful and useful to the girls of Seattle that, at the meeting of the girl leaders of the state high schools at the University of Washington in October, 1925, the same ideals were reorganized into a code for the high-school girls of the state of Washington as follows:

> We believe in the joy of living, active leadership wherever our influence can help, scholarship and service, high standards of character, increasing vision as we go along, noteworthy effort for constant improvement, giving our best to work and play, truthfulness in word, thought, and deed, obedience to the guiding voice within us, natural expression of our natural selves, good sportsmanship, looking our best, acting our best, attaining our best; for out of these come the durable satisfactions and glorious joys of life.

These high ideals and standards are made tangible in the girls' clubs of the high schools of the United States through the work of the various committees. It is here that the girls actually practice and live the precepts of the organization. They take the initiative at the request of their club officers and carry out definite pieces of work with the assistance of other girls. The girls are urged to do those things which later are going to make them good citizens in the community of which they are a part. This is not accomplished by preaching about the attributes of the "good citizen" but rather in emphasizing the ideals of the code — the ideals of service and character and allowing the girls to practice in fields of their interest the idealism which is thus inspired. The ones who prove themselves worthy, dependable, and capable are given opportunities to develop further their talents of leadership; and many of the women who are taking an important part in university activities, community projects, and political affairs have received their inspiration in the girls' club of some high school. One of the high schools of the state of Washington boasts of the number of former leaders in their girls' club who have been presidents of the Women's Federation at the University of Washington.

Girls' Club Advisers. — It is fundamental that the girls

be guided but not directed in their activities in order that they may learn to think right and act right in their school and community relationships. In this atmosphere, they will develop enlarged vision, high moral attitudes, genuine social ideals — the basis for an unselfish and self-reliant citizenship. The active participation of the girls, as in the case of the boys, is through committees. Because there is such a wide range of committees in most schools, teachers, other than the dean of girls, are placed as sponsors in each committee. The dean of girls maintains contact with all of these groups and attempts to correlate their activities with the aims and objectives of the school. The personal relationships of the dean with the girls makes it a human impossibility for her to have the time to exercise real leadership in each organization, although her personality and her idealism are seen throughout the entire school and influence the boys as well as the girls.

The problems of the dean of girls are many and varied. She takes care of vocational guidance to a large extent, and to do this she must have an understanding of the girl and her abilities. She must know the vocational field into which she guides the girl. She is the caretaker of many of the personal problems of the girl which relate to health, morals, manners, and dress. She meets and tries to adjust the unsocial girl, the oversocial girl; the religious type also merits a certain amount of her attention. She must try to set a standard for the relationships of boys and girls. As the girls become accustomed to taking personal problems to her, she finds that more and more they come with academic ones, and so she must be capable of giving them competent advice. In many schools, because of her knowledge of the home conditions of the girls, she is taking over the problem of attendance. In her files, she keeps copies of all records having to do with special classes of absentees and class cutters. She must attend all teachers' meetings since, in the smaller schools, she is teaching a full program and even in the large city schools has charge of one or more classes. In addition to all of these duties, she is in charge, in a general way, of the entire social program of the school and establishes the standards in social functions, clubs, and other student organizations. Friendliness, good taste, social ease, and courtesy

must be developed in these activities if group responsibility is to be achieved. One may agree with Miss Rose Glass, of Roosevelt High School, Seattle, that "the true teacher who successfully directs extracurricular activities must be a cross between a careful gardener, an expert animal trainer, a stiff drill sergeant, an artist in love with his work, and a general all-round genius. But many teachers who are regretfully much less than this have been known to accomplish wonders with their boys and girls simply because they possess the *sine qua non* of such leadership — they loved and understood adolescent youth, had faith in its superb possibilities, and so discovered a way to lead youth into its Promised Land."[8] The practical application of this idealism is given by another inspiring dean of girls, Miss Deaton, in the following statement: "I have been, all in the course of a single day, an employment bureau, a vocational adviser, a self-appointed expert on colleges, a distributing agent, a teacher, a chaperon, a social worker, a buffer between mother and daughter and principal. To paraphrase an old philosopher I am dean of girls and whatever concerns girls concerns me, and whatever concerns boys concerns me, for I am Dean of Girls."[9] The greatest handicap for the dean of girls at the present time is the tendency on the part of certain principals to make the office a disciplinary one. The result is, unfortunately, the discouragement of the frank conferences between the dean and the girls of the institution, which is so fundamental to the achievement of the program which Miss Glass and Miss Deaton outlined. The office seems to be unlimited in its possibilities and has met a great need already, although its activities are not fully defined. It is undoubtedly the finest means of uniting the home, school, and community and through the active participation of the girls in the responsibilities of the girls' club, under the general supervision of this office, is being developed the highest attitudes toward those institutions which are the basis of American democracy.

The program of the girls' club is very extensive, and the

[8] Glass, Rose, "Training for Citizenship through the Girls' Club," *Washington Educational Journal*, Vol. III, pp. 239–241.

[9] Deaton, Eula W., "The Work of a Dean of Girls and Its Relation to That of a Dean of Women," *National Educational Association Proceedings*, 1919, pp. 420–425.

clearest conception of the varied responsibilities which the girls are assuming may be gained through a survey of their interests and the number of girls participating in some line of activity. It was noted in the survey that many girls' clubs are organizing their committees so that the personnel, with the exception of the chairman who serves for the entire semester or year, changes after the completion of a particular objective. It was noted at once that, as a whole, there was a much larger number of committees in most of the girls' clubs than in the boys' clubs of the country. The following list of committees was not taken from any one high school but was selected by the writer from many schools, as a comprehensive list of possibilities for participation, by the girls, in many activities of importance to the school and the community. It was a list that would be adequate for any school in its program of student government.[10]

Survey of Committees and Their Objectives. — *Social Service Committee.* The activities here center around the unfortunate in the children's homes, hospitals and poor farms, and the poor of the community. Flowers, magazines, and baskets of food at Christmas time donated by the girls bring joy to the people and help the children to appreciate what they have at their own homes. The money needed is raised by means of entertainments and sales, often in coöperation with the boys' club. The Garfield High School, of Seattle, Washington, raised over one thousand dollars last year for this work and was able to put over a real program of service. Another high school in Seattle has a group of girls who meet once a week and darn the stockings from the Children's Home, while the entire club of another high school give a complete Christmas tree and party to the children from the Day Nursery.

Athletic Committee. The purpose here may be broadly stated to be to stimulate interest on the part of the girls in healthful sports. Many of these committees are working in close coöperation with the athletic and health program of the school. In many cases the physical training instructor is the adviser for this group. There is often a separate committee

[10] The material presented here is the result of an unpublished study made in 1925 by E. M. Draper.

to look after the underweight girls and provide food, rest, walks, and talks for them. From these considerations, it is easy to see that their health program is educationally sound.

Social Committee. Most of the clubs schedule at least five important social gatherings during the year. Other meetings, where business, short programs, friendship, and announcements are stressed, are called by the president when it seems advisable. The first type of meeting usually has two parts. The assembly program is arranged by the club president or a special committee and is held in the auditorium. It consists of musical numbers, a play or skit, announcements, and a speaker who has been invited for the occasion. The responsibility for the remainder of the meeting rests with the entertainment committee and is usually informal in character in order that friendship may be fostered through dancing, games, and simple refreshments. It is a policy of some clubs to have one committee handle all the details, but in a majority of cases they are delegated to different groups who have charge of the publicity, posters, music, decorations, and entertainment. The more committees that are provided, the more girls may receive that training in leadership and responsibility that is so vitally a part of high-school life.

Standards Committee. This group has for its purpose to form, maintain, and eventually raise the standards of the school. By kindly suggestion, they attempt to inspire the girls who have failed to live up to these standards, with the ideals of womanhood and their school.

Friendship, Fellowship, or Big Sister Committee. There are a number of committees which may be classified under this general heading as (1) welcoming new girls to the school, (2) sending flowers and messages to the sick and bereaved, (3) to search out new opportunities for service in the school, (4) to help students find lost articles, (5) to record and classify the special talents of individual girls, (6) to interest the girls of the grammar school in attending the high school. In many cases six or more committees are working on these phases of the program.

House Committee. Instead of definite rules laid down by the principal and the faculty, the responsibility for the present

conditions and improvements may be placed upon the students and this committee of the girls' club may suggest through posters, talks, supervision, and examples the necessity for the coöperation of every student in the school. It becomes a matter of school pride and, in many instances, students have gone further than those in authority would feel justified in asking them to go. School standards have a new meaning when they are exemplified and enforced by the students themselves.

Lunch-Room Committee. The advisers feel that the most successful lunch rooms in the high schools are being handled by the committees from the boys' and girls' clubs. Many ideas of conduct and good fellowship may be emphasized during the lunch hour. Special lunches, special features in the menu, an orchestra on certain days, have contributed to their success. Coöperation between the committee, kitchen force, and the cook is essential, and in working for this the students are receiving a valuable training. The chairman of this committee in one of the Seattle, Washington, high schools, recruited a force of volunteer workers and repainted the tables, chairs, and racks of the lunch room during the summer months. The increased receipts have shown the appreciation of the students for this pleasant student center. Students who are earning their way through school are given work here, and the whole project becomes, through the interest of the boys' and girls' clubs, a student investment and they feel a direct responsibility for its success.

Rest-Room Committee. This committee has charge of the room in which the girls may receive first aid and rest when ill. Every period of the day a girl is appointed by this committee to take charge of this room and to be responsible for the equipment, order, discipline, and the persons whom she allows to enjoy its privileges. This committee may have charge of all the records, even if the girls' adviser supervises the room. There is an opportunity for other committees to function in adding to the usefulness or the attractiveness of this room or suite of rooms.

Scholarship Committee. As the name implies, this committee is interested in promoting better attainments in scholarly

pursuits. In some schools it is possible for girls doing excellent work to tutor others who are making poor or failing grades.

Finance Committee. This group is in charge of the programs which are given in order to secure funds to carry on the activities. These programs are particularly valuable, because the boys and girls feel that they are really developing schemes that are of moment in the school and community and that they are putting them over financially because people realize their ability and responsibility.

The committees which have been listed and discussed are essential in any organization of this nature if it is to be developed in the spirit of student participation. Many clubs have a much larger number of committees, and a statement of the complete committee organization of the Franklin High School, Seattle, is presented in order that the scope of the work of the girls' club in a typical socialized city high school may be appreciated.

1. Committees of the president: Ability, programs, bulletin announcements, rest-room, green book, health program, lunch-room, refreshments, scrapbook, social service.

2. Committees of the vice-president: Athletic, entertainment, exchange girls' club book, girls' club council, lost and found, minute girls, *Tolo* book, Tolo girls' club news, *Tolo News.*

3. Committees of the recording secretary: Alumni book, alumni committee, bulletin board, four o'clock tea, filing committee, improvement, log book, memorial, music for girls' club, posters, P. T. A. ushers, vaudevilles, music appreciation for school.

4. Committees of the corresponding secretary: Standards, friendship, house manager, inauguration, letter book, party tickets, point committee, reception, Seattle high-school party report, vocation, volunteer book, wardrobe.

5. Committees of the treasurer: Camp fire, committee reports, decorations, exhibit case, floor committees, scholarship, senior sister, student grade advisory, teachers' committee, thrift committee, honor girls, typewriting, roll representatives.

Summary. — In this chapter, the boys' club and the girls' club have been considered as they have shown possibilities of developing real traits of citizenship in the student body. They are attempting to give the students the experiences of real life, and so they are correlating their objectives very closely with the objectives of the lives of adult people. The highest

form of student government as initiated by the students and carried on through their responsibility, their initiative as leaders, and their willingness to work with each other for a common purpose is based upon a school spirit which exemplifies the finest of the attributes of citizens who have a wholesome respect for the enforcement of law and order in the state and nation. The correct interpretation of the philosophy of a democratic education by administrators and teachers through student participation in the government of the high school is a solution of the problem of improving the citizenship of America in the future.

CHAPTER VI

HIGH SCHOLARSHIP AND HONOR SOCIETIES IN THE SCHEME OF DEMOCRATIC SECONDARY EDUCATION

Problem. — If honors based upon scholarship are to be widely distributed in the high school, two divergent and contradictory principles must be adjusted: (1) the fundamental biological principle of human variation and (2) the equally fundamental sociological principle that the right of equal educational opportunity for every individual is the essence of democracy. Can there be an honor section of a truly democratic group? The ancient, incompatible political concepts of democracy and aristocracy are here implied, and the fundamental purposes of high-school education in the light of individual differences are called in question.

Fallacies that Persist in Educational Thinking. — There can be no adjustment of these principles in modern democratic education unless certain fallacies are stated frankly and clearly recognized. These fallacies may be stated as follows: (1) that the few brightest and most intelligent have rights and privileges because of their brightness and intelligence, (2) that only one type of mentality is worth training in the high school, (3) that the brightest get the highest grades in school and make the greatest success in life, (4) that individual power, skill, and advancement are the goal of education, (5) that the world's work is done by a talented few, (6) that it is undemocratic to maintain, in high school, activities which admittedly only the most intelligent students can reach by fair effort, the average students by supreme effort, and the dull and slow cannot reach at all.

Psychological and Sociological Principles Involved. — This study is predicated upon certain well-established prin-

ciples in modern thinking, which justify a recognition of high scholarship, honor groups, and constant urging to ever higher standards of performance. Ten of these principles follow. They constitute a challenge to the most intelligent groups among high-school students.

1. Potential mental capacity is only partially utilized even under the most favorable conditions.

2. Each recent study of the high-school population reveals every possible psychological, sociological, and economic level with consequent variation in ambitions, interests, attitudes, and probable future vocations.

3. There is need for urging the brightest students to greater accomplishment; for loafing, time-killing, and bad mental habits are the natural outcome of the fact that they have been compelled to make little effort to keep step with average students. Closer correlations between intelligence, effort, and accomplishment must be gained.

4. The rights of the dull and the slow are inviolable; so are those of the bright and intelligent, if they are to meet the demands of social responsibility.

5. Good or bad working character traits influence scholarship performance more profoundly than varying levels of intelligence. The individual supernormal in raw mental power is not *per se* supernormal in energy, ambition, altruism, spirit of service, and naked accomplishment.

6. There are many kinds of intelligence, all of them, when properly trained, highly useful to society.

7. In a complex social structure, leadership is a coöperative enterprise. Each intelligent, trained individual fills three places: (*a*) he is a recognized leader in *one* or very few activities, (*b*) he is a skilled and capable adviser in a few others, and (*c*) he is an unimportant participant in scores of still other activities acting under the guidance of experts more skilled by far than himself.

8. Habituating the highly intelligent to willing participation in enterprises for the common good under other and better trained guidance is absolutely essential. It means character and service for the individual and perpetuity for the state.

9. An aristocracy of intellect is possible only in a society

made up for the most part of the ignorant, untrained, docile, and cowed.

10. The democracy of intellect emerges when every individual in the group has been trained to the highest attainable efficiency and imbued with the spirit of mutual helpfulness and service.

Promotion of Superior Scholarship. — High-school principals recognize the promotion of superior standards of scholarship as the fundamental purpose of their institutions. This means more than the incessant pounding upon the sluggish intellects of the slow-witted and subnormal to bring them up to minimum mental reactions. It means as well, applying the urge of ambition to the highly organized, sensitive, high-quality mind that it may develop normally, keyed to maximum levels of performance.

Answers to the question, "How far have you gone in recognizing and promoting superior scholarship?" were received from one hundred experienced and skilled high-school principals throughout the nation. The following is a survey of their answers:

Means of Encouraging Scholarship [1]	Principals Mentioning It
Quarter and Semester Honor Lists Published	41
Chapter National Honor Society	38
Honor Lists Read at Assemblies	15
Medals, Pins, etc., at Graduation	14
Local Honor Society	11
Basis for Admission to Clubs	10
Basis for Eligibility to Office	8
Basis for Permission to Play on Teams	8
Regents and Other Scholarships	5
Basis of Every Activity	6
Special Recognition for Highest in Graduating Clubs	6
National Athletic Honor Society	5
Scholarship Cups or Banners to Winning Home Rooms	4
Exemptions from Examinations	3
Special Scholarship Assemblies	3
Honor Point System Published at End of Year	3
Scholarship Cup Awarded	2

[1] Other interesting suggestions were: honor classes in academic subjects, rank lists of graduating classes, honor letters to highest ten per cent of each class, chev-

So that students may know the plans for the promotion of scholarship in typical high schools, large and small, in many states, the following answers are offered as a compendium of wisdom and experience.

H. E. Hendrix, Mesa Union High School, Mesa, Arizona: Member national honor society, local honor society, honor roll, senior recognition.

Gustave A. Feingold, Bulkeley High School, Hartford, Connecticut: It is the primary basis for any kind of recognition in the school. It is the basis for admission to the various clubs and for permission to play on school teams. It does not apply, however, to the boys' club and the girls' league. I have also applied for a charter to establish a chapter of the National Secondary School Honor Society. Also award first and second scholarship prizes in each of the classes, as well as prizes for distinction in some of the special subjects.

H. V. Kepner, West High, Denver, Colorado: Publishing every six weeks the list of pupils with good scholarship. Giving publicity to our National Honor Society — and the requirements for membership on athletic teams and in National Athletic Honor Society.

Superintendent M. R. McDaniel, Oak Park and River Forest Township High School, Oak Park, Illinois: We have a chapter of the National Honor Society, and a scholarship cup on which is inscribed the name of the senior who stands highest in scholarship. This large cup remains the property of the school, but the winning pupil gets a small cup, which is his own property. Each year a senior boy receives a gold medal from a former athletic director for standing highest in scholarship, athletics, and leadership. We publish each month names of pupils on the honor roll. In our school the pupils are just as proud of their fellows who have won honor in scholarship as they are of the football hero.

M. W. Carothers, Selma, Alabama: We attempt to play up scholarship in every way. While there are some objections to doing so, we read in assembly and publish in the school paper and in the city paper every month the names of the individuals and the groups making the best records. We also have scholarship requirements for all activities. We have a chapter of the National Honor Society.

Armand R. Miller, Roosevelt High School, St. Louis, Missouri: Each five weeks we publish in school paper the names of pupils receiving high grades. We have chapter of "Torch" or National Honor Society and make a good deal of the installation exercises. We conduct a "citizen-

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rons on sweater sleeve, annual programs in honor of Honor Roll graduating seniors, loving cup for high-ranking senior, banquet by teachers to members of national honor society, personal letters from principal to parents of children who make high grades, cash prizes by an interested citizen, honors mentioned on diplomas, names engraved on permanent honor cups, separate girls' and boys' honor rolls, national forensic league, weighted credits, Rotary and Kiwanis entertain highest scholarship boy and girl in each class each term, assignment of special duties, half holidays, star system for high scholarship, district scholarship contests.

ship contest" between advisory groups, in which group is scored for scholarship of its members, as well as for other matters.

Winfred C. Akers, Brookline, Massachusetts: We have an honor society, membership in which is a distinction much sought. It is based primarily on scholarship, but membership depends also on a pupil's having done something in extracurricular activities. In other words he must be more than a mere scholar; he must show strength in other directions.

Assistant Superintendent Charles R. Foster, Pittsburgh, Pennsylvania: We take every opportunity to exalt scholarship. Honors in scholarship are recognized through honor roll systems, honor societies, commencement exercises, etc.

Leland P. Brown, Olympia, Washington: This is one of our hobbies. Honor societies, scholarship cups and contests, extra activities for superior students, indeterminate assignments, with the sky as the limit for the brilliant who are willing to work — we have done everything we know to do along this line, but should like to do more.

Payne Templeton, Flathead County High School, Kalispell, Montana: About as far as we can go without overemphasizing the thing. A citizen in town offers ten ten-dollar prizes which go to the outstanding student in each of ten departments. Not only high scholarship but the student's interest, effort, and handicaps overcome are considered. We play up the ordinary scholarship honor rolls. Our Flathead honor roll, based on the merit point system, recognizes proficiency in both the curricular and extracurricular field. We have a girls' honor society which is primarily interested in scholarship events. We sponsor the district scholarship contest. We are participating in a triangular "mass" scholarship contest this year.

James C. Moore, Central High School, Bridgeport, Connecticut: In coöperation with the United Civic Clubs (Rotary, Kiwanis, Lions, etc.) we award each term scholarship-leadership pins (bronze, silver, and gold). These pins are considered a great honor. We award a scholarship cup to the room having the best scholarship or showing greatest improvement in scholarship.

Charles O. Wright, Atchison, Kansas: We have a chapter of the National Honor Society here, and we have an honor roll with a special scholarship assembly for each quarter of the school year. We also have a branch of the National Athletic Scholarship Society here. The Rotary and Kiwanis Clubs entertain each quarter the boys and girls ranking highest in scholarship in the different classes.

T. J. McCormack, La Salle, Illinois: We have done everything in our power. We have established (*a*) a monthly honor roll for pupils having an average of 85 or over, (*b*) a high scholarship legion for pupils having an average of 90 or over, and (*c*) the National Honor Society. We give a banquet in the spring to the High Scholarship Legion, etc.

H. A. C. Walker, E. C. Glass High School, Lynchburg, Virginia: Pupils who reach a certain standard for each reporting period of six weeks are placed on the roll of honor. We also have a semester roll of

honor. Any pupil who makes an average of 90 on a course for a semester wins *distinction* and is so published. We also have a chapter of the National Honor Society.

D. H. Halloway, Boise, Idaho: Have adopted National Honor Society. Give excess credit for superior grades to the amount of four credits out of thirty-four required for graduation, exempt from final examination all students with grade of 2 or above. Require average grades for school offices and membership in school clubs. Have honor roll and honorable mention roll announced each grading period and at commencement time.

Superintendent H. P. Lewis, Conrad, Montana: We try, at least, to make this our major business. We employ every device and scheme available to us to promote superior scholarship, and take pride that we do rate well in that particular.

Mary Ruth Fisher, Twin Falls, Idaho: We give a scholarship award at the same time the athletic awards are given. It has become the most desired award of all. A student must be on the honor roll five out of the six periods, one of which must be last period in the year.

George Buck, Shortridge High School, Indianapolis, Indiana: Annual program in honor of the honor roll students (seniors whose average for three and one-half years has been 90 or above). Presentation of loving cup at this time to the student leading the honor roll. Cup is presented by junior class. A chapter of the National Honor Society. An annual banquet given by the teachers to the members of this society. Faculty scholarships to college to worthy students on honor roll. Publication of names of all *A* and *B* students constituting the honor roll of the school on bulletin of each session or home room and in daily papers. These names are published following each marking period.

Weaknesses. — Every principal recognizes inherent weaknesses in any scheme of special awards. Utmost care is required to overcome the weaknesses and to capitalize the strength of the best current methods of promoting honor groups. It is no easy task, as every inexperienced principal has learned, often to his sorrow and discomfiture. Six weaknesses especially must be guarded against: (1) An honor system involves ranking and there are no adequate discriminative measures. (2) Scholarship ranking alone gives the wrong emphasis and is dependent upon teachers' marks which are notoriously uneven. In many high schools, students go automatically *on* or *off* the honor rolls when they are assigned to the "easy-marking" or "close-marking" teacher. (3) Ranking presents a social problem. It may easily lead to undemocratic and snobbish groups. The antidote is a corresponding sense of social re-

sponsibility and service. (4) Overemphasis may create a sense of inferiority among large groups of worth-while pupils who deserve every encouragement. (5) It is impossible to measure accurately character, service, leadership, and motives. Combined unbiased judgments of many close observers are the only measures of even reasonable accuracy. (6) The rampant individualism of the old school with its philosophy of every fellow for himself and the devil take the hindmost may be perpetuated in the new school with its philosophy of service and mutual responsibility.

It is through the honor societies that these weaknesses are largely being overcome and that the ideals of fine accomplishment of every sort are being built into the philosophy of modern secondary education.

Past and Present Aims in Honor Societies. — The honor society in the American high school is a development of the twentieth century; and contrary to the implications of the title of the organization, it is an expression of a pragmatic philosophy of democracy. This is particularly true of the new societies which have been established since 1920 and the reorganizations which have taken place in the older organizations of national prominence in the last decade. An adherence to the basic conceptions of the college honorary fraternity is seen in the societies which are established in the years between 1900 and 1910. As a result, a few students were developed in the duties and responsibility of good citizenship and the great majority came in no contact with those valuable influences through this phase of the extracurricular program. Scholarship should be encouraged and rewarded and should be one of the chief requirements for membership in the honor group of the high school, but there are other important considerations that must be emphasized in the standards which are set up for the selection of members. This point of view has been definitely accepted by the National Association of Secondary School Principals in the constitution which they drew up of the National Honor Societies of Secondary Schools. They have listed service, leadership, character, and scholarship as the desirable qualities to be recognized.

The name, purpose, and limitations on membership of the

constitution of the National Honor Society of Secondary Schools indicate the scope of its activities:

ARTICLE I — NAME AND PURPOSE

Section 1. The name of this organization shall be the National Honor Society of Secondary Schools.

Section 2. The purpose of this society shall be to create an enthusiasm for scholarship, stimulate the desire to render service, promote leadership, and develop character in the children of American secondary schools.

ARTICLE VI — MEMBERSHIP

Section 1. Members of chapters shall be known as actives and graduates.

Section 2. Membership in any chapter shall be based on scholarship, service, leadership, and character.

Section 3. Candidates elect to membership in chapters of this organization shall have scholastic rank in first one-fourth of respective graduating class.

Section 4. To be eligible for membership students must have spent at least one year in the secondary school electing such student.

Section 5. Not more than fifteen per cent of any graduating class shall be elected to membership in a chapter.

Section 6. Election of not more than ten per cent may take place during any semester after the beginning of the seventh semester of secondary school work in which standards of election have been attained. The remainder may be chosen during the last semester before graduation.

For many years, educators have recognized the need of some form of organization in the secondary schools which would reward those students excelling in intellectual achievement. Prior to the last decade, the most common methods of recognizing the student who had secured exceptional grades were (1) posting their names on the bulletin board of the school, (2) granting them special privileges in the school, (3) exempting them from final examinations, (4) presenting them with pennants or similar awards, and (5) reading the names of honor students at graduation. These simple measures are still continued in many high schools, but generally speaking the honor society is no longer a local adaptation but, in a very real sense, has become a national phase of the democratic high-school program.

The oldest of these honor societies, Phi Beta Sigma, was

founded in 1900 by Dr. William B. Owen of the South Side Academy in Chicago. It is still a flourishing organization in the University High School. Six years later the Cum Laude Society was established at the Tome School in Port Deposit, Maryland, and the Oasis Society in Brooklyn, New York, at the Polytechnic Preparatory Country Day School. The Cum Laude Society is primarily a scholarship organization, and the membership is restricted to less than twenty per cent of the graduating class. The Oasis Society, while fundamentally a senior organization, elects to its membership five juniors in the second semester, who are capable of carrying on the work of the society until new members are chosen at the beginning of their senior year. This honor society was primarily for the recognition of student achievement in developing the various extracurricular activities of the school. It is apparent that the men who introduced these societies were attempting to recognize student success in various phases of the school program, but it is also clear that they had not conceived of an organization that, at the same time it honored pupils who were fine students, would reward those who had shown essential qualities of citizenship in their relationships with the faculty and with their classmates.

Contributions of the National Association of Secondary School Principals. — It remained for the Association of Secondary School Principals to establish an organization which would definitely correlate with the modern philosophy of education and reward achievement when secured in both the academic and civic activities of the school. In the meantime, other societies, such as the Arista Society in the New York high schools, established for the encouragement of character, service, and scholarship; the Minerian Society in California; the Pro Merito Society in Massachusetts for the reward of scholarship alone; and the Service Club in some of the New York high schools were founded. The merits of these organizations were taken into consideration by the committee which was appointed by this association to make a survey of the situation. Following the preliminary report of this committee, it was assigned the duty of drawing up a constitution for the National Honor Societies of Secondary Schools, an organization which proposed to

standardize the various societies and state objectives for each chapter, establish rules regarding officers and the eligibility of members, and design an emblem. This duty was performed, and the recommendation of the committee that the government be left to the local groups was accepted by the association.

The emblem is a keystone and a flaming torch with the letters S. L. C. S. at the base of the keystone. The objectives are explained in a beautiful and impressive manner in the public initiation ceremony as follows: "As the keystone is placed by the builder to hold a perfect arch in perpetual stability, so the structure of our education must be held firm and true to the purpose of life by the virtue represented in this symbol. *Scholarship* is the power of mind to dispel ignorance and superstition through the scientific investigation of truth. *Leadership* is the power of personality that blazes the trail for man's upward climb. *Character* the composite of all common virtue sets the seal of righteousness upon our every endeavor. *Service* is the beginning and end of our education, the altar of altruism from which God's blessings to man have been vouchsafed. The torch is the emblem of our purpose. To bear forward the searching light of truth, to lead that others may follow in the light, to keep burning in our school a high ambition for the enduring values of life and to serve those purposes are symbolized in the torch." [2]

Chapters of this organization are located only in schools supported by public taxation or in endowed institutions accredited by recognized bodies. There are now more than three hundred chapters and close to ten thousand members who have taken the following obligation: "I pledge myself to uphold the high purposes of this society to which I have been elected, striving in every way, by word and deed, to make its ideals the ideals of my school." [3] The ideals, mentioned in the obligation, were thus restated in the revision of the constitution in February, 1923: to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in the students of the American Secondary School.

[2] Rohrbach, Q. A.W., *Non-Athletic Activities in the Secondary School*, p. 149.
[3] *Ibid.*, p. 150.

That the fundamental objective of scholarship may never be overlooked in the selection of members, the national constitution provides that candidates must be in the first quarter of their respective classes in scholarly attainments. A certain amount of consideration may be given to character, service, and leadership since no more than fifteen per cent of any senior or graduating class may be chosen for this honor. In view of this fact, a committee of the National Association of Secondary Principals in 1924 defined service, leadership, and character so that administrators, teachers, and student officers might have a basis for the measurement of these qualities in students being considered for membership. These definitions are of utmost importance in this thesis, since they attempt to evaluate the influences of the extracurricular activities in developing desirable life attitudes of a democratic body. That an association of high-school executives should consider and attempt to state for the high-school people of America the values of these student activities and interests has great significance in a study which is based upon the contention that these phases of a high-school program have a real place in the philosophy of a democratic educational system and should rate at least equal with the curricular studies in the achievement of the ideals of citizenship and character.

The following excerpts have been taken from their report: [4]

Service is (1) a willingness to render cheerfully and enthusiastically any service to the school whenever called upon, (2) a willingness to do thoroughly any assigned service in school procedure or student government, such as acting as protector, citizenship committeeman, or serving voluntarily on the staff of the school publication, etc., (3) a readiness to show courtesy to visitors by acting as a guide, selling tickets, looking after concessions, acting as big brother or sister to underclassmen or assisting students who are behind in their work, (4) a willingness to offer oneself as a representative of his class or school in interclass or interscholastic competition, (5) a willingness to uphold scholarship and maintain a loyal school attitude, and

[4] From a report by Principal Merle Prunty, Tulsa, Oklahoma, and Principal L. W. Brooks, Wichita, Kansas, at the meeting of the National Council of the National Honor Societies of Secondary Schools in Chicago in February, 1924.

(6) a willingness to render any other worth-while service to the school or through the school to the community.

Leadership is (1) demonstrating a degree of initiative in the classroom activities which leads to a higher scholarship for all, (2) showing initiative in promoting any high-school activities, (3) successfully holding offices, committee chairmanship, and other positions of responsibility, (4) contributing ideas which may be incorporated in the civic life of the school, (5) exerting a type of leadership which actively and wholesomely influences toward a fine leadership.

Character is shown (1) by meeting his individual obligations to the school promptly and completely, (2) by demonstrating an honest spirit in his class work, and a spirit of cordiality and sincerity toward his teachers and student associates, (3) by actively helping to rid the school of bad influences of environment, (4) by upholding the ideals of the Christian organizations of the school whenever occasion affords opportunity, and (5) by constantly demonstrating such qualities of personality as honesty, reliability, promptness, achievement, and morality as are indispensable to the finest young manhood and womanhood.

It is not conceivable that achievement be measured and honors be granted in the comprehensive high schools on the basis of grades alone. Such a system would be in harmony with an aristocratic ideal of secondary education which predicates the intensive training of those students who have superior intellects rather than the development of the masses. The ideal today is, first, to retain every normal boy and girl in the cosmopolitan high school for four years of work and graduation; and second, to interest them in a sufficient number of the phases of the high-school program so that they may go out into society conscious of the fact that they have achieved something worth while in their high-school careers and are prepared to act in the life of the community. H. B. Weaver has summarized the results of a questionnaire sent to high-school principals, state officials in charge of secondary schools, and college presidents, on the subject of the desirability of naming honor students at graduation: " It is true, therefore, that progressive educators of today think the system of naming honor students

on the basis of grades only a relic of the competitive idea which has dominated the schools and all other phases of human endeavor." [5] He finds a very definite tendency on the part of high-school administrators to include citizenship traits and extracurricular activities as essential factors in the selection of honor students.

Contribution of the National Honor Society to the Individual High School. — The *Student's Handbook* of the Ottumwa, Iowa, High School thus introduces the Torch Club:

> The Torch Club, which is affiliated with the National Honor Society for Secondary Schools, is a recent organization in the Ottumwa High School. New members are elected each semester by five or more persons from the faculty. The grades of any one eligible must rank in the upper one-fourth of the class. If any member fails in furthering the principles of the club or in living up to its standards, he may be removed from the club at the end of the semester by a committee of the faculty. Prospective members must have a good influence in encouraging and maintaining a high standard of scholarship, stimulate a desire to render service, promote leadership, develop and have a good character. All must have these elements embodied in them with a desire to use them, if they expect to attain the place as a member of the Torch Club. The Torch Club meets at least twice a semester with called meetings whenever the president or the principal sees fit.

Significantly close to the foregoing rules appear the following suggestions:

GENERAL STUDY HELPS

Learning by study must be won:
'Twas ne'er entail'd from son to son. — GAY

(1) Follow a schedule which provides a time and place to study each lesson. (2) Waste no time in getting ready to work. Understand the assignment. Give close attention. (3) When possible prepare the advanced assignment directly after the day's recitation in it. (4) Concentrate! Concentration is a sign of a strong will. Outlining a lesson or writing down important points aids concentration. (5) Get rid of the idea that you are working for the teacher. (6) Get every lesson every day. (7) Learn the principal facts and let the details group around them. Do not try to remember everything. (8) Before beginning the advanced work, review rapidly the previous lesson. (9) You must daily pass judgment as to the degree of importance of items placed before you and lay special stress on the permanent fixing of those items that are vital and fundamental. (10) Review! Review! Review!

[5] Weaver, H. B., "Should There Be Honor Students at High School Graduation?" *School Review*, Vol. XXXII, pp. 529–536.

The handbook of West High School, Denver, Colorado, has this presentation of the National Honor Society:

The highest honor that can come to a West High student is that of being elected to membership in the National Honor Society. The cardinal objectives of this society are character, scholarship, leadership, and service. Not over fifteen per cent of the twelfth grade may be selected. These must have scholarship grades, averaging throughout their high-school course, among the best twenty-five per cent of the class. Outstanding character expressing itself in service to fellow students is a necessary qualification. Real leadership does not usually express itself in yell leadership, but in silent influence for good in all the worth-while things in the school. Select one activity and do it well.

Three factors are therefore considered in selecting candidates: what the pupil thinks of himself (grades), what his fellow students think of him (as shown in his merit standing), and what the teachers think of him (as shown by a vote of all the teachers).

Students who endeavor throughout their whole high-school career to gain the coveted honor of membership in this society will find themselves richly rewarded. Members will meet other "honorables" wherever they go in any city of the nation.

The handbook of the Smith-Cotton High School, Sedalia, Missouri, presents the ideals and requirements of the National Honor Society as follows:

This organization, national in its scope, is similar in purpose to Phi Beta Kappa in colleges and universities. Membership shall be based upon scholarship, leadership, service, and character. Candidates eligible to membership in this organization must have a scholarship rank in the first fourth of their respective classes and must have spent at least one year previous in Smith-Cotton High School. However, not more than ten per cent of the class may be elected. One-fifth of this number may be elected while still in the junior class.

The recommendation for membership in this chapter shall be by faculty representatives selected by the principal and approved by the entire faculty. The activities of the chapter shall be subject to the approval of the principal or his representative.

The average or index of scholarship is obtained by giving numerical values to each grade recorded in high school. *E* counts four points; *S* counts three points; *M* counts two points; *I* counts one point, and *F* counts o points. The sum of these grades is divided by the total number of grades.

Honors for extracurricular activities are awarded according to the chart on pages 30 and 31. A student's combined scholarship and honor rank is found by adding to the grade average the total number of honor points. Selection therefore becomes a mathematical process in regard to scholarship and extracurricular honors.

Any student who has been guilty of dishonest or improper conduct is barred from membership.

No office in any organization of this school counting more than .1 point may be held by a student whose average scholarship standing for the quarter last preceding is lower than *M* — .

The depths of emotional and æsthetic appeal are sounded in the beautiful ceremony of initiation at Central High School, Kansas City, Kansas. The invitation has the seal of the National Honor Society in gold, and is worded as follows:

The Central High School Chapter
of the
National Honor Society
Cordially invites you to be present
at the Ceremonial and Initiation
of its New Members
on Tuesday the eleventh of May
one thousand nine hundred and twenty-six
High School Auditorium
Admit two *at eight o'clock*

The first page of the program sets forth the history of the society and the significance of The Sacred Flame:

THE SACRED FLAME

The Honor Society has for a decade served Central High School as an incentive to scholarship. It continues to function as a social stimulus and a spur to scholarly achievement.

Last year the high school obtained a charter, and organized a chapter of the National Honor Society, membership in which is based upon scholarship, service, leadership, and character.

The Sacred Flame is an initiation ceremonial for members elected to the local chapter of the National Honor Society.

The program opened with the poetic prologue, the Spirit of Achievement:

You of the living present are gathered here today in homage to the Sacred Flame that lights this school, and makes of it a sanctuary of ideals. Man does not live by bread alone — it is the spirit that warms his soul and lifts his eyes unto the hills. I, who am Achievement, know that naught of worth is wrought save it be tempered in the fire of Character; and if it be not wrought in loving Service it is dross. Oft, I find need of Leadership, brave and judicious with mind strengthened and enriched by Scholarship. These are the beacon fires that girt this school, and their warm glow we call the "Sacred Flame"!

Then followed a series of nine tableaux depicting noble events in American history as " Beacon Lights."

A. In the Beginning: (1) The Declaration. (2) The Spirit. (3) The Emblem.

B. Through the Years: (1) " The Perfect Tribute." (2) " The Strenuous Life." (3) " A Golden Treasury."

C. Yesterday and Today: (1) A Pioneer Study. (2) Elimination of Time. (3) Bridging Space.

Part Two sets forth in poetic form the place of character, service, leadership, and the spirit of the school. Only two of these poems can be given here:

Service

(*Read by an Honor Society Graduate*)

In the Book of Books is written:
" He who loseth life shall find it."
Thus the earthly web is woven
By the Master who designed it.

He who spends himself for others;
Gives, nor counts the cost of giving,
Bends his will to wider service,
Knows the secret of right living.

And the vast, uncalled battalions,
They who form the ranks unswerving,
Raise a silent plea for justice:
" We too, waiting here, are serving."

The Spirit of the School

(*Read by Principal J. F. Wellemeyer*)

It is my privilege, as constituted leader of this school, to represent the crystallized traditions that have grown precious to us: the belief in bodies strong and clean and in true sportsmanship; the faith in high ideals and in their boundless power; the confidence that scholarship, thorough and broad and deep, is man's best armor in a shifting world.

So it is with happy pride that I receive the candidates whom you have found to be preëminent in character and scholarship, in leadership and service — they, I feel assured, will ever hold aloft the high traditions of this school, and whether here, or out in the broad world, remember them, and bring no stain upon them.

The service came to a close with the Torch service pledge, taken by twenty-four seniors and thirteen juniors:

"In all humility, I pledge myself to be honorable, to serve, to lead aright, to uphold scholarship, and thus to keep alive the Sacred Flame."

EPILOGUE

And so, dear friends, once more the torch is kindled —
May it be a living symbol of the Sacred Flame!

The Junior Honor Society. — Recent developments in the program of the honor societies have been in harmony with the democratic idealism of an equal opportunity for every student. At the present time, administrators are extending the honor society, as junior organizations, to the sophomore and junior years. Every student is being inspired to be a success in the academic and civic life of the school. Results have justified the contention of those secondary school people who felt that an organization which recognized achievement in the earlier grades of the school would have a greater influence on school citizenship than a system which rewarded the achievement of a small percentage of the students in the last year of their school life. Because of this, many schools select as many as fifteen per cent of the entire student body who are privileged to wear the insignia of achievement, instead of following the policy of the National Honor Society for Secondary Schools and making fifteen per cent of the graduating class alone eligible for honor. Students are more vitally interested in curricular and extracurricular achievement when the reward for school citizenship, personal integrity, scholarly attainments, and service to the school as a leader or as a follower is a matter of present reality rather than a goal which may be denied no matter how worthy the student, if a definite percentage of students has already been selected. A democratic institution does not realize its greatest possibilities on a percentage recognition of merit. For this reason certain educational leaders proceeded to develop local honor societies which retain the best in the national organization and at the same time have included some new and praiseworthy points of view.

The Honor Society in the Seattle High Schools. — **The**

high schools of Seattle, since 1922, have had a system of honor societies which has done much to inspire the entire student body in scholastic and outside activities, because merit has been recognized in all classes of those institutions. Mr. Frank B. Cooper, who was superintendent of schools, became interested in the National Honor Societies of Secondary Schools, which were developing very rapidly in the East, and in the California Scholarship Federation, which had been established in the South. The ideals of these organizations seemed to him to be very much worth while, and through his efforts, with the co-operation of the high-school faculties of Seattle, the Seattle High School Honor Society was founded. This organization has chapters in each of the Seattle High Schools, although the names of the individual clubs vary slightly in the different schools. The constitution resembles that of the National Honor Societies of Secondary Schools in that it only regulates the government of the clubs and the eligibility of members, leaving the separate chapters free to meet their individual problems as they see fit. The purpose of this organization "shall be the encouragement and reward of high attainment on the part of the students in matters of scholarship, leadership, service, and character development."[6] It is further stated in the constitution (Art. V, Sec. XI) that "character development being a basic aim of this organization, good school citizenship shall be a prerequisite for eligibility to membership." At least one year of residence is required in a Seattle high school before any candidate can be considered. Eligibility also depends upon the earning of points as follows: for a grade of *A*, five points; for a grade of *B*, three points; for a grade of *C*, two points; for a major school service, two points; and for a minor school service, one point. It is worthy of note that a grade of *D* has a value of zero, while a grade of *E* deducts two points from the number which the student has secured.[7]

The major activities, in which a student may earn two points each semester, are (1) president of the senior class, (2) president of the junior class, (3) president of the boys' club, (4) president of the girls' club, (5) first team letter man, (6)

[6] Constitution of the Seattle High Schools Honor Society, Art. I, Sec. XI.
[7] *Ibid.*, Art. V, Sec. III.

second team letter man, (7) freshman team letter man, (8) debate letter man, (9) major characters of play or opera, (10) editor of the school paper, (11) business manager of the school paper, (12) editor of the school annual, (13) business manager of the school annual. Each high school in the city has the privilege of adding two major activities to this list.[8]

A committee of high-school principals outlined the following as the minor activities to be recognized, but stated that any school may add to this list of minor activities by applying to the high-school principals in writing and describing the activity in detail: (1) president of the sophomore and freshman classes, (2) vice-presidents of the boys' club and girls' club and the (3) athletic managers, (4) all officers of the honor society, (5) president of the girls' glee club when sufficient duties are assigned, (6) president of the boys' glee club when sufficient duties are assigned, (7) chairman of permanent committees of the girls' club or any members who show special ability, (8) members of the news staff for special services rendered, (9) minor characters of the play and operetta, (10) chief library assistant, (11) girl who makes first class team and wins numeral, (12) president of the girls' athletic association or chairman of the athletic committee, (13) yell leaders, (14) stage force, (15) make-up squad. In addition many of the schools have given points for serving as presidents of certain clubs, taking part in the editing or typing of the mimeographed magazine, being members of very important committees in boys' club and girls' club and devoting a large amount of time to community service.[9]

All of the meetings of the honor societies are open and under the sponsorship of the principal or some one selected by him. The officers of the local society, together with this member of the faculty, compose the executive committee which has charge of the meetings and business affairs of the club. Some of the high schools have elaborate yearly programs while others do little more than conduct two assemblies a year for the presentation of pins to the newly elected members. These assemblies in all the schools are in complete charge of the club members.

[8] Constitution of the Seattle High Schools Honor Society, Art. IV, Sec. IV.
[9] Compiled by the writers from a study of several Seattle high schools.

The pins, which are given to the qualified students, are uniform throughout the city except that they have the school colors indicated. If a student has earned twenty-eight points in two successive semesters, he is entitled to wear a pin of one bar. Earning fifty-eight points in four successive semesters qualifies the student to wear a two-bar pin. If the pupil earns ninety points in six successive semesters, he is eligible to wear a gold seal pin which may be his permanent possession providing that the student has acquired one hundred and twenty-four points by the time of graduation. All of the other pins are retained by the club.

The honor society, being open to all, stimulates every student to exert his best efforts especially in his weaker fields. As a result, there are several of the Seattle high schools with more than ten per cent of their enrollment in the honor society. These figures are more imposing when account is taken of the fact that no student may be elected until the end of his freshman year. This striving for scholastic achievement and establishing a place among one's fellows for one's qualities of leadership, character, and performance of service leaves its imprint upon the life of the individual. There are some statistics in the registrar's office at the University of Washington which are of interest here. The records of the freshman class, as a whole, were tabulated in hours and percentages and compared with those freshmen who had entered from the Roosevelt High School, of Seattle, Washington. It may be significant that the members of the entering class from Roosevelt made two and one-half per cent more *A*'s, five and one-half more *B*'s, and three per cent less *E*'s, than the class as a group. It is probable that this difference will disappear as the schools of the state more and more appreciate the fact that a well-rounded individual is the goal of the secondary schools of America and that a real honor society is one that places the badge of merit upon the individual who has been a leader in school activities, influenced his fellow students by his *right thinking* and *right acting*, and performed deeds of service as well as secured high grades in his academic subjects. If high-school students are to be constructive factors in the community after graduation, they must have a real sympathy with the

lives and ambitions of other people. This is clearly understood by students and non-members of the society in schools in which the society elects its members on the basis of expressed citizenship. The student who sacrifices school life for intellectual interests is encouraged to participate in activities while those who are socially minded are made to realize their academic responsibilities.

An interesting illustration of the constant effort to recognize the high honor of membership in " The Torch " is shown in the program of " The Annual Spring Revue " of the Boys' and Girls' Clubs of Roosevelt High School, Seattle, in 1927. *A Night in the Land of Romance* was built up of ten numbers of music, dancing, dramatic skits, and short comedies. A single sheet inside each program was headed:

THE TORCH

The following students participating in the revue belong to the Torch Society, the high-school honor society, made up of students who are distinguished for scholarship and service. The names of thirty-four performers were given act by act. All of the twenty-seven ushers were chosen because of their membership in the Torch Society.

Honor Societies and Student Government. — The honor society may be a vital influence on the spirit of the student government which is exercised by the students. It is composed of students who have demonstrated that they can lead where the entire student body may follow with profitable results. These students have self-respect because they have cultivated the opportunity to serve in the interest of the general public. They have zealously upheld the ideals of the school before the student body. In a large western high school, the members of the honor society are leaders in every phase of school life as the following partial tabulation of the activities will indicate:

Members of Girls' Club	34
Prominent in the Senior Class	8
Regulars on the Football Squad	1
Participants in Girls' Athletics	16
Members of the Art Club	15
Members of Boys' Glee Club	3
Members of the Senior Orchestra	12
Members of Stage Force	6

Members of Boys' Club	15
Active in the Junior Class	21
Member of Basketball Squad	1
Active in Rho Club	2
Fairy Fingers	8
Members of Girls' Glee Club	13
Members of Junior Orchestra	4
Members of Annual Staff	7

Many principals have taken advantage of the civic mindedness of this group and have allowed them to take charge of certain functions of the administration. In some schools, the librarian or the assistants of the librarian are chosen from this group. Members of this organization have been assigned to groups of weak students to assist them throughout a study hour. In this way there is developed a feeling of responsibility in the members for the scholarship of the institution. A rather common activity for the club is to take complete control of the ushering for all assemblies and entertainments to which the public may come. These activities knit the club together in spirit and their prestige is greatly enhanced.

Scholarship and Leadership. — The spirit of any club as exemplified through its activities is a vital factor in the development of the power to achieve its principles. Election to an honorary organization is apt to lead one to believe that he has achieved, rather than to indicate to him that it was felt that he had possibilities of achieving in the future. This is especially true if the group does not meet and have a definite program of action. Nothing will do more to undermine the real value of an honor society than to limit its meetings to two a year for the public initiation of new members. The students in these groups have been chosen because they gave promise of being exceptional citizens. In their organization, they should be given the opportunity, through intimate personal contacts with each other, discussions, reading of papers, and presentation of skits, to grow in vision and understanding. Where more than scholarship is considered, the organization is enthusiastic in support of its principles and careful in the selection of neophytes. The student body as a whole respects the abilities of this group as demonstrated in their activities and is thus interested in qualifying for membership.

CHAPTER VII

PLACE OF SOCIAL ACTIVITIES IN A DEMOCRATIC EXTRACURRICULAR PROGRAM

Purpose and Aims of the Social Activities. — The hunger of boys and girls for social experience is inherent in adolescent development. A host of inhibitions and barriers must be broken down if the boy of fourteen, ill at ease because of his uncontrollable feet and hands and unreliable voice, is to become the socially sure youth of eighteen; and if the giggling, oversensitive girl of thirteen is to be the calm, composed, and unruffled young woman of commencement day. Abundant practice in the social arts, organized about an adequate health program, with endless opportunities for training in the niceties and amenities of life, in social attitudes, in good taste in dress and actions, and in judging the qualities of good breeding and refinement, has come to be a significant and important part in the attainment of the objectives of high-school education.

Present-Day Tendencies in the Social Program. — There is probably no more controversial question in the entire extracurricular program than that of the wisdom of including purely social activities. There are so many vital supervisory duties connected with this phase of high-school life, and so often evils creep in because of inferior guidance, that prominent educators have published statements to the effect that the " purely social " activities have no place in the secondary school. It is difficult for the man or woman who visualizes the multiple social contacts which the adolescent will have to make in the complex industrial, economic, and social life of the modern world to accept this point of view. It is no longer a problem of eliminating the social life of the boys and girls but of developing that social life in channels that will result in the largest dividends to society. There are two methods of developing the social life of the high-school boys and girls. One is by means

of school functions given for that express purpose, and the other is through the ordinary contact of student life. The social attitude of the student body as it is exemplified in every phase of the great extracurricular program of the school, will show whether or not the kind of social experience that will lay the foundation for real character is being gained. It is the aim of many administrators to make every activity contribute to the social development of the students who participate in it; where this is done, the best philosophy of education is being put into practice. The only problem that arises in connection with such a procedure is whether or not a majority of the teachers in any one system have the vision and are capable of putting into practice a social program in their academic and service activities that will be broad enough to influence the oversocial, the average, and the undersocial or unsocial child to distinguish between good breeding and lack of refinement, good and poor taste in the individual's appearance, the graciousness of the cultured, and the fawning of the one who is ill at ease. In the high schools of the nineteenth century, this matter was left rather definitely to the home and church, but at present, insistent pressure is being brought to bear upon every administrator to include in his school program an opportunity for the students to practice the art of polite social intercourse. Such a program is no longer considered beneath the dignity of the school, but it has come to be one of the vital factors in helping that institution meet the social needs of adolescents.

It was formerly argued by educators that high-school boys and girls of adolescent years did not require a social program. This attitude led the students to introduce the secret society which, in many cases, was a complex mixture of school and community society. The realization that this organization had no place in the democratic high school caused far-seeing principals to develop opportunities for the social training of their students. These opportunities are presented in connection with all phases of extracurricular activities, especially in the work of the boys' and girls' clubs and class organizations. The tendency, moreover, seems to be in the direction of providing definite social participation for every student in dances, parties, and entertainments, correlating these activities with the

academic or club life of the school. The "purely social" activities are usually limited in number in every high school, and each student who belongs to any of the academic or other clubs has an opportunity for social development, as well as for training in a particular field. The ideal of the social life of high-school students ten years ago was stated by one of the present writers in an article describing the development of the social activities in his high school:

"Shot through the whole extraclassroom organization is the social motive. Technical training is the first object of most of the clubs, but the opportunity for social experience is ever a close second. To each class, club, and society is accorded the privilege of one or two parties each year, several of which start at 6 or 6:30 with 'eats,' after which a program of 'stunts,' music, and games is carried on until 9 or 9:30, when the party breaks up. In the spring, numerous beach parties and picnics are held by the smaller groups, and a limited number of all-high-school dances are held throughout the year in the gymnasium, invitations to which are limited to members of the school and faculty." [1]

This statement shows the attitude of principals and teachers of the last decade, which has furthered the expansion of the social life of the high school. Principals and teachers everywhere at present, alive to the needs of high-school boys and girls, are developing an elaborate program of social contacts which exemplifies a modern philosophy of education in giving a very concrete and yet human interpretation to life in American society. They are finding by-products of great human value in a program of pure recreation and play. They know that it pays to set up constructive social programs in place of the purely negative and *laissez-faire* policy of leaving pupils to their own devices and uncontrolled social groups. There is a place in the high school for the fun-loving youngster who attends high school chiefly for the social affairs, and there are means of keeping the school from becoming a respectable loafing place for such as he. But the purely social must always be secondary to extracurricular clubs and their activities, as these clubs are secondary to the academic work of the school.

[1] "An Experiment in Socialization," *School Review*, Vol. XXVI, pp. 25–34.

Sources of Support and Opposition to a Social Program. — Community sentiment shapes the social program. Teachers with the rich social experience of four years in high school and four or more years in normal school, college, and university, with a background of wide reading, and often with the contacts of extensive travel, are in a position to shape this community sentiment to a degree out of all proportion to their numbers. Parents desire a wholesome recreational life for their children and for the most part prefer that it center in the high school. In many communities, parents and friends of the school, because of their church affiliations, are strongly favorable, or violently opposed, to certain forms of social activities. Happy the high school in which dancing is no longer a moot question. Many a principal has been waited upon by an earnest and deadly serious committee whose temper was not quieted by his gentle explanation that dancing was a matter of expediency and that the pupils were permitted to dance in the gymnasium, because they will dance anyway and because they will go to less desirable places if the school shuts them out. On one such occasion the committeeman brought his fist down on the corner of the principal's desk with the statement, " If dancing is not wrong, nothing is wrong." No, not even avarice, greed, selfishness, or *intolerance,* not to mention the grosser faults! At times teachers and principals take a stand against the responsibilities involved, as revealed in the convention debate over the question: " Resolved, That it shall be considered an imposition for the P. T. A. to ask us to chaperon high-school dances."

That the status of dancing as a social activity has not been entirely fixed in the high schools of America is illustrated by a compilation, by sections, of the reports of ninety-six principals upon this point.

	New England	Middle Atlantic	Middle West	South	West
High Schools in Which Pupils Dance	9		16		19
High Schools in Which Pupils Do not Dance			9	13	4
Answer Indefinite, Probably *not*					5

In New England and the Far West, for the most part, dances are held in the school buildings. Sentiment is divided in the Middle Atlantic and Middle Western states. In the South, there is no dancing in the high schools.

Present Development. — One hundred high-school principals sent answers to the question, " Of the purely social activities, which do you promote? " The answers varied from " none as such " and " very few " to, " all that can be adequately supervised." The activities fall into definite groups:

(*a*) Class parties. Utmost variety as to type, hours, programs, single class, and combinations of classes, and number a year.

(*b*) Dances. The distribution by sections in the United States has been indicated in the preceding paragraph. Nineteen principals say that they have no formal dances, and fifteen say that they have several each year. Here again, there is every variation as to time, length, sponsors, groups included, and control.

(*c*) Fairs, circuses, " joy nites," and candy sales are important events in some high schools.

(*d*) School Club Parties. Boys' club, girls' club, academic clubs. Service Groups, Camp Fire, Girl Reserves, Hi Y, home room, etc., all sponsor afternoon or evening parties; most of them are without dancing.

(*e*) Receptions. No possible combination of classes and groups is being omitted.

(*f*) Suppers and Banquets. Every combination of food, occasion, and groups. The span may be indicated as reaching from wieners to informal teas, from bean feeds to formal banquets.

(*g*) Matinee Parties. A very great development. Most of them permit informal dancing; other types of entertainment are common, however.

A few typical answers to the foregoing question indicate extreme variation:

H. A. C. Walker, E. C. Glass High School, Lynchburg, Virginia: We do not undertake purely social events such as dances, parties, and the like.

J. W. Moore, Richard J. Reynolds High School, Winston-Salem, North Carolina: We promote the various class socials and the smaller group gatherings by home-room sections. We do *not* have school dances.

Clarence Going, Phillips High School, Birmingham, Alabama: Each club is allowed one luncheon during the year. No other purely social activities, with the exception of little home-room affairs.

E. H. Snow, Lower Merion Junior High School, Ardmore, Pennsylvania: Clubs, home-room parties. Big Christmas party. We do not have dancing and evening parties in our junior high school. We have

practically no social activity program as we live in a highly socialized Philadelphian suburban community.

Assistant Superintendent Charles R. Foster, Pittsburgh, Pennsylvania: We promote general social events for all students as well as unit events, such as home-room social events, club events, etc.

Glenn Loomis, Big Rapids, Michigan: High-school dances — parties for high school only and under the supervision of high-school faculty and student council with parents for chaperons.

Charles O. Wright, Atchison, Kansas: We can refer you to our list of activities. Various clubs have social activities, and in addition we have school parties and class parties numbering around twelve or fifteen a year. We do not have social dances in the high school because of a traditional policy and the attitude of certain elements in the community.

J. A. Pollock, Waite High School, Toledo, Ohio: Our community is such that it is very easy to make the social life of the students in the school a very important and attractive part of the social life of the young people. The faculty encourages the student social life under very strict supervision, but with student responsibility. We have dances, parties, musicales, and other sorts of entertainments.

William M. Hyman, Woodland, California: Our school parties are a combination of entertainment for all about one and one-half hours, then two and one-half hours dancing. (1) In September — reception to new pupils and teachers, a regular school get-together. (2) Christmas party, tree, presents, games, dancing. (3) Sophomore party. (4) Junior party. (5) Senior party. (6) Commencement party.

The Social Program from the Student Viewpoint. — There is no lack of appreciation on the part of the students in regard to the desirability of this phase of their activities. Three quotations chosen from the handbooks of widely separated high schools are presented.

1. *Phillips High School, Birmingham, Alabama.* We must not overlook the social side of our school life. For the purpose of becoming closer friends with one another, each organization at Phillips, whether musical, literary, dramatic, or civic, entertains annually or oftener with a social, picnic, or banquet.

Some clubs take this chance to become better acquainted with new members, to honor old members, or, as in the case of the ushers, to end the "rat-hood" of the new members of that body. However, in whatever form, or at whatever time given, each occasion is certain to be an enjoyable one.

2. *Norristown, Pennsylvania.* Each year in the spring the senior class leaves Norristown for a three-days' tour of Washington. The expenses of the trip are defrayed in part by the receipts of the senior play given the winter before. The trip to Washington, besides being "loads of fun" for the seniors, is of great value educationally. During the three-

days' stay all the government buildings and places of interest to the students are visited. The itinerary of the trip taken March 29, 30, and 31, 1926, follows:

At 9:30 March 29 one hundred thirty-five seniors and chaperons left Norristown on the Pennsylvania Railroad and arrived at Washington at 1:10 P.M. Sightseeing busses met the party at the Union Station for a tour of the city, stopping enroute at the Lincoln Memorial, which ended at the United States Capitol Building. Special guides directed the Norristown "delegation" through the Capitol. After a visit to the Botanic Garden the seniors went to their hotel, the Cairo, for dinner. The program of the day ended with a visit to the Library of Congress in the evening.

The party spent the morning of March 30 in "hiking" about the Red Cross Building, the Pan-American Union, and the White House. After luncheon the seniors spent the afternoon at Arlington Cemetery and Mount Vernon, returning to Washington via steamer and the Potomac River. The evening was at the pleasure of the party. It pleased a good many of the class to spend the evening at the hotel. Some complained of a weariness in the pedal extremities, while others declared they had seen enough for one day. However, a few took courage to go to theaters with chaperons as guides.

On the last morning in Washington the party visited the Bureau of Engraving and Printing, the Old and the New National Museums. After luncheon some of the seniors went to see Congress in action while others spent the afternoon at various places which held the most interest for them. The party left Washington on its special train at 5:25 P.M. and arrived in Norristown at 9:03 P.M. Tired? Yes, but happy.

3. Brookline, Massachusetts. A glance over the list of activities of Brookline High School shows that social events are not lacking. Perhaps the most important is dramatics, because it is an open contest; *i.e.*, regardless of class, students having any dramatic inclination may compete for the several and varied parts of the annual play. For twenty-four years, the high school has made it possible for students to benefit by working for weeks under a professional coach, and the box office receipts are turned over to the scholarship fund for boys.

The senior social, out of deference to the senior class, comes next. This social, which takes place during the month of December, is composed of some worth-while form of entertainment, produced by the students themselves with no professional assistance. The senior social is for the enjoyment of every student and friend, but the proceeds are for the sole use of the seniors for the purpose of defraying expenses and buying a class gift which reverts to the high school.

The junior class gives from three to six Friday afternoon socials during the year. Usually a novelty dance or act is included in the program.

Each fall the sophomore class gives a reception to the Freshmen. Dancing and refreshments with two or three sketches by the students typify this reception, which brings into closer contact the two younger classes.

Last, but most certainly not least, comes the senior dance in May. It is the last meeting of the entire senior class before graduation. Unlike the senior social, the purpose of the dance is a good time and not money-making. It is a formal program dance similar to the college "prom." The class colors blaze from walls and ceiling. It is the seniors' night and no one would doubt it. It is their farewell party to the high school and to each other.

These activities do not detract from lessons, because in most cases marks are required for participation. The high school thoroughly believes in the old maxim of "all work and no play makes Jack a dull boy."

In an attempt to standardize the management of the social events at high school, the faculty management on social activities formulated the following rules and regulations which it presented to the student body: (1) The plan of any party with the names of the chaperons must be presented in writing to the chairman at least one week before the party is held. (2) Guests leaving the building during a dance will be required to pay full admission on return. (3) There may be no more than two encores to a dance number. (4) There may be "cutting in" during the encores only. (5) Chaperons and ushers have full authority to stop all dancing that seems to them improper. (6) Chaperons should be considered as guests and should be treated as such. (7) No smoking is allowed within the school building.

These regulations in force since 1922 are posted in the halls where dances are held, and the coöperation of the pupils in the matter has helped to make the entertainments more enjoyable for every one and has kept them up to the high standard which Brookline wishes to attain in all things.

Types of Social Regulations. — High schools have worked out complete regulations, either by the boys' and girls' clubs, the student council, committees of students and faculty, or by the faculty. No principal may ignore his responsibility if any social event is permitted to carry the high-school name. A number of these statements from handbooks are presented to indicate the range and character of the requirements set up for social conduct.

1. *West High School, Denver, Colorado.* (1) Every student organization shall be sponsored by a teacher designated by the principal. The sponsor shall approve the time, place, and character of all meetings. (2) Students in charge of group meetings of any kind shall arrange for the attendance of the sponsor. (3) Meetings held after school or at night shall be scheduled in the office of the dean of girls. (4) After such permission is granted, the engineer shall be notified at once. (5) Meetings held in the afternoon shall close not later than 4:45 P.M. (6) Stu-

dents are expected to leave the building within fifteen minutes after the close of school, unless asked to remain with a teacher or to attend a meeting. (7) No person other than present students and teachers are entitled to participate in parties and dances except by invitations sanctioned by the principal. (8) Night parties shall close by eleven o'clock.

2. Fremont High School, Oakland, California. All social affairs of any kind given in the name of Fremont High School or any of its organizations are held in the school building under faculty supervision.

Three social functions are among its semiannual traditions: the sophomore party, the junior dance, and the senior dance. The first two are informal affairs held in the afternoon from 3:15 to 5 o'clock or 5:30 and attended only by class members. The senior dance is a formal function preceding commencement week. Each senior has two bids, and they can be given only to a Fremont student or a Fremont alumnus.

3. Township High School, Joliet, Illinois. All social activities of the high school and the junior college are under the guidance of the dean of girls. The class sponsors shall constitute a committee to assist herein all general social functions. The plan is that every two or three weeks on Friday from 4 to 5 o'clock there shall be a social hour. Every month there shall be a social evening for the high school and one for the junior college on such dates as shall be set by the director of extracurricular activities and the dean of girls. If any organization wishes a meeting of purely social nature, the sponsor shall obtain the approval of the dean of girls and discuss plans with her. These social meetings shall, however, not take the form of dances.

4. Arkansas City, Kansas. Class parties shall be limited to the following numbers: sophomores, one outdoor party; juniors, one party and the junior-senior reception; seniors, two picnics, fall and spring; dinner; senior day.

Parties given by the following organizations: Y. W. C. A., two parties (evening), two parties (after school), two hikes; Hi Y, two parties; Letter Club, three social functions, two of which shall be initiations; administrative group, one social affair each semester. Any organized class group should be treated as an administrative group only as far as the social calendar is concerned. Honor society, waffle breakfast for new members; banquet.

All parties to close at 10:30 P.M. except junior-senior reception. All picnics to return not later than one hour after darkness. All sponsors (or substitutes selected by the original sponsors) of each organization to act as chaperons. Any extra parties not here mentioned must have the approval of student court. All organizations must notify office one week in advance. Any suitable date thereafter shall be considered satisfactory for the aforementioned social function, providing the date and place meet with the sponsor's and principal's approval.

5. East High School, Aurora, Illinois. Social Relations. (1) Social advisers shall have jurisdiction over all matters pertaining to the social

life of the school. (2) The state law relating to sororities and fraternities shall be enforced. (3) Use of tobacco is prohibited at all times in the school building, or on or about the grounds. (4) There shall be no admission charge for any social affair. (5) Parties either in the afternoon or evening are open only to members of the high school and their parents.

Afternoon Parties. (1) "Open house" with dancing may be held from 3:30 to 5 o'clock the second and fourth Friday of each month from October 1 to May 1. (*a*) Only members of the present student body and their parents may be admitted to open house except upon presentation of a card signed by the principal or social adviser. (*b*) Students shall be at no expense for open house. (*c*) Dancing shall be censored by the faculty. Any one whose dancing is disapproved of by the censors after he has been instructed and previously warned shall be barred from attending any open house. (2) Sections or clubs may have afternoon hikes, picnics, or parties, planned with and chaperoned by the section officer or club sponsor with permission of the social adviser.

Evening Parties. (1) All social affairs under the auspices of the high school shall be held on evenings not preceding a school day. (2) Evening parties, which freshmen and sophomores may attend, must close at 10:30; other parties must close at 11:00, except junior prom, which may last until 11:30. (3) Expenses for all parties must be kept as low as possible. The cost of the junior prom shall not exceed one dollar per person. (4) Any section, class, or recognized club may have two evening social affairs during the year. (*a*) It shall be open to high-school students only. (*b*) There shall be no admission charges. Before any social affair is announced, the committee in charge shall register the date with the social adviser, present plans for the party and have them approved, obtain slip from her for signature of chaperons and return it to her properly signed.

Muskegon, Michigan. (1) The price for the party shall not exceed twenty-five cents per person for the students, and the faculty shall always consider themselves invited. (2) No one shall be admitted except registered members of the student body or faculty of this school, and special guests. (Special guests are invited by the committee in charge, approved by the office, and are to act as chaperons.) (3) No one who leaves at any time during the party may return. (4) Providing other varieties of entertainment than dancing should be encouraged. Correct dancing is the only kind to be permitted (not extreme in any form). (5) Two student council members must be present at the party and shall have authority to judge the conduct of the party. The special guests and principals shall have final authority in case of need. (6) The party shall begin no later than eight o'clock, and close not later than eleven o'clock. (7) The party is to be simple, democratic, and informal in dress and conduct.

Party Regulations. (1) All parties given under auspices of Muskegon High and Hackley Manual Training School shall be held at the gymnasium (except reception to the seniors). (2) Students should plan to have these on Friday, preferably in the afternoon after school. (3) Any organization wishing a party shall apply in writing to Miss DeYoe, through the club or class adviser. (4) All plans for parties shall be submitted by the adviser to Miss DeYoe at least one week before the party. (5) No organization should plan to have more than two parties a year. (6) Admittance to any party shall be granted to present members of the school only. (7) At the time of class parties, teachers of pupils of the class giving the party shall act with the advisers and be called upon by them for any assistance. (8) All functions shall have at least two parents and two faculty members as guests. (9) After entering the gymnasium, pupils shall not leave, expecting to return, without permission from faculty guests. (10) Dancing shall be supervised by and meet the approval of the student council committee and guests. (11) Music for dancing shall be approved in the office. (12) Expenses of the party shall be kept as low as possible so that the fee for attending shall bar no one. (13) Students are expected to dress simply. (14) Democratic participation is expected from all present. (15) Entertainment other than dancing should be planned for part of the time, to meet the desires of those who do not dance.

Applications for permission to hold a party have been carefully worked out at Muskegon High School. A complete check of all arrangements and responsible persons is provided in the following report:

Report to be made out and sent to Miss DeYoe one week before the date of the social activity: (1) name of organization; (2) faculty adviser; (3) place of party; (4) date and time; (5) form of entertainment; (6) music: name of orchestra, number of pieces, cost; (7) refreshments: what, cost, how served, dishes, how dispose of left-over food; (8) decorations: who decorates, cost, who removes decorations and when; (9) chaperons or guests: teachers' names, parents' names, provision for escorting chaperons; (10) who takes tickets at door; (11) who may attend party; (12) who receives and introduces; (13) has the office been notified so as to arrange for gymnasium? (14) what is the cost per pupil?

Parties and Dances. — In schools where the boys' and girls' clubs have been developed, there is no difficulty in developing parties for all the boys and girls and the entire school. The time may be devoted primarily to games in which members of all classes will be interested, with an hour of dancing for the older pupils. In the smaller groups, with a membership pri-

marily from the upper classes, more time may be allotted for dancing. It is a well-known fact that young people are going to dance, and it is the responsibility of the school to see that opportunities are presented so that they may dance under the best of conditions and with the supervision of the faculty and parents. Matinee dances have come to be an important feature in the social life of many high schools.

The academic clubs of the high school may be vital factors in the social life of the school. The parties are of a more intimate nature and are usually held at the homes of the students in connection with their regular meetings. These clubs are usually made up of both boys and girls, and their relationships may be of the highest type in that they are both social and intellectual in nature.

"Smokeless Smokers." — Many high-school principals have come to a realization that smokers given by some town group, such as a professional athletic club or the American Legion, have little of value and a great deal that is detrimental for high-school boys. The attitude of the professional boxers and wrestlers and the habits of betting, smoking, and drinking which are in evidence in the audience can only lower the moral tone of those boys who are attracted to these gatherings. As a high-school principal, one of the present writers attempted to solve this situation in a way that would appeal to the boys and at the same time satisfy this desire to see and take part in physical contests. Under the supervision of the boys' adviser, numerous committees of the boys handled all the details of these "smokeless" smokers. A roped ring was provided, mats secured, matches arranged, "eats" were obtained, and invitations were sent to the fathers and members of the board of education. The boys requested the principal to act as referee and the boys' adviser to serve in the capacity of timekeeper. Many fathers and one hundred per cent of the boys were in attendance at all of these smokers. Many of the matches were fast, as the boys were fair in their selections of contestants. Boys of all weights and abilities were encouraged to take part; and after the first match was staged, there was always a long line of applicants to participate in future events. It was noted, to the surprise of the principal, that boys who had never

taken part in a more strenuous activity than debating were interested in matching their cunning with a classmate of equal weight either in the squared ring or in " catch-as-catch-can." The parents were as enthusiastic as the boys, and the town smoker was passed up in order that they might be present at the school affair. After the stunts had been run off, the " eats " were served by the boys, and talks on subjects pertinent to the life of the school were given by the boys, parents, and members of the faculty. A matter of discipline never came to the attention of the principal as a result of these smokers. The boys were learning to respect true sportsmanship and developing courteous habits toward one another and their elders.

Banquets. — Another social affair of importance in every high school is the banquet served by committees from the girls' club or classes to the school teams and the visiting teams. These affairs are semiformal in nature, and the boys and girls are careful to observe every formality of a polite social event. The banquet is often served in the school cafeteria and prepared by the domestic science classes; but that fact does not lower the social tone of the affair. The service is by the high-school girls, the music is rendered by the high-school orchestra, and the most prominent places on the speaking program are reserved for the boys or the girls who were leaders in the particular activity. Talks by the faculty are usually short, but representative citizens are given the opportunity to express to the students the appreciation of the community for their sportsmanlike efforts to achieve renown for the school. Contacts of this nature with the community are very desirable in all social events of the school. The words of the esteemed friends of the students make a lasting impression upon them.

Educational Values If True Men and Women Are Leaders. — Educators agree that in the modern American high school there is need of social life, and that if properly directed it has real educational value in that the students are prepared for those important social relations of tomorrow. Such a program has a vital place in the realization of the philosophy of education and of life. The particular forms of the social organization of one school will probably never be duplicated in another, and this is well, as the form is of little value. The

spirit exhibited by the faculty in guiding the social life of these adolescent young people is the key to the successful development of a social program. The impulses of boys and girls are often more important than any phase of the curriculum in determining their characters. If true men and women are guiding these impulses, if teachers are far-seeing enough to lead, to suggest, to understand, and to be patient, the social life of the American people in the next decade will reflect an idealism in perfect harmony with the philosophy of life of the American people.

CHAPTER VIII

OBJECTIVES AND LIMITATIONS OF SOCIAL GROUPS AS EFFECTIVE AGENCIES IN AN EXTRACURRICULAR PROGRAM

The High-School Fraternity — A Controversial Problem. — Entire volumes have been written in praise or condemnation of high-school fraternities and sororities. Controversial literature covering the benefits and evils of these organizations is abundant. Much impassioned oratory has been loosed upon the heads of boards of education, judges, jurors, and members of state legislatures. High-school fraternities and sororities reached their climax as vital educational issues twenty to thirty years ago, remained sharp and vexing problems up to 1920, and have been slowly losing ground during the last ten years. For the most part, the struggle against them has been won; and only occasionally do they appear as vigorous, challenging groups bent upon the control of school organizations and the domination of school policies. Their last refuge appears to be the private boarding schools of secondary rank, whence they spread out to include the more or less colorless social groups in the public high schools.

Causes for Growth. — In Chapter II it was indicated that the high-school fraternity was one of the evils which, more than any other factor, has hindered the development of a real democratic social life in the high schools. The societies of this type had a legitimate inspiration in the minds of the students. They came into the life of the high schools about fifty years ago when administrators and teachers were not willing to accede to the demands of the boys and girls for a social program. Their presence was not seriously considered for fifteen or twenty years; then their rapid national growth brought them into the experience of practically every principal of a large high school in the United States. R. C. Hill makes this interesting com-

ment regarding this phenomenal development, "To one interested in social education, the literature of the fraternity phase of the subject of the last twenty years has the onward sweep, the humor, the pathos, the battles often legal, sometimes personal, of a thrilling story. The philosopher may see in dramatic form the development of one whole phase of the present social thought. The teacher, administrator, or parent in striving to get rid of the fraternity may see the necessity and something of the way for parents, pupils, and teachers working together to develop a wise and vigorous organization of the whole school as a social institution."[1] Dr. Hill has indicated the method which is being followed by many educators in eliminating this perplexing problem in the present-day high school. It is true that many of the high schools are not concerned with this solution, but in many it is of paramount importance. One writer has humorously summed up the situation thus: "Some years ago a swarm of Greek letters issued from the colleges of America and began migrating in the direction of the high schools. They immediately overspread the whole social sky of their new home, and finally alighted on the shirtwaists and waistcoats of the socially elect. Since that time at least five state legislatures and at least five hundred rescue parties of high-school teachers have been busy waving aprons and kindling smudges and beating tin pans in an agitated effort to lure the Greek alphabet back into captivity in the works of Xenophon and Homer, where it is much less likely to get a chance to bite the modern youth."[2]

Speeches, newspaper articles, and even warfare by state legislatures and school boards have shown the attitude of the American people toward these organizations. The school board of Chicago voted that it would dismiss any principal who did not succeed in abolishing fraternities. Such a program, looking to forceful suppression, does not take into consideration the child and his point of view in establishing or joining a secret organization. The idea of the high-school fraternity seems to have been developed by teachers and students who were en-

[1] Hill, R. C., "Secret Societies in the High School," *Education Review*, Vol. XLIII, pp. 168–192.

[2] Hard, William, "High School Fraternities," *Everybody's*, Vol. XXI, pp. 173–183.

deavoring to imitate college life, especially in schools situated in college towns; but in a large measure, their expansion over the United States has been the result of the fact that the social needs of high-school students were not being met in any other way. One of the outstanding instincts of the adolescent period is to form organizations and groups, and it is for administrators to realize that, with proper guidance, these groups may be of estimable service to the society of tomorrow. The fraternity came into existence as an expression of the natural tendency of high-school boys and girls and through a great lack of understanding on the part of the teachers in the secondary schools. President Hamilton of Tufts College very aptly expressed this idea when he said, " The high-school fraternity has a reason, not for existence, but for coming into existence."

Evils. — The evil of the fraternity is not in its secret ritual or its mysterious pin but in that its social influences are not available for all the students in the school. There is no place in the democratic high school for social distinctions, and all the arguments which have been advanced in favor of the high-school fraternity may be answered in the statement that all of the advantages of such an organization may be given to all of the students in the clubs of the school, providing that the faculty has the vision to include a social motive in their program.

Numerous magazine articles written in recent years deal with the evils of the fraternity problem. Each of the writers has emphasized some particular disturbance in the secret society which has come under his supervision. An attempt has been made to analyze these statements and present a comprehensive summary of the adverse criticism of these organizations. (1) They are undemocratic, and the members tend toward clannishness and snobbishness. They exist to promote the welfare of a certain group rather than the interests of the whole school. They are antisocial and therefore destructive to any social program. (2) The student gets a false standard of life as a result of this undemocratic influence. This is true of the students who are members, as well as those who are not. This leads to wholly unjustified exaltation of one group and deep bitterness at times of others. (3) The effect on school spirit is

bad inasmuch as school spirit is dependent on loyalty to the school and its ideals as expressed in all of its activities and not to individuals. (4) The effect on scholarship has not been encouraging, although early in the history of any chapter the most capable students are usually elected to membership. (5) They bring politics into the legitimate organization of the school and destroy the confidence of the student body in the fairness of the officers. (6) The high-school student is too young for fraternity life and profits much more from non-secret clubs. (7) They are unnecessary, inasmuch as the students live at home and have no need for a society patterned after the model of the college fraternity. (8) Their history has been one of conflict with authority — high school, superintendent, board of education, and the courts. (9) Progressive deterioration marks their record, for the first group is likely to be of boys of high type inspired with a certain altruistic spirit toward younger boys and their set. Opposition to school authority, intrigue in school elections, "pull" in making the teams, etc., inevitably attract more daring, aggressive, and reckless boys. (10) They are destructive of the highest ideals of personal integrity. Finest types of boys who would not lie about anything else accept the sophistries which justify lying in regard to membership and activity in a fraternity. (11) They afford too great an influence for evil, if vicious boys are ever admitted to the closely bound circle. Charges of gross immorality with attendant twisted characters and ruined bodies have been hurled at the high-school fraternity groups. Even if it is admitted, however, that some fraternities may have been very bad, in by far the greater number of cases they are guiltless of the charges of this sort that have been brought against them.

In the light of modern social need, these groups will eventually disappear from the public high school, because they violate two fundamental principles; first, that participation in all activities which bear the school name should be open to all students, and second, that all social organizations should be under the control of the school. An extensive study of the present status of the high-school fraternities was made in a seminar at the University of Washington by Mr. W. D. Taylor in 1926. Mr. Taylor's unbiased study was summarized as follows:

"It seems fair to make the following concluding remarks about high-school fraternities: (1) The high-school secret societies tend toward clannishness, if not snobbishness. (2) The school elections are more or less carried out on fraternity lines. (3) That the high-school fraternity and sorority members do not always place the school first and the organization second. (4) It has been found that, while usually their members have as a whole I. Q.'s above the average, their scholarship was below average.

"On the other hand, it might be said that there are some advantages in favor of the organizations: (1) They seem to develop courtesy. (2) The members take an active part in school affairs. (3) The friendship and loyalty the members feel for each other is without doubt of value.

"However, whatever may be said for or against these secret societies in high school, conditions always point to two possible developments which are undoubtedly bad: (1) the lowering of scholarship and (2) the breaking up of school spirit and the establishment of a group spirit in its place."

The Attitude of High-School Principals toward High-School Fraternities. — Ninety-four principals of high schools throughout the country answered the question: "Can the high-school fraternity or sorority compete in a modern socialized high school? Why?" Nine answered, "Yes, they can and do compete." Sixty-eight answered, "No," and eighteen were indefinite or had had no experience with them. The brief and pointed answers to this question constitute a symposium in which students will find the best professional judgment of the men who live constantly closest to this problem.

G. W. Kirn, Council Bluffs, Iowa: Unfortunately it does, regardless of what people say to the contrary. Parents, alumni, human nature, and social aspiration.

Charles LeFurge, Lansing, Michigan: I know from experience that they can if they are of long standing in the community and very much to the detriment of general school spirit. An effective law abolishing these organizations has been in effect in Michigan since August, 1925.

George Balzer, Washington High School, Milwaukee, Wisconsin: I am afraid that if fraternities and sororities were not suppressed by a school board rule they could compete in the modern socialized high school. There is such a mysticism about a secret organization to which

boys and girls of high-school age are easily attracted. I do, however, claim that it is easier to combat a fraternity or sorority in the modern socialized high school, since we have so many activities which make the fraternity or sorority superfluous.

Charles F. Allen, West Side Junior High School, Little Rock, Arkansas: Yes, it *does* do entirely *too much competing.* It should have no place in the high school, but it is a real problem in most of them. My views are tersely expressed in Roemer and Allen, *Extra-Curricular Activities for Junior and Senior High Schools,* chapter XVI. Theoretically we have none, recognize none, but they exist just the same. A principal told me his school had one, and in a two-day visit, I discovered twelve.

H. F. Vallance, Indianola Junior High School, Columbus, Ohio: Ohio law forbids the high-school fraternity and sorority. Unfortunately the law is almost a dead letter, because of certain interpretations which allow such organizations to exist if they have any members *not* members of the school. So, of course, all of them do. About all that is done by the high-school authorities is to prevent the wearing of fraternity insignia. Many of these organizations have one name in school and a Greek-letter name outside. As there is little or no public sentiment against them, they do flourish and compete with the legitimate activities of the school. They are especially bad in our high schools because of the desire of our boys and girls to "ape" their elders in the university here. In our junior high schools, the problem is not acute, being limited to "pledging" of our pupils, outside of school hours and in very small numbers, toward the close of each semester.

D. M. Hibner, Ray, Arizona: I do not believe it can. There is too much democracy, and selective groups become unpopular.

Wellington Pegg, Wenatchee, Washington: Meaning of "compete" is obscure. I am sure a frat couldn't compete here under my administration; I'd shoot it a mile away.

Richard R. Balkema, Weatherwax Senior High School, Aberdeen, Washington: No. The modern school is permeated with a democratic spirit. The fraternity spirit runs counter to this spirit and should not be allowed. No danger of it here.

George Buck, Shortridge High School, Indianapolis, Indiana: They cannot compete in our school, since members of such organizations may not hold positions of honor or responsibility such as class officers, etc.

Clarence P Quimby, Manchester High School, South Manchester, Connecticut: Not here — because children of high-school age cannot make careful judgments in (1) selecting members, (2) holding meetings unchaperoned, (3) initiations. They also destroy democracy and the spirit of honest competition.

E. H. Snow, Lower Merion Junior High School, Ardmore, Pennsylvania: I do not believe so. I am frankly biased and an opponent of these organizations. No matter how well they start and run, they ultimately become breeders of discontent and factionalism.

Superintendent Guy B. Phillips, Salisbury, North Carolina: No.

There is no place for such an organization in a modern socialized school. Fraternities and sororities are undemocratic; and if the right kind and type of extracurricular activities are provided, they cannot stand the competition.

R. L. Davidson, Cape Girardeau, Missouri: Not if it is thoroughly socialized. The principles of democracy and of equal rights for all will prevent secrecy, either in school organizations or in school social life.

J. F. Wellemeyer, Kansas City, Kansas: It cannot. They continued here for twenty-five years in defiance of state law until last year. A particularly disreputable "party" roused the community, gave the board and principal support, and now all dancing parties must be "approved" by a faculty committee, although dancing is not permitted in high-school buildings, and teachers must not chaperon.

Superintendent C. F. Gaddy, Marshville, North Carolina: I do not believe so, because I fear that it would handicap the feeling of fellowship that should exist in a high school. Our varied activities furnish opportunity for associations, and I feel that the fraternity would tend to divert the spirit of oneness that we need in school. I try to promote the idea that we are one big family with a common goal and that we must have united effort. The school is regarded as being larger than any individual. Individuality is lost in the spirit of the school.

H. L. Miller, Wisconsin High School, Madison, Wisconsin: Not in a thriving manner. It is difficult to eradicate them. But their effect can be appreciably diminished. The recognition of various clubs and a wholesome promotion of them in the school by the teachers and leaders will turn the trick.

Karl D. Waldo, Aurora, Illinois: We have sporadic clubs of older boys who occasionally take in a blasé boy or two from the senior class, but they cause us no worry. Our community is more or less of a laboring district, and our people are not oversocial as in some places.

D. H. Halloway, Boise, Idaho: Central High School of Kansas City, Missouri, where I formerly taught, has a club system which has largely solved the fraternity question. These clubs, however, have many of the elements of the fraternity. They differ in that the literary element is very prominent. Without some such club policy, the social instincts of the high-school group will not be perfectly satisfied without a fraternity either in school or out.

Charles D. Everett, North High School, Columbus, Ohio: I hardly catch the significance of the word "compete." If you mean their domination of, or serious interference with, recognized school activities or the "cliqueing" to capture school elections, I will say that under our organization plans and our eligibility rules they cut a very little figure. While we have a state law forbidding high-school fraternities and sororities in Ohio, it is inoperative owing to a decision made by a former attorney general; however, most of the pupils ambitious to participate in legitimate school activities avoid tangling alliances with the outlawed organizations, and our eligibility rules cut out the others.

J. A. Pollock, Waite High School, Toledo, Ohio: We find that the high-school fraternity and sorority do not seem to be able to exist in our high school. A number of starts have been made to organize them, but so far we have been able to stop these efforts before they get very far. We have so many school clubs and societies that play such an important part in the school life that students have a high regard for the honor attached to the offices both in connection with these organizations and in the class organization. Students know that they will not be permitted to hold positions of honor if they are members of a fraternity or sorority.

R. M. Marrs, South High School, Omaha, Nebraska: The modern fraternity or sorority cannot successfully compete in a modern socialized high school. It is true that about once a year and sometimes oftener some smooth promoter spends a few days in our community and carries away some money which he takes from a few gullible parents who think they are getting their boys and girls into an exclusive organization, but these have never got a sufficient start in our school to cause more than passing comment on the part of a faculty member occasionally. We feel, however, that the thriving condition of high-school fraternities and sororities in high schools less socialized than our own keeps us face to face with this problem and probably will until the program of socialization has gone further in the high schools of the country as a whole.

L. W. Hanna, Centralia, Illinois: No. The public school made up of immature young people is no place for secret societies. Parents and teachers should advise and participate in all school activities.

Superintendent H. P. Lewis, Conrad, Montana: I cannot believe they should be tolerated. I believe they are destructive to democratic spirit and that they are the breeding place of unlimited troubles in discipline, in social and athletic organization, and probably in scholarship.

Superintendent W. J. Lowry, Whitehall, Montana: I have had no experience with this sort of competition, but do not fear it. There is no reason to believe that boys and girls will not fill their time with other activities.

Smith Thomas, Hutchinson-Central High School, Buffalo, New York: Hutchinson-Central High School has never recognized fraternities and sororities. We feel that this responsibility rests with the parents.

Gustave A. Feingold, Bulkeley High School, Hartford, Connecticut: We do not recognize school fraternities. Such organizations have no place whatever in our school.

Robert B. Taylor, Senior High School, Norristown, Pennsylvania: Have had no experience with this form of social activity. See no need for it when a comprehensive club program is offered.

Means of Dealing with the High-School Fraternity. — A discussion of the rise and spread of the high-school fraternity and of the bad effects of those organizations in the schools in which they have developed, leads one to the conclusion that the

social life of high-school boys and girls is a matter of such vital importance that it must be included in the administrative policy of every school executive in the United States, if the ideals for the citizens of tomorrow are to be realized. In some high schools today the matter is considered with indifference. It is felt that the students may see the folly of their acts and that in the future this experience will be of value to them. It is hard to justify such a policy in the light of modern philosophy. Intelligent guidance, which might form these impulses of the adolescent youth into useful habits and help him to regulate his acts to guard the rights, well-being, and happiness of others is lacking. In other secondary institutions, as already noted, the school boards, state legislatures, courts, and public opinion have combined to coerce and suppress these organizations. School executives who seem to be doing the most for the high-school students are recognizing the social appeal of the fraternity and attempting to satisfy this social impulse in assisting the pupils to develop other organizations. In this way, a social program for the school is being worked out. This solution is recognizing the instinctive equipment of the youth and is using every possible situation in the school to further qualities of citizenship and character. The students are enabled to discover their own interests and abilities and at the same time explore the social organization of which they are a part.

The *laissez-faire* policy has failed in solving the problems raised by the fraternities. Direct repression is the ordinary method. Eighteen states have laws on their statute books prohibiting such organizations. They are: California, Colorado, Illinois, Indiana, Iowa, Kansas, Maine, Michigan, Minnesota, Mississippi, Montana, Nebraska, New Jersey, Ohio, Oklahoma, Oregon, Vermont, and Washington. These state laws do not purport to control pupils in their homes, or in social activities under the supervision of their parents, but declare that the secret societies are inimical to the public good, and for that reason they are forbidden. College fraternities have been hostile to the high-school groups and have had very wide influence in keeping fine types of boys out of the high-school organizations. Local rules where state laws are not in existence require students to give up all school offices and activities as long as

they remain members of the fraternities; or else they meet the problem with other repressive measures.

The following statement appears in the handbook of the Hartford, Connecticut, high schools:

> The following statement is issued by the high-school committee to the parents and guardians of pupils in the Hartford public high school:
>
> "Secret societies have never had the sanction of the school authorities and are in no respect high-school institutions.
>
> "Parents and others who object to the existence among boys and girls in our public schools of social barriers and artificial distinction inconsistent with our democratic system have our complete sympathy.
>
> "Parents who object to having their children belong to these societies on the score of expense, waste of time, or danger of whatever kind have the remedy in their own hands.
>
> "Meanwhile we beg them to understand that we assume no responsibility for any falling off in scholarship or any injury to the character of the children which they may think they perceive as a result of membership in these societies."

The handbook of Eastern High School, Washington, D. C., has the following statement:

> The rule of the board of education in regard to secret organizations is as follows: "Membership on the part of any junior high or senior high school pupils in any association, organization, club, fraternity, or sorority which has not been approved by the Superintendent of Schools is forbidden."
>
> When a pupil enters the school he is required to sign the following form: "I solemnly declare upon my honor that I am not a member of any organization, association, club, fraternity, or sorority except as stated on reverse side of this card, and that I will not become a member of such organization without previously notifying the principal of the school of which I am a student."
>
> Any pupil who joins, or has not discontinued his membership in any association, organization, club, fraternity, or sorority which has not been approved shall thereby disqualify himself or herself: (*a*) from holding a commission or warrant in the high-school cadets brigade, (*b*) from holding any position, either elective or appointive, on any publication, (*c*) from representing his school on any team in competitive athletics, rifle matches, interscholastic debates, or dramatic performances, (*d*) from being certified as eligible to stand for election to any class office, (*e*) from holding any position in a high-school bank, (*f*) from holding any office in any organization, club, or activity which comes under the direction of the school, (*g*) from receiving any form of honors other than those awarded from scholarship attainments, (*h*) from holding any position as representative of his school.

Study of the Corvallis, Oregon, High School. — One of the present writers, while looking over the high school in Corvallis, Oregon, a few years ago, came in contact with a real problem of this nature. The solution of this situation has been so definitely the idea of the writers' own philosophy that it is pertinent to indicate the essential details. Corvallis is the home of the Oregon Agricultural College, an institution which changed its policy some ten years ago in regard to college fraternities and allowed them to enter the college. With this rapid development of the college fraternities in the Oregon Agricultural College came a correspondingly rapid growth of fraternities in the high school, which has an enrollment of about seven hundred students. The school board of Corvallis offered the position of superintendent to Mr. McLaughlin with the implicit understanding that he should eliminate these organizations in the high school. With this objective in mind, he studied for a year the situation which confronted him and then called the group leaders and influential alumni members together. All angles of the problem were frankly discussed, and as a result the superintendent was invited to meetings of the various fraternity and sorority societies to take up the question of dissolving these groups. It was agreed that the school would be better off if secret societies did not exist and that real school spirit demanded their dissolution. As a result of this meeting, it was decided that the faculty should appoint the members and that the meetings should be open to visitors and under faculty supervision. The next year a systematic social organization was extended throughout the entire school with the result that the coveted social distinction of belonging to such a group disappeared when the opportunity was presented to all. As Superintendent McLaughlin said, " When all are Greek, the school may be a democracy again."

There are now sixteen societies with an average membership of forty students in the school. There are separate groups for boys and girls, and they are known as " brother " and " sister " societies. Membership in these organizations is made compulsory by faculty appointment and the grading system of the school. All of the groups meet twice a month on school time and in a definite room. Programs are prepared and outlined six

weeks in advance under faculty supervision. Adequate preparation by the students is assured, since each must show thirty-two credits in achievement in the programs of his society. Attendance is taken care of in the same way, as sixteen attendance credits are a requirement in order that the student receive his English grade. In case of excused illness, the student must make up five additional credits in club work. All records and all recommendations of the club committees are subject to faculty advisership.

The " brother " and " sister " societies present one play a year. They are allowed two parties and one picnic as the basis of a definite social program. The members of the various clubs are given permission to wear pins so that they may be recognized around the school and at times when they appear before the public. Scholarship is fostered among the societies by offering a cup to the organization having the highest scholastic average during the school year. In this particular school, the entire life of the students in the institution grows out of these societies. Student government is taken care of through a representative chosen from each " brother " and " sister " group.

It is true, perhaps, that at the present time a strong man is guiding this whole program and student initiative has not been allowed to develop as it will when " the good old days " have been forgotten by the students and the alumni. In the meantime, a social program is being developed in the high school along democratic lines and is meeting the needs of the boys and girls. The demand for the secret society is rapidly disappearing, and the spirit of the school is becoming famous in that section of Oregon.

The breadth of the program outlined by Superintendent McLaughlin is suggestive to any one with a vision of the social needs of high-school boys and girls. There is little inspiration for the " clique " of the socially élite if there has been developed a great democratic organization which, under the control of the students and with the coöperation of the faculty, is working to establish clubs or societies open to all, and with an ideal of influencing every individual in the high school. This should work out into enough large and small parties and " get-togethers," that every pupil may have the opportunity of adjusting himself to both situations.

Direct or Indirect Substitution. — The new relationships of faculty, students, and parents, with the policy of watchfulness, quiet pressure, and " blocking off," are holding back new inroads of the unsocial groups. The Big Letter Club, made up of letter winners, when it has a social duty assigned, is a substitute in many high schools for the fraternity. A legitimate phase of the activities of the boys' club and the girls' club is making unnecessary the exclusive groups. Some types of classwork lend themselves to training in courtesy, good manners, adaptability, and social ease. These should be fostered as a legitimate and worth-while phase of the curriculum. A moderate spread of purely social activities and social phases of all the clubs justify their existence in providing an outlet for adolescent social desires. The school world is an important world, usually entirely healthy and wholesome. Within its school-wide social activities, there must be social participation and training for every student.

CHAPTER IX

THE CONTRIBUTION OF PUBLICATIONS TO GENERAL SCHOOL AND COMMUNITY LIFE

The Special Contribution of Publications, Athletics, Music, Dramatics, and Debate to School and Community. — There are certain extracurricular activities which seem to contribute in nearly the same degree to the achievement of character development, to the strengthening of the interest of the student body in its school, and to an appreciative understanding of the school program by the community. So important is this third factor that many administrators have made it an important instrument in placing their school policy before the people. There are many patrons in every community whose concept of the school as an educational institution has been secured from the spirit of the school newspaper. Sometimes this concept has come over the footlights during a dramatic production or a musical program, or it has been acquired through the manner of athletic teams and rooting sections in accepting victory and defeat. No administrator can afford to ignore the influence of these activities on the whole school program, no teacher can ignore these activities in developing the finest character traits in the student body, and especially in those actively participating in them; and neither administrator nor teacher who does not appreciate the worth of encouraging students to present in their own words their school life, spirit, and deeds to the people of the community, can be of the greatest service to adolescent America. The degree to which the students have realized the obligations of school citizenship is easily apparent, (1) in the spirit of the student body which is the soul of these activities, (2) in the responsibility which the leaders in these various fields are willing to assume in guiding pupil opinion, and (3) in the reaction of the com-

munity to the school program which it is inclined to evaluate in terms of student attitudes and ideals as it sees them exemplified in the standards which are consciously observed by the students in the interschool and intraschool relations.

It is because of their vital relationships to the life of the community, as well as to the school, that the activities considered in Chapters IX, X, XI, and XII have been grouped together. They are very different in many respects; but they have a unifying thread connecting them, inasmuch as they are doing more than any other phase of the school work to educate the people of the district to comprehend the place of the cosmopolitan high school in a democratic society and inasmuch as they are influential in building up a school spirit or public opinion to be the keystone of student control of activities under a form of student government. Most of these activities are broad enough in their scope to affect large numbers of school citizens and influence school policies; and for these reasons wise administrators are cultivating them and using them to develop an understanding in the student body of the rights of a democratic citizenry to initiate laws with the backing of public opinion, and to make plain the duty of every member of society to stand behind the enforcement of those laws. As in an adult society, so in the high-school student body, the ideal is to establish a public opinion based upon right thinking and then to develop the coöperation necessary to make public opinion the governing force in the whole program of the secondary school.

Historical Background of the High-School Publications. — One of the most significant activities of early high schools was the school newspaper. In October, 1851, the first high-school paper of which there is record, appeared at Hartford, Massachusetts, and was called the *Effort*. Only one issue was published, it is believed. The paper, consisting of twelve single-column pages, was devoted to essays, poetry, chronicles, sketches, and stories. There were no news items, jokes, or advertisements in the *Effort*. It was, however, a real high-school paper. The editor was selected by the school, and the paper was intended to be a medium through which the talent of the Hartford Public High School was to be displayed. Although

the *Effort* was the earliest newspaper, the *Students' Manual* was a publication which appeared April 16, 1851, at the Boston Latin School with the following price list: "For one copy twelve and one-half cents per month. Any person who will furnish us eight new subscribers shall receive a ninth copy gratis. In all cases payment strictly in advance."

The second number of the *Students' Manual* appeared May 7, 1851. There had since been a change in proprietors. Agents were appointed in the English high schools and other high schools of the city. The columns were devoted to poetry, news, stories, editorials, and advertising. The paper, published every Wednesday, consisted of four pages of three columns each.

The Girls' High School of Portland, Maine, from 1851 to 1863 prepared two papers in manuscript, one called the *Constellation* and the other the *Aspirant*. The two papers were acknowledged rivals and served as a medium of expression of student opinion as well as the presentation of choice bits of poetry, essays, jokes, and school news. During this period of high-school journalism the final stage or the printing and distribution of copies was not practiced generally. In January, 1857, the *Chanticleer* was brought forth under the auspices of the Hartford Public High School. This paper was of the humorous variety, and consisted of four pages, each page having three columns. It sold for two cents. The *Chanticleer's* policy was expressed in its first editorial, which indicated that it was devoted to agriculture, horticulture, trigonometry, geometry, hieroglyphics, acoustics, poetry, politics, the lost arts, the weather, general intelligence, chronology, phrenology, osteology, lithology, and others. The most successful paper of any high school before 1865, it is claimed, was known as the *High School Thesaurus,* issued by a Worcester high school. It was published monthly by the "scholars" of the high school at five cents a copy. The first issue, eight pages of three columns each, appeared in November, 1859. Its columns were devoted to translations of the classics, editorials, general and school news, poetry, essays, advertisements, school calendars, class and examination schedules, courses of study, catalogues, and other official information.

Thus, school papers were one of the first extracurricular activities. They began purely as such, then developed into a curricular subject, and finally into an activity in which the pupil might gain experience either in the school program or as an extracurricular object and receive credit for it.[1]

Aims of the School Publications. — No matter what particular types may be emphasized in a school, there is no phase of the extracurricular activities that receives more enthusiastic support from the students than the publications. The annual, magazine, handbook, and newspaper present many opportunities to develop in students a pride in their achievements and an enthusiastic support of the aims and ideals which the administrator has in mind for boys and girls to realize. It is wrong to teach or drill the child in anything for which he can see no possible use. He *must* know where he is going. It is useless also to give pure theatrical instruction in moral behavior which he does not have an immediate opportunity to practice. In publishing a newspaper, annual, or magazine, the editor and assistants are playing a game in which they are intensely interested. They use over and over again precepts of moral training — honesty, judgment, responsibility, industry, courtesy, tact, and self-control. It is an ideal teaching situation, and those who choose to work on the publications of the school can do great things for themselves and the school. The project work of the school publications is a field for the training and development of good character habits.

Leading educators who have studied this problem are not at all unified in their idea of the values received. The objectives of the high-school publications are not clearly defined in the minds of these men as the following excerpts from recent articles by them indicate:

"The high-school publications furnish an opportunity for youth to learn the art of meeting responsibility." [2]

[1] The writers are indebted to E. D. Grizzell, *Origin and Development of the High School in New England before 1865*. Macmillan, 1923, for the material in this section. Readers will find much more complete description of early extracurricular activities in this volume.

[2] Sherwood, H. W., "The Value of High School Publications," *Educational Review*, Vol. LXVII, pp. 20–21.

"The power of the school paper is to further the best interests of the school." [3]

"Journalism in the high school is an extracurricular activity that may be employed to encourage written expression on the part of the student body, to develop qualities of leadership, and to contribute to the social organization, welfare, and administration of the school." [4]

"There is an instinctive appeal to pupils in planning and doing, but a thing which lacks a life pattern is not a real project." [5]

"School publications have two functions, to develop and encourage school spirit, to give training in literary and journalistic fields." [6]

"Every high school should have a paper — if the purpose be to give students practice in writing — and that should be the first thought; it should be a real paper." [7]

Semicurricular Nature in the Larger Schools. — It is evident that the present point of view does not countenance the old theory that the work in journalism was valuable in that it motivated the study of English. English is now regarded as a fundamental tool subject for the journalist. It is interesting to note the effort being made to have the department of English offer courses designed especially for students who are planning to enter the newspaper fields. In a very real sense the high-school administrators in many schools are transforming the work on publications into curricular courses, combining the theoretical with the practical, and allowing interested students credit toward graduation. The Washington High School Press Association has listed forty-seven high schools of that state which publish newspapers. To a questionnaire which was sent out last year, the writers received answers from forty-one of these schools.[8] Twenty-three of the schools indicate a regular course in journalism, while seventeen state that students are

[3] Penny, E. M., "The Adviser and the School Newspaper," *Teachers College Record*, Vol. XXVII, p. 894.

[4] Reavis, W. C., "Student Publications in the High School," *The School Review*, Vol. XXX, pp. 514–520.

[5] Bartley, Bernice, "High School Publications," *Education*, Vol. XLIV, pp. 425–428.

[6] Thalheimer, J. A., "The School Newspaper," *Education*, Vol. XLIV, pp. 429 ff.

[7] Dillon, Charles, *Journalism for the High School*, p. 73.

[8] Unpublished study in 1926.

allowed credit for work which they do on the school publications. Nineteen report having employed teachers with training in journalism. In this state, which is probably indicative of the situation over the country, the values of these activities have been recognized to the extent of making them semicurricular, at least in nature. Superintendents and teachers are careful to state that this work is not of a motivative type but that it has been developed for the superstudent. Another writes that, if a strict system of elimination were not followed, the classes would be full and overflowing. School administrators and teachers are beginning to recognize the worth of journalism as a practical subject, as well as the important place which the newspaper, annual, and magazine hold in developing school and community contacts and fostering school citizenship. A principal of one of the large Washington high schools writes, "I believe that the weekly newspaper has done more to help bring the school into the homes of the students and to develop a sympathetic understanding of parents and teachers than have all of the parent-teacher organizations that have ever flourished about the halls of the —— high school."

Types of Student Publications. — The monthly magazine has largely disappeared. Three publications are recognized as affording largest initiative to student writers and managers, as meeting student demand and as serving important school and community purposes.

The Annual. The annual is issued at the close of the school year. It serves as a chronicle and summary of all the events of the year, furnishes a description of the school as a whole, collects and publishes an otherwise unwritten and quickly forgotten record of the events, traditions, facts, fancies, gossip, and jokes that have colored the entire year. The annual puts into permanent form the athletics, plays, assemblies, hikes, parties, picnics, etc., together with the pictures which illustrate the year's activities and personages.

A young superintendent in a small community writes of the annual as follows: "Nearly every high school considers it absolutely necessary to publish an annual containing the pictures of the seniors, faculty members, class officers, and the officers of the various school organizations with accounts of outstanding activities and events of the school year including inter-

school contests and matters of personal interest. Many principals have given in to this idea and later regretted their action. Whether or not a high school should undertake the publication of an annual is a matter of grave concern, and no decision should be reached until it has been definitely determined if the major problems can satisfactorily be met. In the first place, there must be some faculty member capable and willing to assume the responsibility of acting as adviser. The success of the book depends on this individual. In the second place, competent students must be chosen for the responsible positions on the staff. These positions require more than social leadership; they must have intelligence, industry, and interest in every phase of the work to be undertaken. In the third place, success will depend on the ability of the students and faculty to maintain the degree of sustained effort required to carry on the project from its inception in the fall to the close of the school year, for interest must not be allowed to sag after the work has once been started. The student body cannot pass to the adviser or editor the work of producing the annual. Every one must be willing to work for it regularly and give it united support."

There are high schools financing annuals costing twenty-five hundred dollars and more, which are more elaborate than many college publications. How small may a high school be and still put out a creditable annual? An enthusiastic senior class of seven in a high school of seventy students published last year an annual of seventy-five pages. Their financial responsibility was:

Photography	0
Engraving	$155
Printing	150
Miscellaneous	20
Total	$325

They met their responsibility in this way:

Student Body Subscriptions	60 copies at $1.50	$90
Town People Bought	20 copies at $1.50	30
Advertising		210
Total		$330

The Newspaper. The attitude toward the high-school newspaper has changed during the last fifteen years from hostility to deep appreciation on the part of faculty and principals. The following comment was widely approved when it appeared thirteen years ago: "In general the high-school paper is a plaything. It is brought forth in ignorance, both on the part of the faculty and students. In too many cases it is distinctly harmful, in that it presents to receptive minds low ideals of humor, faulty emphasis on news values, and poor standards of business methods. It is a waste of energy and vitality."

In contrast the following statement presents the most recent viewpoint: "Newspapers are fast becoming a necessary phase of school business. The paper is the bulletin board, the mirror of student opinion, the propaganda medium for worthy enterprises, the source of much good humor, the place for good literature, the disseminator of good news of the school, the reflector of other schools' activities, the publisher of alumni news and inspirational articles, and many other functions it performs as probably no other organ in the school could, and do as well."

The following statement has been prepared to show the method of organization, editorial and business control, and the financial aspects of the high-school paper at Everett, Washington, a city of thirty thousand, in a high school of fifteen hundred students.

The *Kodak* is a weekly of four pages, each sixteen by twenty-two inches, seven columns, which is published under conditions of combined extracurricular and curricular work.

The work is divided into two departments, the editorial and the business departments. An English teacher has charge of the editorial side, while another teacher has the business end. Each is independently responsible for his side of the work. The English teacher instructs the news-writing class, and coaches the editorial work. The assignments are handled by members of the class (which is limited to twenty students), under the direction of the editor, who is chosen by the coach from the previous semester's class, and assistant editors. There are three editors a year. The editor takes off one period each day to do the work necessary. The assistants may or may not take time off, as their work may be done along with their regular school work.

Contributions from students not in the class or on the regular staff are invited, but they are negligible, consisting mainly of poetry, or jokes, or stories. The policy of the paper is not to initiate any new project, but to foster those existing activities and policies which it deems

beneficial to the school. Censorship is confined to harsh, bitter, or personal matter of poor taste, and that is seldom necessary.

The business manager has a heavy load on his shoulders, being the only member of the staff to hold his position for a full year. His assistants take care respectively of the advertising and circulation. Of course, the manager himself does most of the advertising work. With the help of two assistants usually, he takes care of all of the work. The circulation manager campaigns for subscriptions and takes the papers around to the rooms for distribution at the last period of the day, usually Thursday.

The business manager does not find much opposition to advertising in the school paper on the part of the business men. As a rule, his hardest job is selecting the ads most desirable, as more often than not he has more ads to run than the paper can well accommodate. Needless to say, no tobacco ads, pool hall ads, or other objectionable matter is allowed.

The yearly contract for this year provides for a cost of $2250 for printing. The total cost is figured as $75 an issue, with ads taking care of $60 and subscriptions $15. In a school of 1400 to 1500 the circulation is less than a thousand at 50 cents a year, so now they are facing a slight loss. However, they made a slight profit last semester, which will be used to offset any loss during the present slump in the circulation. No attempt is made to make money, and they usually break even.

The adviser keeps books on all the ads, and as school treasurer also, he receives all money. There is no temptation for the members of the business staff to use the money themselves, as they could not if they wished.

Every high-school newspaper faces its problems of finance, advertising, editorial policy, news service, and many others. The very small high schools have the most serious problems to solve, particularly finance.

In how small a high school may a paper be attempted? The question has been shown by experience to be impossible of definite answer. The safest statement to make is that no high school is too small for the support of a creditable paper, provided the idea back of such a paper is properly sold to the community. A method of finance has been proposed for small communities which has the advantage of giving much practice in writing and news-gathering at a minimum of cost.

"There are approximately thirty-five high schools in the state of South Dakota which are now publishing separate papers containing school news. The burden of the cost of these publications is in most cases thrown on the advertisers," according

to Paul W. Kieser and Mildred E. Yule of the department of agricultural journalism of the South Dakota State College.[9] "The local merchants are already carrying advertising in the community newspapers which reach every home touched by the high-school paper."

"This means that the high-school paper is generally a tax upon the merchants, who look upon their advertising in these school papers as a 'charity' proposition, and to a certain extent these school publications take business away from the local newspapers, which have first call upon the advertising patronage of the business men of the community."

According to the authors of this paper from the South Dakota College the proper solution of the high-school paper problem in South Dakota — and they contend that in many other states also — is the publication of the high-school news within the columns of the local newspapers.

This does not mean doing away with the high-school newspaper; it simply means doing away with the expense of it by printing it in the columns of the community newspapers. Several high schools of South Dakota are already doing this.

Some advantages of publishing the school paper within the community newspaper are: (1) There is no expense to the high school and no worry about paying expenses of publication. (2) The advantage of expert help and advice of the newspaper editor and his mechanical force. (3) A weekly publication, if desired, instead of a monthly paper. (4) No need of soliciting "charity" advertising from local merchants. (5) No feeling on the part of the local editors that their territory is being encroached upon. (6) The school news in the community newspaper is much more likely to be read by the parents. (7) A much better idea of newspaper methods and requirements is secured by this means.

Some local newspapers print a small paper (*High-School Newsette, High-School Journal,* etc.) within the columns of the community paper, giving the same space in the same manner under a standing heading each week.

The high-school staff is selected to conduct this miniature paper and is responsible for the items appearing in its columns

[9] *Bulletin of the South Dakota State College,* Brookings, South Dakota.

each week. This is a most happy solution of the problem in many cases, as it means no expense whatever to the high school. The merchants of the town are at no extra advertising expense. The students may receive some valuable coaching in newspaper work from the newspaper editor in their weekly contacts with him. The community receives the high-school news through the established channels of the community paper.

Whether the newspaper appears as a daily, as at Shortridge High School, Indianapolis, twice a week, weekly, or twice a month, it has become the most important agency for the promoting of vital contacts between the school and community. The stage of development has passed when the dangers of poor supervision, hostile editorials and contributions in the name of freedom of the press, bad business management, and bad community and business relationships made the publications a source of constant irritation and complaint.

The Handbook. This publication has come into the high school by way of the college and university. The rapidly expanding high-school population and the changing aims which bring the extensive and varied extracurricular program into a position comparable in educative value with the curriculum have given rise to the definite problem of acquainting new students with the range of curricular offerings, with the ideals of the school, and with the activities and their management, policies, ideals, and student values. The handbook has solved the problem in high schools throughout the country. It is of convenient pocket size, ranging from $2\frac{3}{4}'' \times 4\frac{3}{4}''$ to $4'' \times 6''$, and in large high schools contains from one hundred to one hundred fifty pages. Many handbooks are attractively bound in the school colors and bear the school letter or symbol on the cover, which is of heavy paper, since the books are published in inexpensive form. The handbook, intended for every student, costs from five to twenty-five cents, the average being ten or fifteen cents. In many high schools, it is prepared by a committee of students during the summer, under faculty supervision, is published and distributed at the opening of the school year, and is designed to present to pupils, teachers, and parents the spirit, ideals, and objectives of the high-school community.

Six quotations from widely separated high schools are presented to show the idealism which the handbooks consciously foster. Three were apparently written by faculty contributors, and the others have been prepared by students:

1. *School Spirit at North,* North High School, Columbus, Ohio. Pupils of our school, if you wish to guard and foster the true North High spirit, try to understand the meaning of school loyalty. These suggestions may guide you:

(*a*) Character is rooted in such qualities as honesty, sincerity, unselfishness, reliability, and loyalty. (*b*) You are training for American citizenship; self-direction and right conduct are your goals. (*c*) Make it your business to *keep well.* (*d*) Be courteous. Remember that "life is not so short but that there is always time enough for courtesy." In all places avoid loud talking and boisterous conduct. You *represent North High.* (*e*) Get your lessons every day. (*f*) Attend school regularly. (*g*) *Be on time.* Promptness is a good habit to cultivate *now.* (*h*) Participate in the activities, organizations, and athletic games offered at North. Be a good sport, taking defeat and disappointment goodnaturedly and rejoicing modestly when success comes.

2. *Greetings,* by Principal George J. Balzer, Washington High School, Milwaukee, Wisconsin. To Our New Pupils: — We welcome you to our midst. Undoubtedly you will feel quite strange, if not a little bewildered, in the big building and lost among the large assemblage of busy boys and girls. But be patient, observant, and inquiring; and we assure you in a short time you will feel very much at home, make friendships among pupils and teachers, and then realize what a wonderful institution your high school is.

In entering high school, whether through your own choice or upon the persuasion of a kind adviser, your intention is to succeed. You want the time spent here to count towards making you a happy, competent citizen.

Your school offers every facility to develop you physically, mentally, and morally. A magnificent structure with a most complete modern equipment is yours to use. An experienced faculty is anxious to do everything to further your progress.

The life of the school will make continued demand on you which will develop right standards and strengthen your moral fibre.

You may enter an immature freshman and in four years leave, a pretty well-seasoned youth who can enter manhood or womanhood with assurance of success in life.

But remember, all physical equipment, the most efficient and well-meaning faculty, the highest standards and ideals of high school are only opportunities. What you will acquire depends entirely on you. What you get out of school depends directly on what you put into your school work.

3. *Newton High School Motto,* Newton, Massachusetts. Our school motto, *Animi cultus humanitatis cibus,* was adopted from a state-

ment made by Cicero in his essay, *De Finibus,* and placed in the assembly hall of the classical building at the time of its remodeling in 1897. "The cultivation of the mind is the food of humanity," is the literal meaning, but a free translation reads, "Education is the mainstay of civilization." With this motto in mind, Newton has always endeavored to plant the roots of learning deeply into every student who crosses her threshold. She will do her part, but you in turn must do yours.

4. The *K Book,* Kansas City, Kansas. To the students of Kansas City, Kansas, High School who made and have striven to uphold her traditions; to those whose scholarship attainments have gained her honor; to those who have so ably represented her in forensics; to those who have fought for her victory on the football field, on the basketball floor, on the baseball field, and on the cinder track; to those whose musical ability has gained her fame; to those who have worked on the publications and yearbooks which have gained for her national repute; and to the teachers and principals who have labored to teach us all to be better students and citizens; this handbook for the students of Kansas City, Kansas, High School is dedicated.

5. *Spirit of L. H. S.,* Lynchburg, Virginia. The spirit of L. H. S. is calling us to follow the light of a bright and burning star; to keep our eyes forever fixed on its light; and as we live the days within these walls, ever to gain the noblest and highest.

The spirit of L. H. S. is calling us ever to be sincere and upright in heart; to keep in our souls the glowing flame of honor; to carry it always with us, as a burning torch; to mold our characters, and make them strong and true.

The spirit of L. H. S. is calling us to enter upon our work with joy and vim, to know ourselves and the things for which we long, to live our lives with a purpose and a far-seeing vision, to open our books with an honest desire to learn.

The spirit of L. H. S. is calling us to give her our service and give her our loyalty, to boost our school with genuine and whole-hearted efforts, to love our school and give our best for her, to treasure her name and have great dreams for her.

6. *School Spirit,* Joliet Township, High School, and Junior College, Joliet, Illinois. School Spirit makes the Great Difference. It makes the difference between a live school and a dead one, the difference between passing and failing, between a winning team and a losing team. It is the thing which either builds up or tears down the school's reputation.

There is a saying, "Know thy neighbor as thyself and thou canst not help but love him." Concerning school spirit we might say, "Know school activities for yourself and you cannot but like them." The surest way to arouse school spirit is to gain the interest and understanding of the student body. The attitude which you as freshmen assume, influences the attitude of the whole school. One fellow with pep, initiative, and enthusiasm can do more for a school than a thousand indifferent ones. What couldn't our school do if our whole school

knew the true meaning of school spirit; to be interested in everything — studies, athletics, social affairs, in all school activities and organizations, and take an active part in them! Start in boosting and backing and helping your school now. We've got one of the best, the finest, the grandest buildings in the world here. Let's make our school spirit the finest, the best and grandest in the world — so that J. T. H. S. will be a synonym for Real School Spirit.

Student Initiative and Responsibility. — No one questions the value of the publications in the secondary school, but serious students of this phase of extra-class work realize that there are great responsibilities for the students to assume and that faculty guidance must be of a high quality. There are numerous examples of papers and annuals being published by schools which reflect only the perseverance or lack of perseverance of some member of the faculty. These so-called student publications have not come from student initiative and are not the result of student endeavor. It is essential that the particular type of paper be introduced only after a careful survey of the field and at the request of the students.

This chapter is not concerned with the intensive study of the types of high-school publications but rather with the investigation of their influence on the lives of the boys and girls who are taking part in their production or who are developing their points of view from the editorial policy which has been adopted, and who are making use of publication to educate their parents and friends in the possibilities and needs of their school. Each of these three objectives is important, and each merits attention.

The students making the publications are charged with a great responsibility. It is their attitude which influences the entire school in the control of its policies. This is not only true of the editorial policy which is sponsored by the student editors and managers but also of their spirit and initiative which is felt in every other phase of the school program. It is essential that the most efficient students be placed in charge of this work and that their efforts be carefully supervised until a real policy has been established. No other part of the extra-curricular program demands more careful attention from an enthusiastic member of the faculty. These organs are speaking the policy for the student body in every line of activity, and

" public opinion " is controlled by the school press just as the daily press influences every home in the nation.

There should be standards in the school publications which are recognized by the contributors. It is the important duty of the faculty adviser to define these standards and then to allow the students to develop their publications in line with the ideals which they have accepted. In some schools, the sponsor reads all news and articles which have been written by the students before they are permitted to appear in the school paper. In many such cases, the article as it appears in the paper has been so rewritten by the adviser that it is no longer a student production. Such an adviser is out of touch with a philosophy of education. It is far better to make the students feel their responsibility for the production and then to criticize their efforts after the paper has appeared. This may result in grievous errors of judgment at times, but it will have the effect of making the students conscious of the influence which they are wielding for the good or ill of the school. Such an editorial policy will not be hard to develop if the student editor and assistants appreciate the fact that there is an impressive difference between being aggressive and being revolutionary. No back-biting or fault-finding should be tolerated, but every constructive program advocated will add to the prestige of the paper and its power for good in the school and the community. The editorial column should be given to the discussion of the public problems which are facing the school democracy. In a school where students are being given practical experience in citizenship the school publications are for the purpose of allowing students to present problems and suggest solutions. It is important that the faculty suggest, but not dictate, the formation of a school policy.

The entire staff must be impressed with the fact that news is only news when people do not know it. This simple statement is fundamental in securing student support for the paper. If the principal intends to announce an athletic schedule, a special concert, winners of scholarship honors, or the dozens of things which fall to his lot to make public, the staff is responsible for securing the release exclusively through the school paper. If the staff has permitted any item of interest to be

announced elsewhere, that item should be relegated to a secondary position and the reporters made to feel that they are responsible for securing news while it still is news. The cooperation of the principal is required here, and the success of this program of developing student initiative depends upon whether or not he is big enough to resist the flatteries of the town paper, which is always trying to secure the news in advance of the school paper.

A new phase of the high-school paper is just coming into recognition. It is the humor column, which is as different from the galley of jokes clipped from exchanges as the high-school paper of today is different from the old-style annual and quarterly. The students should be guided past the time-worn joke on the Latin teacher and the "shady" one in the last pseudo-college magazine. If possible, a column of burlesque news items, "reviews" of plays and books, parody verse, "interviews" with the great and near-great of the school should be fostered by the student journalists. The high-school paper is following in the steps of the great American daily, and today is the day of the columnist — Baier, King, Reynolds, Morley, Benchley, Marquis, and all their followers. This feature is very popular, and next to the editor, the column writer is the greatest need of the high-school paper. School life, spirit, and idealism may be reflected from this column, just as well as from the editorial column; and it may affect the standards of the institution just as directly.

Possibilities of Training for Citizenship in All Student Publications. — In the high-school paper, it is essential that the students familiar with a certain phase of school life be assigned to report the happenings in that field. An athletic individual should write the sports. He may not have all the knowledge that is desirable from the standpoint of fundamental grammar, but he has the sport phraseology; and the brilliant girl, who is so often given the assignment, has not. Athletic terms enter the vocabulary from association with athletics. Reports of games, when they are written up by the "best" students, are often decidedly cramped in style. As in the outside community where the paper has become largely a matter of specialized departments, the pupils are best served by a

publication which presents the ideas of the leaders in various activities.

Outside of the guidance necessary in developing standards for the publication, the faculty should remain in the background. It is the students' paper, and its influence to a large degree is dependent upon the recognition of this fact. This is especially true in the write-up which the various school activities receive. It must never be the coach who is headlined; it is the students who have taken part that merit that position. The faculty member should be only mentioned.

The foregoing statements have particular significance in the publication of a school paper, but in general they hold for all types of student publications. The annual containing few pictures besides those taken by a professional photographer, made up by the faculty adviser and the printer after the same adviser has rewritten almost all of the student contributions, with the ads written by the merchants — such an annual contains little that the so-called student editors may regard in the light of an achievement or that the student body as a whole will receive with acclaim. It is not a school annual except in name and will do little to further the ideals of the man whose picture usually appears on the first page of such a production. The magazine, in the same way, will fail to fulfill its mission unless it represents at all times the best that the students have been able to produce. It must cater to nothing but the finest literary efforts of the student body and recognize and maintain a standard which the other publications, with different objectives, do not attempt to achieve.

The newspaper and the annual present the same financial problems. They should be self-supporting if they are to be justified in the school program. Subscriptions should pay the incidentals, and the advertisements the cost of printing. This will not be the result unless efficiency is the watchword of the staff of managers and the faculty adviser of that phase of the work. In too many cases other more successful activities are made to carry the publications, and even then the annual is valued at an exorbitant figure. The managerial staff should be made up of aggressive youngsters who believe in what they are selling. There are numbers of studies which show that

advertising in the larger high-school publications pays good dividends; the principle is sound; the students are not asking for charity; they are putting a business proposition before business men. A successfully financed publication is received enthusiastically by the community and is a source of pride to the students because they realize that this support means that the publication is truly representing the best interests of the students and is placing their aims and ambitions in the right light before the members of their school community, as well as before the citizens of the town.

It is a matter of agreement among secondary school people that students are intensely interested in school publications and that the development of these publications is worth the time and energy devoted to them by the students and faculties of the modern high schools. With intelligent guidance they may speak an educational philosophy to the student body and to the community in no uncertain terms. There is no force so powerful in stabilizing student opinion behind the aims and ideals of a particular institution and winning public approval for school projects. To accomplish its greatest mission, it is paramount that (1) the students feel their responsibility for the material which appears in all publications, (2) the faculty accept a position in the background, extending a guiding hand but conscious that the publication must be, in the minds of the students, a student product, (3) the advertisements and subscriptions pay all printing bills and incidentals so that its maintenance is not dependent on outside assistance, (4) merchants and students realize that the community is justified in "supporting" the publication and that advertising in it is a good business proposition for the firms solicited, and (6) serious consideration be given to the fact that large numbers of the student body are receiving training in business management, literary and journalistic writing, and leadership in securing the best efforts of the reportorial groups and the soundest policies of finance from the managerial staff. Through the medium of the school publication, the student body becomes conscious of the objectives of democratic citizenship and is guided in developing a theory of life which recognizes the rights and responsibilities of the individual in the group and of the group

as a whole. A philosophy of education is based upon the development in the individual student of an appreciation of democratic society; and the publications become vital parts of the realization of this point of view when they are used by the students to educate public opinion, both within and without the school, to the possibilities of the twentieth-century high school.

CHAPTER X

THE CONTRIBUTION OF ATHLETICS TO GENERAL SCHOOL AND COMMUNITY LIFE

Development of an Athletic Program in the High School. — It is probable that more high-school students are engaged in some form of athletics than in any other extracurricular activity. Girls as well as boys have developed a great program in this field, and there is a very healthy tendency in the direction of correlating these activities with an adequate philosophy of secondary education. In relatively recent times, athletics was exclusively for boys and was carried on with a minimum of supervision on the part of the school administration. In many cases, the coach was not a regular member of the high-school faculty, but had been hired to give a certain amount of time to the development of the boys' team. This situation permitted only an athletic program of the interschool variety, and the only students profiting from it were those capable of making a bid for the first squad. The situation was fraught with danger. An unscrupulous coach was in position to "colonize star athletes" from other localities. Town sports flocked to the support of the winning coach, and gambling became rife. Community sentiment was so manipulated that every worthy outcome of a school athletic program was lost, and every bad influence upon team, school, and community was fostered. In the name of team support and school loyalty, many a community suffered a complete moral breakdown. A town and school athletics mad, with "downtown sports" waving handfuls of money in the faces of the supporters of visiting teams at every important game, have left impressions so nearly permanent that the physical education program of the modern high school is still under suspicion in the thinking of many school administrators.

The first step to remedy this condition was to include athletics in the regular routine of the school and to hire a man who could coach and teach some of the classes. Administrators, generally speaking, were still of the opinion that athletics was an evil which had been forced upon them; and instead of developing it for the entire student body, they limited its influence as much as possible. It was as yet a one-team proposition, and the opportunities of the great majority of the students were in the stands and on the sidelines. Most high schools are now in the third stage of athletic development, and the advancement of the last decade is due to the emphasis upon a physical training program with athletics as the core of a wide range of work. In this period, the intraschool phase of the athletic program has become paramount, although a great deal of time and money is being spent today in the development of interschool teams and school spirit and interest in these contests. The intramural program of health instruction will continue until every able student, boy and girl, is an active participant. The writers offer as their firm conviction that intraschool games will continue under competent guidance to head the athletic program for boys, for three fundamental reasons: (1) The games are good for the boys, (2) they are good for the school, and (3) they are good for the community. The writers believe also that interschool games for girls will disappear from all well-planned programs for the opposite reasons. They are not good for the girls, the school, or the community.

Modern philosophy of education is founded upon a program of health instruction. It is useless to speak of a democratic citizenship unless we have in mind a physically as well as morally and mentally efficient people. It is fundamental in the development of school citizenship that the young people be made to realize that health is of vital importance to society. A program of health instruction in the curriculum is not a complete solution of this problem any more than was the former intensive training of a few who were already physical giants to represent the school in interscholastic activities. It is through the physical training of the present day, which is essentially extracurricular in nature, that the desired objectives are being understood by secondary teachers and realized in the

student body. It is not intended that the foregoing shall be understood as a condemnation of interscholastic athletics. It is playing a real part in the boys' program and is important in the health program of a much larger group of boys than formerly. Physically rough, vigorous games are necessary for big, strong boys; and in addition to the physical side of the interscholastic sports, they are very influential in developing clear concepts of good sportsmanship and fair play in the entire student body.

Present-Day Tendencies in Girls' Athletics. — In the case of high-school girls, interscholastic athletics have had only a short life. The vision and good sense of the young women who are going out from the universities to take charge of the physical training work for the girls have brought about this desirable situation. The idealism of this trained leadership is admirably expressed by Miss Velda Cundiff, a graduate student in physical education for women at the University of Washington, who prepared the following statement:

"The ideal girls' program of athletics today grows out of the physical education program and includes an activity suitable for every girl in the school, giving special attention to those who are not physically strong and encouraging them to participate in some sport or outdoor activity. This one policy of the program makes it a worth-while school activity. In the girls' program the spectator, who is often far from an ideal citizen, becomes a visitor rather than a critic. Too often the spectators' idea is to win regardless of the method. This very attitude on the part of citizens has been the downfall of many a high-school athletic program, because the spectator attitude has caused the morale of the school to fall and been a bad influence on the athletic teams. The very nature of the girls' program, where the individual or the team is never played up and newspaper publicity is avoided, does away with the spectator problem.

"Of course, the most vital problem of all is the right kind of leadership. Without a trained leader there is absolutely no hope for a balanced and well-directed program. A trained leader as coach can develop a program through the girls and at the same time instill the right principles of play and sports-

manship. The trained leader will understand how to promote and develop indirectly the things she wants to incorporate in her program, and yet have the girls feel they have made the program and are responsible for its further development. So the trained leader coach is essential to the success of a good program; she must be familiar with the adolescent girl and her problems and at the same time be able to organize and advise."

The greater usefulness of an athletic program founded on a sound educational philosophy is apparent to all. In general, the athletic program of the girls is based upon health and physical development, recreation and play, and the achievement of habits and ideals. It is probable that this outline of objectives, which is actually being realized among the girls of the high schools of the country, is from ten to fifteen years in advance of the boys' program.

Interscholastic sports have long been the subject of heated argument in the case of the girls. In many towns they are thought to be indispensable, while in other communities intramural athletics has been developed with excellent results, and present indications point to the total elimination of interscholastic competition for girls within the next few years. It is recognized that there are great dangers in interscholastic sports for girls, and so the fullest development of the individual is being emphasized rather than the winning of games. It is the consensus of opinion among girls' coaches that it is far better to arouse interest in the game for its play values than to force a strained effort toward winning games.

Disadvantages of Interschool Games. — A physical education major prepared the following statement of the disadvantages of interschool games:

" 1. Physically, mentally, and nervously, they are very dangerous for the adolescent girl. She is emotional and is very excitable, and the intensity of such a game might be disastrous to one particular team member. The strain which it gives may be so lasting as to far outweigh any advantage which the game may have.

" 2. ' Win at all costs ' becomes the slogan. The very ideal of athletics and play is killed when this atmosphere enters into the spirit of the game.

" 3. Undesirable newspaper publicity. In the past, the athletic girls have been described as 'all brawn, no brains,' because, in a great measure, of such publicity. This is very detrimental not only to the girls on the team, but to all those who might be interested in play in the very slightest degree.

" 4. Tendency to neglect the many for the sake of the few. Here there enters the greatest objection of such a contest, after the health phase has been considered. These many are just the ones who need play, for the few will get it from their sheer interest and skill in it.

" 5. The personal interest and contact of the coach with the majority of girls in the school is decreased. The coach of athletics is perhaps in a closer contact with her girls than any other one teacher in the school. She needs to know each girl to understand her needs and to plan for her play life. If the coach is busy concentrating on the all-star team which will go to meet its rival the next month, what time has she for the interested but unskilled, shy girl?

" 6. The expenses are many times prohibitive. These, of course, are supplied by clubs and organizations, if not by the school, so they enter but slightly in this consideration.

" 7. Neglect of school work for the sake of the game. An honor system may be worked up here to prevent this neglect, but the excitement and experience of the game may work the girls up to such a nervous stage that their other work suffers.

" 8. Grandstand players are developed. The word, 'spectatoritus' describes the situation exactly. The girls play for the audience, play to show off their skill, trickery, and not for the joy of playing. One star of the team may monopolize the game for her glory and to the detriment of her teammates and school.

" 9. Coaches are many times men, and not women. To put out the very best sort of team, to play the very fastest and most spectacular game, a man, who is supposed to be much more intelligent in his coaching, is employed to lead this girls' team. This is not for the eventual good; his place is among the boys of the school."

The Interschool Athletic Program. — The enlarged athletic program for the girls includes a wide range of sports and activities which were not dreamed of a few years ago. Past experiences have proved basketball to be less desirable than less strenuous games for adolescent girls, and it is being supplemented by volley ball, hockey, soccer, baseball, etc. In addition to team games, the physical education program includes folk and natural dancing, swimming, tennis, and track. This wide range of activities is proposed so that all may be interested.

So far, the health objective in girls' athletics and the range of activities which have been developed to attain this goal have been considered. There are other important objectives in the program, and the realization of these objectives is in harmony with a philosophy of secondary education. To arouse and hold interest in a health program it is essential that there be an organization. This usually takes the form of a girls' athletic association of some sort. Membership in the organization is usually a great incentive to the girls to enroll in some activity. In this organization the girls are given exceptional opportunities to develop leadership. Managing a team is no small responsibility; and helping to choose teams requires a level head, well-controlled prejudices, and impartial judgment. Student control of athletics is highly desirable, since it makes the program more vital to the students and affords all of them, in the course of time, valuable experience. In so far as the faculty has stepped out and allowed the students to manage their own program, an increased interest has been apparent among the girls, and their training in this field has correlated in excellent fashion with their activity in every student-controlled program.

In Lincoln, Nebraska, the organization is patterned after the women's athletic association of the University of Nebraska. The well-balanced sport program includes hockey, soccer, basketball, baseball, swimming, tennis, dancing, and stunts. The point system is used for membership and letter awards. The officers include the usual ones and general managers of each sport. Each season class captains are appointed by the general manager, and these with the instructor and the

general manager choose the teams in each activity. The new idea of having the girls elect their own teams is being tried out and appears to be working toward a finer coöperation on the part of the girls. All girls who have attended ten practices are eligible for team membership. First, second, and third teams are chosen. If more are eligible, teams are provided for them. In basketball a preliminary tournament is held in which each girl who has the required number of practices participates. Teams are chosen by lot, and this tourney is a guide for the captains in choosing the class teams later. The girls are encouraged to take into consideration sportsmanship and general attitude as well as proficiency in the game, in selecting the teams. This encourages a proper spirit of coöperation and tends to eliminate the grandstand player. All awards are of slight intrinsic value, consisting of letters and the privilege of wearing them on a sweater. An honor girl is also selected each year from the seniors as the one who has done the greatest service for the organization and the school. Such a program of participation of the girls in the sports and in the control of these activities means that the students are being interested in a health crusade and at the same time are being trained in leadership and co-operative followership, in initiative in developing their interests, in an appreciation of the rights and privileges of others, and in the ability to estimate and esteem true worth and character. This summary gives emphasis to the statement that the girls' intraschool athletic activities are in harmony with the best efforts of the school faculty to develop intelligent and efficient junior citizens.

The girls' activities are rapidly assuming a much broader rôle than the purely intraschool program noted. Since the reaction against interscholastic competition has become national in scope, educators interested in physical training for girls have been searching for something which will eliminate the dangers but retain the good points of such contests. One of the arguments for interscholastic competition has been that it broadens the horizon of the school and brings other schools within the child's experience. A feeling of rivalry also arouses a feeling of comradeship which is highly desirable. The problem, then, is to bring together neighboring schools in some

manner which will arouse the spirit of rivalry and good fellowship and yet which will remove the evils existing in interscholastic sports.

Various activities have been suggested and many of them are called " field days " or " sport days." These vary from athletic competition to simple demonstrations of the work done in the schools. An example of the first type is the track day of a Montana school system. There are a number of schools in this town, and an interschool contest is held every spring. Scholastic events, a song contest, and athletic competition make up the program. The athletic events are graded from those suitable for the lower grades to more strenuous ones for the high-school pupils. Awards are made for the honor places in each event of each class.

It is important to bear in mind that the purpose of a day of this kind is the development of the group and not the entertainment of the audience. Play for play's sake is the ideal toward which all are working, and the pleasure and pride in a thing which has been well done should lie in the realization of success in achieving the best of which the person is capable, and not in the applause of the crowd.

The high-school sports day sponsored by the University of Washington, Seattle, Washington, is of a slightly different nature. This event is purely for high-school girls, and its purpose is threefold: to introduce the high-school girls to the university and break down the barrier between the two, to help the high schools to get better acquainted with each other and to build up a feeling of sympathy and coöperation, and to assist in developing a real health education program in the high schools of the state in outlining for the girls' leaders and advisers the objectives which are to be striven for in making this phase of a high-school work a definite part of an educational philosophy. The girls are divided into groups without reference to the school from which they come, and engage in competition in games, dances, and posture. It is hoped that the girls will be impressed with the suitability of these games for their own school work. Part of the day is given over to the finals of the university girls' basketball series; and at the banquet in the evening, the university teachers and student letter winners

speak to the high-school students and coaches on the athletic program for the girls of the secondary school, which is so vitally a part of educational thinking.

If interscholastic basketball is to be eliminated for the girls, something equally interesting and more in harmony with the new point of view must be provided in which the girls may participate. The idea of the field day may well be developed in town and county high schools. One of the present writers had the opportunity of witnessing the development of a county meet which was conceived by the young woman in charge of the physical training in his high school, and carried on enthusiastically and successfully by the girls of the high school. Today, administrators in that county have made it a permanent institution, since they have seen its value not only as a health program which interested every girl in their school throughout the year, but also as an activity that contributed vitally to the training of these young women in cooperation with each other and increased their ability to assume responsibility, with a minimum of guidance, for the successful organization of a meet in which hundreds of girls participated. It is well known that the group spirit is highly infectious, and activities participated in by large groups have a greater lure than those in which only a few take part. It may be an able ally in furthering the ideal of responsible school citizenship, provided its development is guided in the right direction. The ideal of true sportsmanship, fair play, and sincere comradeship, rather than bitter rivalry, is sponsored between schools. In the individual school, the good of all is placed before the development of the few who formerly claimed almost all of the time of the physical director inasmuch as they were to represent the school in an interscholastic sport. Here the ideal is of the greatest possible development of all, and the emphasis is placed upon service to self, classmates, and school, attitude on the field and off, responsibility and spirit of fair play rather than upon athletic prowess. The theory that the individual should be trained in initiative and responsibility for participation in a democratic society is being realized in the new athletic programs for the girls of the high schools of the United States.

The high ideals of the girls' programs are indicated in part by the law of sportsmanship and by the code of ethics.

GOOD AMERICANS PLAY FAIR.

STRONG PLAY INCREASES AND TRAINS ONE'S STRENGTH AND COURAGE.

SPORTSMANSHIP HELPS ONE TO BE A GENTLEMAN, A LADY. THEREFORE:

1. I will not cheat. I will keep the rules, I will play hard, for the fun of the game, to win by strength and skill. If I should not play fair, the loser would lose the fun of the game, the winner would lose his self-respect, and the game itself would become a mean and often cruel business.

2. I will treat my opponents with courtesy and trust them that they deserve it. I will be friendly.

3. If I play in a group game, I will not play for my own glory but for the success of my team.

4. I will be a good loser and a generous winner.

5. And in my work as in my play, I will be sportsmanlike, generous, fair, honorable.

The following code has been prepared by the girls' athletic association, Richard J. Reynolds High School, Winston-Salem, North Carolina:

CODE OF ETHICS

As a member of the Richard J. Reynolds High School, I am determined:

1. To do or to say nothing that will bring discredit on my school at any time.

2. To support a losing as well as a winning team.

3. To cheer good playing on both sides.

4. To accept defeat or victory in the same spirit of sportsmanship.

5. To give every courtesy and consideration to officials, teammates, and opponents.

6. To be modest, to possess self-control, to use clean speech, to offer no alibi, and to take no unfair advantage.

7. To play as hard when losing as when winning a game.

8. To play for my team and not for myself.

9. To correct my faults, to take advice, and never try to conceal my mistakes.

10. To give the best that is in me to the end that I may be a better athlete, a better student, and a better member of my school.

Intraschool and Interschool Athletics for Boys. — In considering the other angle of athletics — boys' athletics —

one deals with interscholastic competition in the main. There has been as great a development here as noted in the case of athletics for the girls, but in the other direction. This development has not tended toward the elimination of interscholastic sports but toward the development of city, county, district, and state associations, and such organizations are guiding school administrators, coaches, teachers, and student bodies to a real appreciation of citizenship traits which may be encouraged in this type of competition. The result has been to stimulate athletics to such an extent that second, third, midget, freshman, sophomore, junior, and senior teams are scheduling games with adjacent schools; and the first team, while still the center of school loyalty, has met at times serious competition from one of these other teams. With this control of interscholastic athletics centered in an outside board with supreme power, in matters of schedules, eligibility of players, financial guarantees, postseason games, and officials, the way has been opened to make the boys' athletic program one of the important factors in the realization of a philosophy of democracy.

The evils of the athletic contests of the past have disappeared under this arrangement. The change has come because school men have realized that athletics had many valuable contributions to make to American citizenship of tomorrow, provided it was developed in the right direction. And so, as a result, it is doubtful if any phase of an educational system is being more carefully organized and studied for future adjustment. Some school administrators are using many Saturdays and nights after school to study this problem with their associates in other schools of the district and county. A perusal of the minutes of one of these meetings would convince any skeptic that the men who are in charge of the high schools have as great a hope for making athletics contribute to school and community citizenship as they have for any other phase of curricular or extracurricular activities. In this chapter the outstanding attributes of present-day athletics will be analyzed so as to grant a place in vitalizing the philosophy of education.

Values of Athletics to the Participants. — Athletics is growing out of the school program today and is being used to motivate the development of the physically weak as well as

to afford the strong the opportunity of engaging in strenuous exercise. Both these objectives are worthy and have a place in the high schools. The first is achieved mostly in the interclass and inter-roll-room contests and is being worked out along the same lines as the new athletic program for girls. The second has to do primarily with interschool games and is receiving most of the attention of people who are interested in the problems of boys' athletics. Two types of athletes have in the past caused much trouble and bitterness in inter-high-school relationships. The first is the irresponsible, happy-go-lucky youngster who attends high school to take part in athletics. His presence at times has introduced a series of financial, educational, ethical, and moral problems into the management of the schools. Many boys of this character have become interested in the academic work through pressure and have made good records, at first frankly to maintain eligibility, but finally for the work itself. Such boys come up from the grades every year and are infinitely worth saving. They come to play and remain to work. The second type, the flunker, the tramp athlete, the over-age, the irregular, and the ineligible, is, through the efforts of the rules-making bodies, practically disappearing.

The fine results which have come out of state, county, district, and city control of athletics have caused administrators to sense the value of more complete school control. It has been a slow process to educate all executives, and through them the students, to this point of view. This means that students are not being chosen on athletic teams, as in the past, purely on the basis of athletic ability with no reference to their school citizenship. It is not a rare incident now for a student who would have been eligible under the rules of the state athletic association to watch the game from the side lines, because he has not fulfilled his obligations to the school.[1] Such an incident usually has the support of the students when it has been presented to them as a matter of school policy which they are requested to initiate and maintain. The students are going to do, and are doing, a fine piece of constructive train-

[1] Roberts, A. C., and Draper, E. M., *The High-School Principal*, chapter on "Extracurricular Activities."

ing in citizenship in assisting in educating the people of the community to the ideal of the high school. The greatest detriment to the development of athletics in harmony with this philosophy is the attitude of business interests in the towns and the alumni of the institution, who are sometimes inclined to criticize the policy of a school which does not have as a prime objective the winning of games. There is no phase of the extracurricular program so dependent on the spirit of the students, and success is usually in the end determined by the students who take a definite position and are willing to sacrifice athletic renown for a principle. When a school stands under fire for such principles, the students are *thinking straight* and are *acting*. They are being guided toward the goal of responsible citizenship, which is a willingness to act in the best interests of the great majority.

A fine summary of the outcomes of athletics is contained in the following quotation: "If athletics are properly directed and supervised, the benefits will far outweigh any incidental evils. If we conceive of secondary education as the preparation of the adolescent for a richer and more efficient life in proper adjustment to social relationships of our modern world, surely no one factor is more worth while than participation in well-directed sportsmanlike athletics. Not only is the strenuous exercise usually out of doors the best means of developing physical vigor and endurance, but a successful athlete must continually call upon the mental initiative, resourcefulness, and penetration so essential to later success. In no other way can a boy or girl come into closer and more vital association with groups of individuals working toward a common end and learn the paramount lessons of coöperation and leadership. Of greater value than all of these is the possibility of stimulating to the lasting dominance those highly desirable qualities of true sportsmanship, self-control, unswerving loyalty, self-effacement, and team play. What does modern society need more in its men and women of outstanding worth — its leaders?" [2]

Two codes are presented to indicate student reaction to the

[2] Howe, C. M., "The High School Teacher and Athletics," *School Review*, Vol. XXXI, pp. 781–786.

ideals of modern sports. The first is the "Missouri Code" taken from the handbook of Smith-Cotton High School, Sedalia, Missouri.

1. I will not misrepresent my eligibility.
2. I will avoid unnecessary roughness that might injure an opponent.
3. I will play fair at all times.
4. I will play hard to the end, win or lose.
5. I will play for the joy of playing and success of my team.
6. I will regard the visiting team and officials as guests of my school and treat them accordingly.
7. I will be respectful to officials, accept adverse decisions graciously, and expect them to enforce the rules.
8. I will congratulate the winner, give my opponents full credit, and learn to correct my faults through my failures.
9. When I win, I will be modest, considerate, generous.
10. I will keep the rules.

The second is taken from the *Hand Mirror* of Phillips High School, Birmingham, Alabama.

A GOOD SPORTSMAN

IS COURTEOUS

On the field he does not jeer at errors; he does not cheer at the opponents' penalty; he treats them as guests, not enemies. In school he is considerate of the faculty, of the fellow students, and of visitors. In life he is respectful to elders and superiors; he treats the other fellow as he would be treated.

IS MODEST

On the field he works for the good of the team rather than for individual honor; he will even sacrifice his own prestige for his team; he is a gracious winner. In school he does not become conceited over his success; neither does he feel himself superior to his classmates. In life he does not "blow" about what he is going to do; he does not boast about what he has done.

IS GENEROUS

On the field he applauds a good play of his opponents; he gives the other fellow the benefit of the doubt. In school he does not "knock" other schools or individuals; he appreciates another's merit. In life he does not ridicule the man who is "down," but encourages him. He is not afraid to think for himself and to voice his opinions straightforwardly, and clearly.

IS GAME

On the field he plays hard; he fights though he may be already defeated; he accepts adverse decisions; he is a good loser. In school he

does his work; he keeps on working in the face of almost certain failure. He has "the vim to think straight, the pluck to act straight." In life he does his part, however hard it may be; he accepts reverses with a smile and tries again.

IS OBEDIENT

On the field he observes the rules of the game. In school he observes all of the regulations. In life he respects the civic laws and the demands of the community.

IS FAIR

On the field he competes in a clean, hard-fought but friendly way; he helps an injured opponent; he has no alibis. In school he does not waste his time nor that of the faculty; he does not copy his classmates' work; he does not receive aid from any source on his examinations. In life he sees impartially both sides of a question; he uses no underhanded methods; he is not influenced by money; he is not partial in administering justice.

Values of Athletics to the School. — It is also evident that the students of the American high school are coming to appreciate the fact that a team which has exhibited courtesy to the officials and sportsmanship at all times in the game is great in victory or defeat. This ideal of the "square deal" is as much in the thinking of the "rooters" as of the team, who represent the larger group. This fact is exemplified in a situation which occurred in one of the secondary school football games. A young Red Grange was apparently clear of the field and away for a touchdown. He was run to the sidelines and tackled savagely but fairly by the safety of the other team. The fall stunned both players, and the runner allowed the ball to roll from his arms. In full view of both rooting sections, although he did not realize it, the tackler, recovering almost instantly, reached out, recovered the ball, and placed it back in the arms of the opponent, who was still unconscious. There was a tense moment of silence, and then both rooting sections rose and acclaimed this chivalrous action in which a boy who had been playing the game to the limit of his ability for his team and his school refused to take advantage of an incapacitated opponent. It was a noble action and affected the lives of hundreds of high-school boys and girls in a manner that a semester of character education in the classroom could never have attained.

Many critics of high-school interscholastic athletics do not realize that the students in the rooting sections, as well as the teams on the field, are playing the game. The loyalty of the students to the team which is representing their school, their fairness to the opposing team, and their appreciation of an equally fine attitude on the part of the supporters of the rival school are measures of the citizenship standards which are being inculcated into the very being of these adolescent young people. There is a fine example of team play in the well-organized rooting section. They exhibit qualities of self-control and responsibility and loyalty in their support of their team in every honest and fair effort to achieve victory and in their appreciation of a team which has given all for their school without considering the results in terms of a numerical score.

If secondary education is conceived as preparation for an assertive and responsible citizenship in the community of to-morrow, no more important contribution may be made than in the field of athletics — intermural and interscholastic — when the students have a voice in the ideals to be upheld through control of these activities and by participation on the field or in the stands. The opportunity is here for a group of individuals to work together for certain aims and learn enduring lessons of coöperation and leadership. It is a fair demand that our citizens of the next generation exhibit qualities of true sportsmanship, self-control, loyalty to ideals, and an appreciation of the right of every one to a "square deal." Athletics has a valuable contribution to make here. Measured in terms of the seven objectives of secondary education, physical education, plays and games, and hard athletic contests count for more than much formal classroom instruction. In the heat of conflict, a very few deteriorate and become tougher and coarser. All of the rest are improved in every way. The school profits through unity and loyalty. The community profits directly through wholesome recreation for the spectators and indirectly through the ideals which radiate from the school.

CHAPTER XI

THE CONTRIBUTION OF MUSIC TO GENERAL SCHOOL AND COMMUNITY LIFE

Music in Transition. — The present position of music in American high schools ranges from pure extracurricular status to a secure position in the regular courses of instruction, with every variation between these extremes. This chapter is not concerned with music as a reputable member of the curricular groups. It matters little how far curricularization has progressed; music because of its essential qualities and content will remain first or second in the value of its contribution to school and community life as an extracurricular activity. Dr. E. K. Fretwell has caught this special significance of music:

" In some schools, choruses, glee clubs, orchestras, and bands are already curricular activities. However, when there is able, enthusiastic leadership, these activities go beyond curricular assignment. There are glee club and orchestral concerts and presentations of cantatas, oratorios, and operas. One test of whether a pupil enjoys and finds worth while a curricular activity lies in his desire to go farther with it as an extracurricular activity, as one means of making intelligent use of his leisure time. While music should be a curricular activity, there is a natural tendency for it to carry over into an extracurricular activity. This should be encouraged if the extracurricular phases grow out of the curricular activity and return to it to enrich it." [1]

It is as an extracurricular activity that music makes its largest contribution to school and community life and adds in largest degree to the realization of the objectives of education. This chapter deals with the ethical, æsthetic, and character-training aspects of music as it supplements and enriches the other activities of the school.

[1] Fretwell, E. K., *Twenty-Fifth Yearbook*, Part II, p. 170.

Historical Background and Present Status. — Greek and Roman culture was achieved largely through music and allied subjects. The mediæval church fostered it. The period of religious dissension and struggle forced music out of church and school in northern Europe, and the early schools in America, planted on the edge of the wilderness by those who did not favor music, gave no place to this instruction.

Music as an extracurricular activity has had a long history in the American high school. It is probable that the old singing school was the beginning of the glee clubs, orchestra, bands, quartets, cantatas, and operettas which have been a vital part of the extracurricular activities of every high school in the United States in the past decade. By way of the singing school as a part of the social life of rural America, music found its way slowly into school exercises in the eighteenth century. The nineteenth century saw its spread, and the twentieth its great development. Of 359 cities reporting to the United States Bureau of Education in 1919, 43 per cent required chorus, 90 per cent assembly singing, 58 per cent had boys' glee clubs, 71 per cent had girls' glee clubs, 77 per cent orchestras, and 35 per cent offered class work in harmony.

Professor Karl W. Gehrkens of the Oberlin Conservatory of Music, after a four-months study of music instruction throughout the nation, writes of the present uneven development of music as chaotic, and he bases that conclusion upon the following:

"Let me state at the very outset that conditions are very different in different parts of the country. In California and in some of the midwestern states there is a disposition to regard music as a vital thing, an important educational subject. In the East, on the other hand, tradition is much more likely to dominate the attitude of both school officials and pupils, and music is often thought of as an entirely secondary thing. But this is only a very general distinction, for often one finds two adjacent cities in either East or West in one of which music has come to function in a large way in the life of both school and community, while in the other music is merely included as a matter of tradition, and the music supervisor is viewed with contempt or at best with good-natured intolerance.

"In one of the fine high schools in California that I visited there are nine music teachers for an enrollment of about two thousand five hundred pupils. The courses offered range all the way from elementary sight-singing through harmony, appreciation, even a class in pipe organ, with piano classes, instruction in orchestral instruments, and fine glee clubs, bands, and orchestras taken as a matter of course. But in a city of two hundred thousand in the East in which I spent a day recently, there are only four music teachers in the entire system for grades, junior high schools, and senior high schools." [2]

This unevenness is due to the transition from this extracurricular status of music to a very definite place in the course of study. Stabilization is rapidly coming, for credit in music is now accepted for graduation from practically every high school and is accepted for college entrance by a large number of the universities of the nation. As a result, the glee club, chorus, orchestra, and band are now scheduled on school time and classes for the gifted in expression and appreciation have been organized. Assembly singing, the activity of the music clubs, and coöperation of special groups within the school with community enterprises will always be regarded as extracurricular in character.

The use of music on the programs of assemblies and special school functions is a very old custom. The development of this phase of the work was hindered by the fact that the individual in charge was often incapable of selecting suitable pieces or guiding the students in the proper rendition of them. The result was often unsatisfactory even to the uneducated public, which was not prone to criticize the achievements of the high-school boys and girls. The rapid development of music as an extracurricular activity in the twentieth century led in many schools to the introduction of a music supervisor who had a vision of the type of music to present, and as a result the community and the students granted this activity a place of recognition. Boys' and girls' glee clubs and orchestras were organized, and rehearsals were held after school and in the evenings. The purpose was to give students who

[2] Gehrkens, Karl W., "The Influence of School Music on Music Education in America," *School Music*, Vol. XXVIII, p. 8, March-April, 1927.

desired to play an instrument or to sing the opportunity to express themselves through music and to benefit from group activity. The students learned to know better music and acquired an appreciation for it. As these organizations grew and improved in the art of group performances, they enlarged the scope of the activities to include one opera a year, music assemblies, cantatas, and finally participation in state music contests. This program has justified itself to such an extent that a great deal of the work is included today in the high-school curriculum.

In the best high schools, control of the music activities is now in the hands of a staff of expert musicians, all of whom have teaching techniques of unquestioned worth. Class work in the school schedule covers the entire range of music activities suited to the school and community. The work is motivated by every legitimate use of the organizations for school and public appearances. Rooms, equipment, music, and staff are adequate for musical instruction and performance on as high a plane of accomplishment as the very best work in mathematics, history, or English literature; and the assembly hour is recognized as the natural and adequate "laboratory period" for the orchestra, glee club, or band. All work is organized upon the basis of "hour-for-hour" credit toward graduation in comparison with other subjects; and extracurricular credit is covered by fractional credits toward graduation or by some form of the honor-point system. Thousands of high schools have reached this point of effectiveness, and the movement toward this standard is one of the amazing incidents in the advance of the high school during the last quarter-century.

Why a Music Program in the Modern School? — The school has been developed as an agency of modern society to make sure certain accomplishments of youth in the best manner, and with the least expenditure of time and money. The music program contributes something to all of these objectives and a very great deal to several of them. It is doubtless the best single contributor of the many school agencies to six of the seven objectives of education:

1. *Health.* Many forms of music are physically stimulating

and require the best of health habits. Others are recreative and soothing to tired nerves and mind.

2. *Worthy Use of Leisure.* It fills otherwise idle hours with worthy employment. Quiet, recreation, skill, and satisfaction are by-products of a music hour.

3. *Worthy Home Membership.* Music enters every home of measurable social grade, either by direct performers or by some of the many kinds of reproduced music. It helps to keep youth at home and away from the cheap and trashy forms of public entertainment. Wisely selected, it makes for a contented restful home life through influences that are quiet and refining.

4. *Citizenship.* Music opens the door to folklore and folk songs. Every patriotic emotion is aroused through the common touch of music.

5. *Vocation.* Music as an avocation ranks high in keeping men and women fit for the pace in modern business and professional life. It grows in importance in direct vocational training, for America spends a billion dollars a year for music and in the music trades. More men in a growing city earn their living by music than by carpentry.

6. *Ethical Character.* Good music rouses the purest and best in the emotional life. It raises life from the sordid to its higher levels. High endeavor, idealism, appreciation, co-operation, respect for others and for fine performance rise naturally from musical training either to perform or to listen.

Scope of the Music Program. — The special music events differ in the various high schools; but generally speaking there is an opera once a year, seasonal cantatas, and several musical assemblies which include members from all music groups of the schools. These events are extracurricular in character. Many of the larger schools give a concert at the end of the year, and the numbers are chosen so that the students and the community may have the opportunity to see the entire music program of the school portrayed. Another new example of extracurricular music is seen in the music memory contests which are flourishing in the junior high schools and which are creating some interest in the senior high schools. These contests have proved of great interest to the students and a great

help in the advancement of music both within and without the school. The contest is usually sponsored by some music club in the town, which selects some twenty-five musical numbers. Each selection very often represents a type and country, and the club furnishes a short description of the selection and the life of the composer, which are studied by the students. On a given day, ten of the compositions are played at the school, and every student with a perfect score is presented with an inexpensive pin. In many communities, cash prizes are given to the three pupils with the highest score. It is probable that this practice will not become national in scope, since this requires additional tests which ruin the spirit of the game for the children and which is not in harmony with the real aim of the contest.

Because of its immense importance, it is appropriate to call attention to the place of assembly singing in the music program. Music as a great socializing force becomes of greatest educative value in the high-school assembly. The responsibility for successful assembly singing rests upon the director. He must, through his personality and the correct choice of songs, make the atmosphere that will encourage every student to take part in this activity. As a part of all special-day celebrations, whole-hearted assembly singing is indispensable. It molds the sentiment of the students and makes for an appreciative attitude toward the significance of that day in history of our country. Good assembly singing of standardized songs, under good leadership, gives a group feeling which helps foster one of the greatest aims in education — citizenship.

There is one other phase of the assembly program of sufficient importance to be considered in connection with music as an extracurricular activity. This is the manner in which the programs of the musical organizations included in the curricular activities may serve to develop an interested and appreciative attitude toward good music on the part of the students as a whole. Many inspired leaders of these musical organizations are willing to cater to all tastes in a cosmopolitan high school and arrange their programs so that they are equally divided between the best in their respective fields and the better grade of " popular " music. In this way the interest of all

is centered in the program, and results have indicated that the general level of music appreciation has been raised. It is here that a great objective of education is achieved: namely, that many students in our secondary schools are raised to higher levels of appreciation by the approval of fellow students and come to desire the opportunity to serve the school in every way possible.

How the scope of music instruction broadens under skillful, competent teaching is admirably illustrated by a further quotation from the article by Professor Karl W. Gehrkens:

"The most pronounced development in music teaching in the public schools is at present in the high schools. Here everything is in most cases elective, and here I found large numbers of interested and talented young men and women doing really significant work in music. Some of the best harmony teaching I have ever seen has been in high-school harmony classes; and the same might be said of appreciation. I have heard scores of excellent choral organizations, many of them singing with astonishingly fine tone quality and musical comprehension. I have been present at dozens of orchestra rehearsals and have heard a number of large high-school orchestras with approximately complete instrumentation, playing the symphonies of Schubert, Mozart, and Beethoven. And in one school system I heard a high-school pupil rehearsing a movement from a concerto, the high-school orchestra playing the accompaniment. I was told that nine high-school pupils in that particular city were working at standard piano concertos with various high-school orchestras playing the accompaniments. Credit for applied music under outside teachers is becoming almost universal, and in some western cities any high-school pupil who wishes to study piano or some other instrument but who cannot afford to pay for lessons is furnished with instruction by the school. Bands are found everywhere and many high schools are now experimenting with voice training classes. Several schools in California offer instruction in pipe organ, and an organ class consisting of twenty highly interested boys and girls is one of the outstanding events in the highly profitable day that I spent in the Polytechnic High School in Los Angeles. The quality of the work done in these various sub-

jects varies, greatly, of course, but the high schools are doing, on the whole, a very creditable piece of work even now, and they are only just at the beginning of great advances, both in the number of offerings, and in the quality of the instruction." [3]

The Range of Musical Activities. — The writers in their study of the work of *The High-School Principal,* list as the music extracurricular activities of the modern high school: chorus, girls' first glee club, girls' second glee club, girls' freshman glee club, boys' first glee club, boys' freshman glee club, orchestra, band, and various smaller groups, both vocal and instrumental. The significance of this development in the junior high school is brought out by a further quotation from the same book:

"The degree to which extracurricular activities have been organized in the best type of junior high schools is admirably shown by the following list of musical activities in addition to the regular class teaching of this work at the North Junior High School of Everett, Washington: elementary orchestra, 20 members; advanced orchestra, 28 members; eighth-grade girls' glee club, 86 members; boys' glee club, 66 members; ninth-grade mixed chorus, 48 members; ninth-grade boys' double quartet, 8 members; ninth-grade girls' triple trio, 9 members." [4]

In his doctoral thesis at the University of Washington, Dr. Cecil L. Hughes found in his study of the music activities of forty large American cities the following spread of classroom work in addition to the activities which are both curricular and extracurricular in nature: appreciation, history, harmony, theory, advanced harmony, piano, violin, voice, instrumental class, and instrumental ensemble. It is his conclusion that practically all students in the junior and senior high schools in these cities are receiving some music instruction, and in the country at large approximately fifty per cent of the total high-school enrollment has this training.

Tulsa High-School Music Activities. — The adaptation of music instruction to school and community demands for

[3] *Op. cit.*, pp. 10–11.
[4] Roberts A. C., and Draper E. M., *The High-School Principal*, p. 183.

entertainment has been cleverly worked out at Tulsa, Oklahoma, High School. Principal Merle Prunty indicates the range of activities and the number of students participating in the following statement of the scheduling of his musical organizations:

"Special features of the music department are its public programs of opera and its group chorus work. These choruses, depending on the occasion for which they are used, may include the following: 150 voices comprising only the two advanced choruses, 400 voices including the advanced choruses, and the elementary glee clubs, and 1500 voices including all students in vocal music work. Another special feature possible in class scheduling of music is the bringing together of all music students in the auditorium once or more a week for group chorus within a given period of the school day. Both boys' and girls' advanced chorus classes are scheduled in the fifth period of the day. This period, including lunch, is ninety minutes long. The glee clubs or groups from these choruses can therefore sing during their regular music period before city luncheon clubs without being taken out of their other classes.

"Advanced orchestra, enrolling 60 selected students, is scheduled daily, during the third hour, immediately preceding assembly, so that they are on the stage, in tune, and ready both to provide and participate in the assembly music.

"Elementary orchestra, enrolling usually 40 to 50 students, is scheduled the sixth hour of the day, three days weekly, and is a preparation ground for advanced orchestra.

"Both elementary and advanced band are scheduled in the last hour of the day. The former is a preparation for the latter. These organizations usually carry an enrollment of about 50 each. Parades, athletic contests, pep meetings, etc., are usually held at the close of school, especially on Fridays. The band can therefore be in complete readiness as an organization to participate immediately in these functions.

"Advanced orchestra is assigned five periods per week, in order that in doing its regular course, it may be in readiness to accompany any special programs, such as assembly music, special chorus activities, dramatics, pageants, festivals, etc. Only boys do band work; both boys and girls do orchestra.

Both advanced band and orchestra have uniforms provided by the T. Club." [5]

Musical Organizations in Township High School, Joliet, Illinois. — The *High School Bulletin* of June, 1926, is devoted to the work of the music department of this great city high school. The descriptive write-ups of five of the organizations are reproduced here so that the scheme of organization, the pride of personal appearance, the instrumentation, the contributions to school and community instruction and entertainment, and the types of musical material covered may be understood and appreciated.

1. *Orchestra.* In the large and well-equipped high school, the orchestra and strings are a very essential as well as busy section of the music department. Aside from a full rehearsal of about fifty minutes a day, individual instruction and coaching is open to every member of the orchestra, or for that matter, any student in school who shows an aptitude and desire for assistance.

For the first time in the history of our school, the orchestra has a well-equipped room of our very own for rehearsals and instruction. This includes compartments for four bass viols, six cellos, twenty-four violins, eight violas, cornets, clarinets, etc. A fine testimonial as to its fitness is the fact that the Joliet Symphony Orchestra uses it for its weekly rehearsal.

The results obtained from instrumental music in the schools are manifold as: appreciation of music literature and its great masters; it develops students for civic orchestras and bands, and furnishes music and entertainment for community, churches, clubs, etc.

As a source of entertainment for the public, our orchestra is quite active. An estimate of the audiences for one season would show approximately: junior college play, 1400; senior play, 1800; two Rotary plays, 2400; three public school centers, 1800; Christmas concert, 1000; Sunday afternoon community concert, 2000; high-school assembly, 2100; teachers' institute, 2200; association of commerce dinner, 100; Rotary Club dinner, 75; Kiwanis Club dinner, 75; ministerial asso-

[5] Prunty, Merle. "Local Practices: Tulsa High School," *The Twenty-Fifth Yearbook*, pp. 193–194.

ciation banquet, 1300; salesman banquet, 200; recreational bureau association banquet, 100; class day, 1000.

Included in our library of music are the following selections which we have rendered this season: *Raymond Overture* by Thomas; *Stradella Overture,* Flotow; *Erotik,* Grieg; *Andante Cantabile,* Beethoven; *Song Without Words,* Tschaikowsky; *Largo,* Handel; *March Militaire,* Schubert; *Minuet from F Major Concerto,* Handel; *Berceuse* from *Jocelyn,* Godard; *Surprise Symphony,* Haydn; *Selections* from *Martha,* Flotow; and *March from Athalia,* Mendelssohn.

2. *Band.* The band, the newest feature in school music, has outgrown the stepchild stage and is recognized as an important division of the music department of every high school, and we are now learning what a band really is. Until recently the name "band" called to mind a picture of freakish fellows with battered horns and poorly fitting, disreputable uniforms, attempting to keep in step and in line and make a noise. It was terrible to see and worse to hear, and merited the contempt of all real musicians.

The school band has changed all this. Boys are taught to play musically, scientifically, and healthfully. They are taught how to march correctly, how to wear a uniform with dignity, and how to conduct themselves in a manner that inspires self-respect and commands respect for their organization.

The instrumentation has been built up so that real symphonic effects are secured. With a full quota of clarinets, oboes, bassoons, piccolos, flutes, saxophones, French horns, trumpets, trombones, baritones, basses, tympani, chimes and drums, it is able to perform with equal facility a Beethoven symphony, a Sousa March, or a popular song.

This versatility makes the school band an invaluable asset to the community, and the scope of its activities instills in the boy an appreciation for all that is good in music, in a manner that nothing else can.

How is this accomplished? In Joliet we have a band in our grade schools where a large percentage of the boys receive their preliminary training. On entering high school, they are placed in the second band for one semester. After this additional training they are eligible to try out for a position in the

first band. The membership of the first band is limited in order to maintain the correct instrumentation and proper total balance. The required number of boys making the highest grade on their respective instruments are chosen for the first band, which represents the school at contests, conventions, etc., and are retained in their positions only as long as they remain the best. Tryouts are held at stated intervals, and promotions are made on merit and musical ability only.

Instruction is given to small groups of performers on the same instrument so far as their programs and the band director's time will permit. Members are encouraged to take individual instruction from a recognized teacher whenever possible. Performers on unusual instruments must be taught from the beginning in the high school.

The present enrollment of the band is sixty-five in the first band and fifty in the second. Both bands rehearse one hour per day, four days per week from twelve to one o'clock.

3. *Boys' Chorus.* This organization is closing its second year of work. Of all musical groups in the high school, this group perhaps has proved to be one of the most difficult problems of all. One problem is the changing of the boys' voices. Until seventh and eighth grades have been reached, the majority of boys' voices are still unchanged or on the verge of changing in pitch, making it a delicate situation to handle. Keeping the boy interested during this period, when he may only be able to produce four or five tones at best, requires diplomacy and tact.

He can play an instrument and feel satisfaction, although to be able to sing would be a most natural expression of his emotions. Boys with beautiful singing voices are being lost to the world every year, because there is not sufficient attention or sympathetic understanding shown to them by their elders while their voices are dropping in pitch; so much can be done in this way to encourage them.

For the last few years, we have striven to gain their interest in themselves, and this year has been best so far. We have twenty-seven boys' voices and are working for forty. They have done very creditable work on the following programs: Teachers' Institute, Men's Rotary Club, Woman's Rotary

Club, Will County Farmers' Institute, chorale concert for student assembly, and the Easter concert. Took part as gypsy men, soldiers, and priests in opera *Il Trovatore*, given by Joliet Junior College.

4. *Treble Choir.* The smaller group has an interesting bit of history. Four years ago, when the mixed chorus was being reorganized, its number grew close to ninety voices.

The custom for years past had been to provide choral music for annual conferences, conventions, and various civic organizations. In order to continue these courtesies, it was thought wise to organize a smaller group, more easily transported, to have as its sole purpose these public functions.

Eight girls were chosen according to quality of voice, talent, and integrity, and they were named " The Octette." Two years later, their number grew to fourteen voices, and since then they have been known as the " Treble Choir."

These people rehearse but one hour a week, Friday from twelve to one. Yet because of the smallness of their group and the fact that each girl is being trained one half-hour each week to take her place as a soloist whenever called upon, they can accomplish almost twice as much in building and polishing a repertoire in a given time as can the larger groups with their many encumbrances.

Their choral studies cover a wide range of song literature, from unaccompanied singing of old church chants to the more modern sacred songs; and in secular music, they study the arrangements of folk songs of many nations, songs of a lighter vein for entertainments, and the gems of the old as well as the modern classic song composers.

They are prepared to give an entire program of three- and four-part songs interspersed with vocal and piano solos, by their own members. Their calendar of events for this year, is:

Illinois State Teachers' Association; St. Paul's Episcopal Church, Kankakee; Christmas Concert; In and About Chicago Music Supervisors' Club, Chicago; Will County Corn Day Program; Methodist Church, Wilmington (George Washington Celebration); concert for student assembly; appearance at public-speaking contest. They took part as the gypsy women, also chorus of nuns in the opera *Il Trovatore* by Verdi

given in the high-school auditorium by Joliet Junior College students.

5. *Girls' Chorus.* In 1923, the Girls' Chorus was reorganized. This chorus met twice a week at the noon hour as it continues to do, but in the English Lutheran Church before the completion of the addition to the high school.

This year they are satisfactorily located in a large recitation room on the first floor of the building.

The purpose of this organization has always been that of studying standard song classics arranged for three and four parts. First soprano, second soprano and alto, also first soprano, second soprano, first alto, and second alto. Our aim is to get a most perfect balance of voices and tone blending, to work for clear enunciation and diction, to give the most natural interpretation of the poetry in its musical setting, thereby linking our work with that of the literature department.

For illustration, the poems of Robert Burns, Thomas Moore, Longfellow, Shakespeare, Goethe, Kipling, Heine, Tennyson, and many others are set to music, which tends to bring forth the real beauty of the text, by such great composers as Schubert, Schumann, Beethoven, Wagner, Mendelssohn, and numerous other composers, each writing in his own style and representing different epochs in the history of music since the sixteenth and seventeenth centuries.

It has been the custom of the Girls' Chorus to give one program annually the first week of May, including a cantata with solo voices and a select group of songs. They are assisted by the Treble Choir and an artist either chosen from the high-school faculty or from the community.

A calendar of performances is kept for each musical organization:

Christmas concert; concert for student assembly; Easter concert; cantata, *The Lady of Shalott*, Bendall; baccalaureate service.

Music Contest. — The music contest is old, old in England and Wales. The Welch Eisteddfod had its origin more than twelve hundred years ago. Some English competitions bear the mediæval title, "The Tournament of Song." In recent

years the "Music Competition Festival" has spread to more than one hundred fifty centers in England and her colonies. The Eisteddfod was a musical and literary festival of a competitive nature, for the regulation of poetry and music, for the conferring of degrees and the selecting of the chief bard to the chair, a ceremony which is still a climax to the festival. The English competition festival was organized at Stratford in 1882, and in 1885 a somewhat different form arose at Kendal in northern England. So popular have these competitions become that in 1926, one hundred twenty-one were held in England, twenty-eight in Scotland, and nine in Ireland.

The idea has spread to the United States, and in 1926 twenty states held state contests. These were managed by various agencies, the colleges and universities, the normal schools, or by the high schools themselves. The range of events contained a part or all of the following:

(1) Group events: boys' glee clubs, girls' glee clubs, mixed choruses, bands, orchestras, girls' small vocal groups (not more than six), boys' small vocal groups (not more than six). (2) Solo events: girls' vocal solos, boys' vocal solos, stringed instrument solos, windwood, and brass instrument solos, piano solos. (3) Additional: composition, sight singing group, music memory with schools having representatives.

City and county contests are now held in great numbers, particularly in the Middle Western states. Every diversity appears in the rules and arrangements but the competitions are usually based upon some or all of the following groupings: (1) singing groups of boys, girls, or both, (2) orchestras, (3) bands, (4) fife and drum corps, (5) solos, duets, trios, and quartets both vocal and instrumental.

Administrators are divided in their support of the musical contests. The contest idea as such has little appeal to many; others have gone into the contests with all their hearts, minds, and enthusiastic support. The contests are spreading, and many more school people approve of them than disapprove. The chief arguments in favor of the contests appear to be: (1) Interest in music is stimulated throughout the student body and community. (2) Benefits accrue to those taking part through intensive training. (3) Added interest toward the

whole subject of music is shown by the grade teachers and pupils as the outcome of the memory contests. (4) A sure-fire way of selling the idea of music in the schools to the community. (5) Raises standards of performance and appreciation. (6) A splendid basis for motivation of the year's work in music. (7) Furnishes stimulus to form musical organizations and for getting needed equipment.

The most frequently quoted arguments against the contest are: (1) To know the opening phrase of a composition in music-memory contests is not of much musical value. (2) Working for prizes puts music on the same plane as professional sports. (3) Too much time is spent on the music-memory end of music to the neglect of other equally valuable phases. (4) Bitter feelings and keen rivalries result where the decisions are close.

The contest selections for the fourth annual South Carolina music-memory contest, held at the Winthrop Summer School, 1926–1927, are reproduced here to indicate the scope of the work in music appreciation.

Part I — The Recognition of the Composition with Author and Nationality

Grammar grades will have first fifteen numbers with selections from ten of these in the final contest program; high school will have all the twenty numbers with selections from fifteen of these in the final contest program.

Selection	Author	Nationality
1. Mighty Lak' a Rose	Nevin	American
2. By the Waters of Minnetonka	Lieurance	American
3. Cradle Song	Brahms	German
4. Lass with the Delicate Air (Old English)	Arne	English
5. The Kerry Dance	Molloy	Irish
6. Butterfly	Grieg	Norwegian
7. March of the Toys (*Babes in Toyland*)	Herbert	Irish-American
8. Danse Chinoise (*Nutcracker Suite*)	Tschaikowsky	Russian
9. Omphale's Spinning Wheel, Part I	Saint Saens	French
10. From an Indian Lodge	MacDowell	American
11. Symphony in G Minor, Menuetto	Mozart	Austrian

Selection	Author	Nationality
12. Gavotte (*Mignon*)	Thomas	French
13. Minute Waltz	Chopin	Polish
14. Wedding March (*Midsummer Night's Dream*)	Mendelssohn	German
15. Miserere (*Il Trovatore*)	Verdi	Italian
16. Ride of the Valkyries (*Die Walküre*)	Wagner	German
17. Prisoners' Chorus (*Fidelio*) ..	Beethoven	German
18. Finlandia (Symphonic Poem)	Sibelius	Finnish
19. Young Prince and the Young Princess (*Scheherazade Suite*)	Rimsky-Korsakow	Russian
20. Festival at Bagdad (*Scheherazade Suite*)	Rimsky-Korsakow	Russian

Part II — The Recognition of Simple Types

Suggested list of compositions. A number of compositions in Part I can be used also. In the contest, Part II, it is further suggested that a goodly part of the compositions be played.

A. *March,* four-part measure, quick or stately, marked, steady rhythm. Contrast types: military, processional, funeral, wedding, etc.

MILITARY:

Stars and Stripes Forever	Sousa	American
Marche Militaire	Schubert	Austrian

TRIUMPHAL:

Triumphal March (*Aïda*)	Verdi	Italian
Pomp and Circumstance	Elgar	English

WEDDING:

Wedding March (*Midsummer Night's Dream*)	Mendelssohn	German
Wedding March (*Lohengrin*)	Wagner	German

FUNERAL:

Funeral March	Chopin	Polish
From an Indian Lodge	MacDowell	American

DESCRIPTIVE:

Funeral March of a Marionette	Gounod	French
March Slave	Tschaikowsky	Russian

B. *Gavotte,* of French origin, four-part measure, lively dancing step, vigorous, yet stately; begins on unaccented beat, usually the third.

Amaryllis (French Rondo)		
Gavotte (*Mignon*)	Thomas	French

C. *Waltz,* of German origin, three-part measure, smooth, swinging, at times lively (old hop waltz), often a slow, graceful glide.

Blue Danube Waltzes	Strauss	Austrian
Invitation to the Dance	Weber	German
Waltz of the Flowers (*Nutcracker Suite*)	Tschaikowsky	Russian
Valse Lente (*Sylvia Ballet*)	Delibes	French

D. *Minuet,* a stately and graceful French dance, three-part measure with dainty steps of varied character.

Minuet in G	Beethoven	German
Minuet in G	Paderewski	Polish
Menuett (*Don Giovanni*)	Mozart	Austrian
Menuett (*Symphony in G Minor*)	Mozart	Austrian

In Part II the test will be the recognition of the type to which the composition belongs; *e.g.,* when you hear a passage, you can say that this is a gavotte or a waltz or a minuet or a march. Although five kinds of marches are included in the contest list, you need recognize the composition only as a march without telling the special kind of a march it is.

The Effect of Music on the Community. — A searching analysis of the contribution which music makes to adult life and the means for attaining the desired results are contained in this statement of Professor Karl W. Gehrkens:

" So in closing I can perhaps do no better than to voice the opinion that unless public school music does carry over into the community, the time, money, and energy that it is costing will not continue to be justifiable. After all, the chief function of the public schools is not to train specialists in any one field, but rather to give the rank and file of our people such an equipment of knowledge, skill, appreciation, and ideals as will fit them to live a reasonably practical, useful, happy, peaceful, and satisfied life. If such general results do not eventuate, then our whole educational system must be adjudged a failure. Music is one of the things that tends greatly to increase one's

spiritual satisfaction. It makes life brighter, more happy. It tends to make for saner and better balanced living. It refines and spiritualizes feeling. And in the last analysis these are the big objectives toward which we are all striving, even though it be blindly. We may think that what we want is more money or shorter hours or larger houses or more powerful automobiles. But we are deluding ourselves. What we really want is a satisfied mind, and these material things are desirable only as they tend to make us genuinely happy and contented in our spiritual lives.

"Music has the power to give him who takes part in it, or who listens to it, deep spiritual satisfaction. Often it relieves mental and physical strain, and sometimes it exalts the individual as almost nothing else in human experience can do. But to obtain this effect the individual must personally come into close contact with music, must love it, must desire to have it as a part of his daily life. So the school must see to it, not only that the individual lessons go well from the standpoint of developing skill of various sorts, but even more, that as a result of the whole procedure a large majority of the pupils arrive finally at an attitude of genuine love for good music. If such an attitude results from the teaching of music in the public schools, the high-school graduate will feel like continuing this satisfying experience after he leaves school; and if he genuinely loves music and wants to continue to sing or play or listen, he will inevitably find the means of satisfying his wants." [6]

The Contribution of the Music Activities to the Pupils. — In his analysis of the larger community gains, Professor Gehrkens comes back to the student and his contribution to a richer community life through the trained musical intelligence and skill of the individual. This training comes to pupils through actual participation in music activities or through appreciations gained from abundant opportunity to listen to good music under favorable conditions for comprehension and deep emotional feeling. Music as a classroom subject brings to talented and interested students abilities and skills of utmost

[6] Gehrkens, Karl W., "The Influence of School Music on Music Education in the United States," *School Music*, Vol. XXVIII, p. 13.

importance. Music as an extracurricular activity confirms the classroom achievements and adds a series of social gains which justify the entire musical program. The philosophy of democratic secondary education is involved in the greater individual skill of the student and the social obligations which inevitably result.

1. As classroom subjects, the orchestra and the band aim to develop in the students the abilities to read music, to develop sense of rhythm and time, to attain better techniques, to recognize finer tone values, to master some instrument, to build up greater interest in music, to know good from bad music, to learn the organization, instrumentation, and placement of orchestra and band, and to become familiar with the literature of orchestra and band music.

The orchestra and band as extracurricular activities add, as social balance to the individual gains, the abilities to reorganize and appreciate musical ability in others, to coördinate efforts with leader, fellow members, and the members of other organizations and to participate before large audiences such as assemblies and outside groups. Along with these abilities goes the sense of obligation to care for school and public property, to make a vital contribution to every program, assembly, or rally in which the organization takes part.

2. Classroom work in the chorus gives to pupils of moderate abilities the enjoyment of much worth-while music, a higher taste in the choice of songs, some training in part singing, the elements of singing technique as applied to breathing, enunciation, etc., and some knowledge of modern musical trends. The extracurricular phase is less pronounced, but the chorus serves to tie up the music department of the school with home and community activities, to emphasize community singing, and to form friendships with those who are similarly interested.

3. The boys', girls', and mixed glee clubs in class work help in the recognition of natural abilities and the need for training, give better health through instruction in breathing, posture, and bodily movements, provide practice with skilled guidance, arouse interest in cultivating the voice through a deeper appreciation of music, afford some gain in attaining " a musical

ear " through training in tone values, and present many facts of worth concerning composers, poets, and performers.

As extracurricular organizations, the glee clubs have great contributions to make. They provide many happy social occasions by bringing together those of like interests; the members learn to subordinate self to the leader, group members, and audience; they develop a sense of ease before the public; they prepare students for worth-while contributions to church, lodge, and other organizations working for school or community enterprises; they inculcate a finer civic spirit in teaching the national folksongs and patriotic music of America and other nations; and they help to develop an altruistic attitude and spirit of service.

Contribution of the Music Activities to the School. — Trained musicians as leaders of the music activities have solved the dangerous and limiting factors of the music program. The trashy and vicious have been driven out. Pupils are correctly placed in the musical organizations, not pushed too fast, nor held back from the progress their abilities justify. New forms of music and new organizations are coming constantly into the schools. The clubs have great earning power and have provided instruments, music, equipment, and uniforms for the music organizations as well as every form of needed equipment for other departments of the school. Greater than all else, they have given boundless opportunity for wholesome, clean, superior recreation for the great body of students who will always be the listeners and not the performers in any program of music.

CHAPTER XII

THE CONTRIBUTION OF DEBATE AND DRAMATICS TO GENERAL SCHOOL AND COMMUNITY LIFE

Debate

Historical Background. — Debating has had a venerable and highly honorable career. It accompanied or antedated the coming of music into the schools of the ancients. The Socratic method involved the argumentative forms, and Greek oratory flowered in the conflicts involving religious and political questions. The Roman sense of law and justice was fashioned by the supreme oratorical and controversial arts of her publicists. In the scholastic philosophy of the mediæval church, dialetic reached standards of perfection never attained later. The interminable discussions of philosophical problems were in debate form, and distinctions in the meaning of words and phrases were of so subtle a character that they have eluded the best of modern scholarship. The debating method came to America by way of the church and the early colleges and became an important phase of the social and literary societies which flourished throughout the country. Early American political life was highly colored by the misunderstandings with England which led to the Revolution and the War of 1812, by the rise of the militant democracy of the Jacksonian variety, by the questions of internal improvements, tariff and free trade, abolition and slavery, and many others. It is not surprising that the method of argumentation should come into the early American high schools by way of the local literary societies, and serve as an important feature of the extracurricular activities of every high school throughout the period immediately preceding and following the Civil War.

Limitation of Debate as an Extracurricular Activity. — Debating has enjoyed in recent years little more than passing

interest on the part of most of the students. It became in the last decade almost entirely an interscholastic activity and as such afforded participation to a relatively small number of pupils. Even in many of the large high schools not more than a dozen students have been interested enough to try out for the six places available in interscholastic competition. As soon as these places were assigned, the teacher-coach devoted his or her time to this small number who were to represent the school against other schools of the district or state. In the debates which were held the audience was usually composed of some students who were interested in debating but had failed to make the team, a handful of the faculty, the relatives of the students taking part, and the judges.

There is little justification for including in the extracurricular activities a program based upon the competitive idea alone and the specialized training of a very few of the students able to win from a neighboring school. The training is of value to the students selected for the teams, but the great majority of the student body is not even indirectly affected. The small number attending debates are much more interested in the decision than in attempting to analyze the arguments presented in support of both sides of a question. The fact that debating, in spite of these defects, has persisted as a recognized part of recent extracurricular activities indicates that there are worth-while elements in this work which should be recognized and administered, so that the student body as a whole may profit from actual participation in it.

Aims of Debating. — The aims of debating fall into five groups or categories, four of which pertain to the participants and one to the audiences:

1. Debate should help attain the desirable nervous and muscular coördinations involved in standing before an audience, using hands and body in effective gesture, and in control of the voice.

2. Debate should help fix the desirable mental habits of analysis, synthesis, wise choices of material, memorization, and clearness and cogency of thought.

3. Debate should make permanent the moral qualities in-

volved in being a modest and magnanimous winner and a dignified, unruffled loser.

4. Debate should give the techniques of public discussion, the mechanics of good oral presentation, knowledge of parliamentary law, and wide information upon and interest in civic affairs.

5. To those who listen, debate should bring many stimulating and informative recreation hours.

Gains from Debating. — Teachers and students who enjoy debating are seldom overmodest in stating the gains which accrue from their hobby. In part these gains have been listed as follows: (1) the realization that every question has two or more sides and that wide reading alone will give a grasp of it, is essential for a vigorous adult mental life; (2) the "feel" for debate and parliamentary procedure gives poise and assurance in public meetings; (3) absolute necessity for accuracy of information and statements afford moral and ethical standards which outlaw trickery and sophistry in the manipulation of facts; (4) carrying a fair share of the burden of study, organization, and practice inculcates fairness to colleagues and loyalty to the school; (5) debate develops those desirable attitudes toward opponents, judges, and audience, without which mere smartness loses the debate and the turning of a laugh against an opponent assures victory for the other team; (6) mental alertness keyed to highest pitch to catch every advantage of strength in one's colleague or weakness in the opposition is an asset in the give-and-take of life outside the school; (7) practice and usage develop an appreciation of the power and beauty of correct English; and (8) audiences always gain when both sides of controversial questions are clearly and vigorously expressed.

A university student, called upon to justify his belief in high-school and college debating, made the following clear-cut argument: "It can be said that in order to rise above mediocrity an individual must possess three fundamental qualities: knowledge, courage, self-confidence. He must have knowledge that will enable him actively and intelligently to participate in the affairs of his community and contribute his share to its betterment and progress. He must also have some special knowledge

or skill which will make him vocationally efficient and make his services in demand. He also needs self-confidence and courage to enable him to make the most of what knowledge he possesses and in order that in all his dealings with his neighbors he will meet them on terms of equality, as man to man, with assurance, poise, and self-possession. Debate has been called 'Super-Salesmanship,' and training in debate will develop in the student better than any other school activity — curricular or extracurricular — those three qualities which mark the man who has achieved even a moderate success in life."

Weaknesses and Dangers in Debate. — The gains listed above are sufficient to insure permanent growth of debating in every extracurricular program, provided they are not offset by equally powerful but counteracting influences. It is a matter of common experience among high-school principals that dangers must constantly be guarded against and weaknesses overcome if a debate program is to succeed. It is charged, in the first instance, that debate defeats the fundamental purpose of a good extracurricular activity in that it gives overemphasis to a very few rather than good training for many. (2) It fails to arouse the interest of the entire student body. (3) There is no validity of thought when smartness takes the place of thinking and the ready talker and intellectual bluffer makes the team. (4) Debaters are charged, at times, with suppressing evidence, dealing in half-truths, or using plain deception. (5) There can be no worse mental habit than accepting in ignorance or having thrust upon a person, a thesis, and then devoting months to proving its validity. Honest thinking and honest convictions seldom come that way. (6) Debate questions are sometimes unworthy and trivial, or are based upon broad philosophical, political, economic, or moral principles far too difficult for high-school pupils. (7) This leads to the necessity that the coach do all the work. (8) There are few competent available judges.

Recent Tendencies. — Despite these limitations and dangers, debate appears to be distinctly gaining both in numbers and in interest. Less emphasis is being laid upon the inter-high-school contests with a corresponding gain in intraschool de-

bates of many kinds. They are being developed as projects and used as class exercises, and they make a wholesome and interesting inter-roll activity. Debating in the past has not contributed vitally in achieving educational ideas because high-school students as a whole have not come in contact with its influence. The fault has been an administrative one, as high-school students are enthusiastic regarding interclass, interclub, and inter-roll debating. It is possible, if the administrator and teachers have the vision, to develop debates for practically every boy and girl in the high school. The opportunity presented in the English and history classes alone is sufficient to give every pupil training in organizing a speech, a coöperation with others in sustaining a position, forceful expression of ideas without giving way to bombastic oratory, thinking on the feet, and pointing out the weakest threads connecting an opponent's line of argument. Teachers have seen unbounded enthusiasm in the presentation of the points of view of the class, worked out in class by all the students, and handled by three representatives in a contest with another class when the large auditorium was a spectacle of empty seats in an interscholastic battle. Students are interested in their activities when they are real activities. If the members of the various rolls and academic classes are working together to learn both sides of a question and each one realizes that he is to be a factor in sustaining the position of the roll or class at some time during the year, they are learning to weigh evidence and form intelligent opinions. No individual is approaching his greatest possibilities as a citizen unless he is capable of forming his opinions on the important issues of the day after carefully considering and analyzing both sides of the question. No phase of the extra-curricular program contributes more to the development of fair-minded citizenship than debating, when that activity is organized so that all have the opportunity of participating in it in either its interschool or intraschool features.

Inter-Roll and Interclass Debating at Roosevelt High School, Seattle. — This system has been tried out after unsuccessful attempts to interest sufficiently large numbers of students in debate clubs. In the first semester of each year each roll room selects its debate team, and a tournament sched-

ule is drawn up providing for debates every Monday morning until all the rolls have been eliminated down to the finals. The Monday morning teaching schedules are arranged to provide half an hour for these debates with little loss of time for any class period. The decisions are given by student judges, and the debaters are coached by several enthusiastic members of the faculty. The final debate is held in an all-school assembly, and the winning roll room wins a pennant.

In the second semester the debates are interclass. There is great student interest due to the element of inter-roll or inter-class rivalry, and the members of the rolls or classes join eagerly in the search for materials and help in any other way possible to insure victory for the roll or class. One significant result has been the increased numbers of volunteers for the tryouts for the inter-high-school debating teams.

The Oxford Plan. — The so-called Oxford system of conducting debates has been adopted at many colleges and universities, and apparently is rapidly reaching down into the high schools throughout the country. It is serving to increase student interest in that it makes debate more spectacular; and by introducing a new method of procedure as well as of judging, it gives both debaters and audience an entirely new attitude or point of view toward debate. The open forum system used in some schools is a modification of the Oxford system. The latter has only recently been adopted in America largely as a result of contests between English and American college debaters in which the English speakers were uniformly successful, because of their superior technique and a better system of judging.

Under the Oxford system there are, strictly speaking, no judges; rather the audience as a whole gives the verdict. The topic of the debate is announced, and the audience votes on the question before the formal debate is commenced. At the close of the debate another vote is taken; and by the simple process of arithmetic, judgment is rendered as to which team influenced the audience to the greater degree. Then each speaker in turn must submit to a cross-examination on his argument, not only by his opponents but by any one in the audience. This leads to much excitement, for many persons

are anxious to ask embarrassing questions in an endeavor to pin the charge of false statement, faulty argument, or ignorance upon some speaker. It is difficult to imagine any more valuable experience for the development of the alert mind, a ready command of language, self-control, and composure. The Oxford system or some variation of it, by providing "a good show" and involving an opportunity for good-natured "heckling," is adding an element of the spectacular and doubtless will arouse greater student interest in debate.

The Debate Clubs at South High School, Omaha. — Written constitutions govern the three debate clubs in this high school. Any boy is eligible to membership in the Senate Club, and active membership is limited to thirty, with a waiting list. Members are required to participate in all club activities, and three unexcused absences from the semimonthly meetings automatically drop the student. The objects of the Senate Club are to develop free and ready expression, to promote interest in debating and in extemporaneous speaking, and to familiarize members with parliamentary law and its uses.

Similarly the membership of the Portia Club is limited to forty girls, with a waiting list. The objects of the Portia Club are to develop free expression, to promote interest in debating, to develop those womanly traits that are effective in free expression.

A second boys' debating society has for its aim "to develop skill in expressing oneself with clearness, ease, and force before a group of persons."

Eastern High-School Debating Society, Washington, D. C. — A student viewpoint of the purposes, programs, and outcomes of intraschool debating may well close this statement. The quotation is taken from the handbook of Eastern High School:

> The Eastern High-School Debating Society welcomes to its membership those students of the school who are interested in debating and willing to participate in its work.
>
> The purpose of the society is to give some exercise in parliamentary practice, to encourage self-dependence in speaking, to promote interest in civic and school questions, to develop a spirit of coöperation and fair play, and to afford an opportunity for practice in public speaking. There has been no inter-high-school debating league in Washington during recent years.

The meetings of the society, which last from an hour to an hour and a half, are held at the close of school once in two weeks in one of the smaller assembly rooms of the school. The officers are a president, vice-president, secretary, and sergeant-at-arms.

The programs are planned by a student committee in conference with the faculty advisers. They consist of talks on subjects of current interest and of debates both of a serious nature and those in lighter vein, suited to the capacities of high-school students. The school librarian is very helpful in providing reference works for the debaters.

The members of the society are expected to serve on committees and to take an active part in the programs whenever appointed to do so, and must be present regularly in order to retain membership.

The experience gained in the debating society is of exceptional value in preparation for college debating, for oratorical contests, for public speaking generally, and for later participation in the work of clubs, business, and social organizations.

Dramatics

Universal Appeal of Dramatics. — Dramatics has an appeal to every man and woman, boy and girl; for to pretend is instinctive. "The fittest" have survived, and through the ages have produced "more fit" specimens of their kind, not because of greater muscles, teeth, claws, or battle clubs, but because of their ability best to conceal their real identity, personality, and physical presence. The individual who as occasion demanded best "played dead," faded into the background, or appeared most meek, humble, submissive, and yielding, on the one hand, or who, on the other, appeared most aggressive, angry, terrifying, and ferocious, mollified, escaped, or overcame his enemies. The monologue of the untutored, in which every creature or inanimate object is given a part, is play-acting in which the speaker is invariably the hero. Every favoring circumstance is his friend and ally; every danger, difficulty, and hindrance become the dragons, villains, or devils to be vanquished. Dramatics is the highest form of these instinctive acts of self-effacement by which the individual takes on the appearance, acts, and thoughts of another. Moreover, the instinct to play carries on from the childhood of the race to the childhood of individuals, and abides throughout their maturity. As active participants in the acting, or vicariously, they share the joys and sorrows, the tragedies and the triumphs of the men and women portrayed. The greater the dramatic

power, the more completely the personality of the individual is submerged in that of the character represented.

The practice of dramatics may hardly in justice be called extracurricular; it is too much a part of every one. All persons realize that they are acting a part on the stage of life, that their performance today depends upon the spirit which they have put into the rehearsals, that their success in the future depends upon their activity today. This would be serious were it not for the fact that all people, from the little tot to the man in his dotage, appreciate the chance to imitate the activities and the expression of the thoughts of others. During play hours or vacation children are constantly characterizing the costumes, acts, and words of children from every other land. Power of suggestion and imagination, if properly directed, are vital factors in character training. Ideals are, in reality, based upon the images which we have been able to develop from attitudes and habits. A dramatic teacher in charge of a community amateur production relates the incident of the seven men who were to take the part of Bolsheviks. Three had acquired the degrees of doctor of philosophy, two were physicians, one a principal of the high school, and the other a clergyman. As soon as their identity had been lost behind the heavy false beards, these seven men merited severe reprimands when they suggested to the stage force that they revolt. This tendency to imitate and to pretend — an instinct so strong that it is never outgrown — makes it imperative that drama be included in any program for realizing the philosophy of secondary education, since it may be so used to achieve many of the objectives desired. No activity with such possibilities may be ignored.

Historical Development of the School Drama. — It is significant to note the historical development of drama in the secondary school. The aims which have been emphasized in other times may serve to assist in evaluating its contributions to the objectives of education today. Dramatic presentation as a vehicle for instruction was utilized as far back as the history of culture extends. The Greeks fully appreciated the æsthetic, religious, and educational values of the drama. To them dramatic activity had a definite educational aim, and it

included both the writing and acting of plays. Greek youths recited Homer in their schools, and witnessed, in part at state expense, the plays of Sophocles, Euripides, and Æschylus; they were taught that oratory was the goal of perfection and accordingly were trained for it. The poetic dramas furnished much of the material for the schools.

Translations of the Greek dramas became important texts in Roman schools, and writers of drama, especially comedy, produced many plays during the period of the Roman empire. The early church made use of dramatic dialogue, and the great mediæval state church followed dramatic form in its stately ceremonials.

There was little use made of the drama in the schools, however, from the period of the Romans until the revival of learning, and at that time the drama was instituted, as might be supposed, for the teaching of Latin. The objective of education at that time and until the middle of the eighteenth century was the ability to read, speak, and write Latin, which was the language of business, literature, and diplomacy. It was to be expected that the drama would supplement the work in the classics by permitting the students to act out the plays of Plautus and Terence. These plays were soon objected to, and plays to be substituted for them were written by men of that time. Heath, the biographer of Oliver Cromwell, states that this great leader as a boy had taken part in a Latin play in the free school of England. He adds that such was the custom in all of the schools of this type in that day.

With the passing of Latin as a general tool of education came the decline, also, of the Latin play. Schoolmen, however, realized the value of dramatic production, and plays were soon written in the vernacular for students, in order that they might improve their memories, voices, pronunciation, posture, gesture, and assurance. In Germany, education still aimed at perfection in the Latin language and the development of a religious concept. So each play was presented in Latin and pictured the downfall of Vice and the triumph of Virtue. It was felt at this time that such plays interested the students, parents, and townspeople, paid teachers' salaries in some cases, and developed an appreciation of the dramatic arts.

In 1657, Comenius, who believed in the drama as a means of education, said: "There are seven conditions to be satisfied in a school play: movement, spontaneity, sociability, friendly emulation, distinct rules, good example, and relaxation of mind." It is apparent from this statement that he realized the value of the drama in the advancement of education. It is interesting to note the reaction of the great English writer, Johnson, to this program in his statement: "Isn't it a fine sight to see all our children made interluders? We send them to learn their grammar and their Terence, and they learn them to play books. Do we pay our money for this?" [1] We have here some source material for the people who see little of value in the development of habits and attitudes as compared with the acquisition of knowledge. Francis Bacon, however, saw that, if this side of the school life were made a part of discipline, much good might result. There is perhaps no better way of seeing the drama through the eyes of the people of those days than to consider the points of view of the great thinkers of the time.

It is doubtful if many today see the drama as such a vital factor in the life of young people as did Martin Luther. He said in his letter to Doctor Callarius, who had written him asking about the advisability of using the school play at Dresden:

"The act of comedies must not be forbidden to boys at school, but allowed and encouraged, first because it is good exercise for them in their Latin, and secondly, because they will be reminded of the duties of their office and station, and of what is becoming for a servant, a gentleman, for young fellows, and for old, and what they all ought to do. Besides in these plays we find written down the cunning tricks and frauds of bad people; also what are the duties of parents and children: how children and young people are to be attracted to matrimony when they are of suitable age and kept faithful to it and how children are to be obedient to parents and how they are to carry on courtship." [2]

[1] McConaughty, J. L., "The School Drama," *Contributions to Educational Series*, Teachers College, Columbia University, p. 15.

[2] *Op. cit.*, pp. 56–57.

Apparently dramatics in some form was introduced into the early program of the American schools. A volume by Charles Stearns, preceptor of the Liberal School at Lincoln, Massachusetts, entitled *Dramatic Art for Use in the Schools*, was published in 1798 and deals with the pedagogical and ethical value of dramatic presentation. The author in his introduction says: " The rudest nymphs and swains, by practicing on rhetoric, will soon acquire polite manners, for they will often personate the most polite character. And though the surly majesty of some male despots among us may envy the graces of rhetoric of a woman, because they feel themselves outdone, yet it is certain that a clear, genteel manner of expressing themselves is an important advantage to women in forming an alliance which is to last through life."

The history of school drama indicates that it has served as an important educational device for nearly three centuries; that it has aided character training and furnished new materials, new authors, and actors for a rich heritage of English and German dramas.

Aims of the Dramatic Program. — A worthy cultural aim has been admirably stated by Guild: " To develop the power of discrimination which enables one to recognize in the best drama the enduring artistic and literary values; to develop a permanent interest in reading plays; and to develop such artistic and emotional qualities as may be appropriately and successfully stimulated in the exercising of dramatic interpretation." [3]

Character is conceived as the supreme aim of dramatics by a graduate university student in these words: " But what of the choice of doing what is right in preference to doing what is wrong? It is precisely here that the boy or girl derives the real element of character, and this from the play."

The following excerpt from *The K Book*, published by the student council of the Kansas City, Kansas, High School, presents a clear statement of the aims of dramatics from the student viewpoint: " The dramatic department occupies an important position in the school and city through its effort to

[3] Guild, Thacher, *Report of the National Council of Teachers of English*, November, 1914.

supply the desire for good wholesome dramatic entertainments. The theater is brought into the school and combined with educational dramatics, thereby offering two years of valuable training in the history, literature, and technique of drama along with the daily practice and public presentation of plays."

The large aims appear to be, therefore, discrimination in the selection of enduring literary values, trained interests and emotions, character, and wholesome recreation. In the past, the dramatic work in the schools has been justified so that a subject in the curriculum might be motivated or that other activities might be subsidized. At present it is possible to see in this work the far more important opportunity to inculcate in the students, either from participation in the activity or from the privilege of seeing produced the best that have been conceived in the minds of the great dramatists of all ages, attitudes which are the foundation of true citizenship and habits which insure a safe and sane reaction to the social problems of adult life.

Contribution to Community Life. — One is justified in assuming that Luther and other religious leaders of his day considered the drama one of the best methods of fixing moral actions in the minds of the students. It cannot be granted that this philosophy of education was understood entirely by the people of his time or that it is accepted universally today. Secondary school administrators and teachers, as a group, have accepted the dramatic program of the modern high school as a necessary evil which makes inroads into valuable school time, but pays the carrying charges for many of the other activities. A class of superintendents and principals in the summer school of the University of Washington was asked to indicate the objectives which they had in mind for the dramatic productions of their school.[4] A limited number had a real concept of the educative value of dramatics, but a large number checked financial returns as the primary reason for including them in the school program. It is true that they are a profitable activity; but if the ideal of making money is in the minds of the faculty and the students as the play is being rehearsed, the scenery constructed, and the ticket and advertising campaigns carried on, dramatics cannot qualify as one of the student interests which

[4] From an unpublished seminar study.

is fulfilling the objectives of education, particularly the ideal of character training.

It is perhaps more important in connection with dramatics than with any other phase of the extracurricular program to call attention to the fact that the high school is, nationally speaking, a small institution, situated in a rural community. In these communities, the high school is the most important factor in the life of the locality. It furnishes the social life, sports, and shows. The only other important factor is the church; and this institution, in this day and age, has granted the school first place. It requires wise and capable guidance to achieve in the students habits of initiative, courtesy, punctuality, honesty, responsibility, and thoroughness in producing a play which will carry over to the people of the community many worth-while things. Educating adult society through the schools is a slow process; but as students go out from the high school to form a part of that society, the elevation of taste may become evident.

It is of paramount importance that the school dramatic productions portray high ideals and that their choice be guided by the effect that they will have on the student body as well as the community as a whole. It is not a question here of instituting morality plays as such; it is essential that they represent the best and the finest in the lives of the people of the time in which the play is written. The school has the opportunity through Shakespearean productions and the selection of the best in the modern drama to create in the student body and in the community a taste for something higher than the average plays which are presented in the movies and by the traveling stage productions which come to the town.

It is all important that character development and better citizenship be recognized as the two aims to be achieved through the drama in the high school. The teacher or committee in charge should select the play that will, because of its peculiar appeal, best serve to carry these aims to them and to the students, to the people of that community. Through this medium, the student may live and practice the ideals of character which will be so fundamental in his later success in life.

The Contributions of Dramatics. — From the standpoints of the curriculum, the teachers, the school, and the pupils,

every study indicates measurable and worth-while gains from the dramatic activities.

1. *Curriculum.* Dramatics and dramatic interpretation vitalize literature, history, civics, geography, and the ancient and modern languages. Biography becomes alive through the vivifying of dramatic incidents in the lives of outstanding characters. Art, manual training, home economics, oral English, public speaking, and music are intensely motivated through the demands which stagecraft and dramatic presentation make upon them. Subject matter becomes more attractive, there is better comprehension of dramatic stories, and pupils have abundant opportunity to visualize scenes far away in time or space, reconstruct them mentally, and then act them out.

2. *Teachers.* Dramatics opens the way for much-needed and welcome approach to the entire student body, to student homes and families, and to the community. Teachers live infinitely nearer the students through the opportunities to share in important tasks of common interest. It is revealed for mutual good that teachers and students are real human beings. A coaching assignment helps to break up set classroom habits, and at times becomes a matter of mental and nervous stimulation and health. New contacts and viewpoints help teaching to higher levels of satisfaction and performance.

3. *School.* Dramatics is one of the most vital unifying influences of the entire range of school activities; the habit of participation engenders common feeling and purpose and cooperative spirit. More important in some instances is the lesson of subordination of individual advantage to the common task. The school becomes the laboratory of self-analysis and self-development to the end that vigorous personalities, latent powers, and leadership are discovered, developed, and put to work for the purposes of the school. Dramatics serves powerfully to turn into healthful channels the acts which arise from gregariousness, rivalry, and many other instincts. Stimulus and motivation create school pride, lead to better interest in much of the curriculum, and especially bring vital interest to assembly programs. Finally the school profits when new interests help clear the formal atmosphere of routinized classrooms and lead to better class work.

4. *Pupils.* It is everywhere recognized that the chief gainers from the dramatic activities are the pupils themselves. First, important physical gains are apparent. Poise and ease are the results of nervous and muscular controls, aided by better speaking voices and the better articulation and refinement of speech. A natural attitude before an audience begets a natural attitude elsewhere. Second, the intellectual gains are many. Pupils are trained in the ability to discuss and analyze plays intelligently; particularly they come to know and appreciate the Shakespearean drama. They come to know vicariously, but with a sense of real intimacy, the great dramatic writers and artists. Here are the beginnings of critical ability in judging the worth of *lines* and *business* and in knowing the principles which apply in choosing plays, making up the casts, costuming, coaching, staging, and all other essential accessory activities. They receive at least the beginnings of training in the techniques involved in the dramatic variants, monologues, dialogues, tableaux, pageants, puppet shows, and others. They get the " feel " of good stage setting, arrangements, and decorations. Through training in acting, students develop skill in taking character parts and ability to get away from self and into the thought and feeling of others. Not least in importance is the knowledge of peoples of other lands or of other times, their dress, habits, ideals, homes and home life, interests, means of earning a livelihood, etc. Far beyond the passing interests in plays and actors are the permanent interests in the thoughts, emotions, desires, and needs of people. Students must also attain certain social and ethical gains if the dramatic program is to be justified; they must have the spirit of cooperation, courtesy, and fair play; they must learn to be good sports, keep appointments, and carry their share of the drudgery of practice.

Dangers, Limitations, and Criticisms. — The gains from dramatics are obvious; not less so are the disadvantages which create many difficult administrative problems. Unless the well-known dangers are carefully guarded against, the net result of the dramatic activities for the year may be heavy losses rather than wholesome social and moral gains for school and community. The first crisis has been safely passed when a suitable

play has been found and chosen. Many of the old, standard plays are too long, difficult, and involved in structure for high-school performers. Too many modern plays have been written for "the road" with very few characters, often from five to eight, and with the action centered around the "star," which throws the relative importance of characters out of all proportion, at least from the standpoint of the needs of the high schools. Many comedies have real humor; many others depend for their fun upon coarse jokes, slapstick, and noise. For school purposes, many plays are entirely unworthy and without a single line worth remembering; they are filled with trash and sometimes filth. A high-type college boy walking through two and one-half hours of profanity and blasphemy in a modern play of the mountains and backwoods is not a pretty picture; it is unthinkable in the high school.

As for the pupils, too few participate, especially in the modern plays of few characters all revolving about the "star," with consequent loss of interest of those who are not chosen for the cast. For the cast the period of preparation is too long. The members are often so worn out for a month ahead of the performance that they lack energy and interest in school work. Overdrill sets up a nerve-racking grind and endurance test.

It is easy to so overadvertise and to overemphasize the importance of the play that it leads to the demoralization of cast, class, and the entire school. The money-earning angle gives wrong emphasis, and often leads to unjustifiably high prices for admission. Dramatics is one of the extracurricular activities venerable enough to have collected worn-out traditions of many years standing. These traditions include such things as increasingly elaborate and expensive plays, professional coaches, rented costumes, downtown theaters, and high admission prices. Until these are swept away, little contribution will be made by dramatics to the large purposes of the high school.

Changing Emphasis in Dramatics. — Regular class work in oral expression deals largely with the mechanics of breathing, vocalization, posture, gesture, phonetics, oral reading, recitation, declamation, dramatics, conversation groups, ex-

temporaneous speech, debate, formal address, and oration. In advanced dramatic classes, the mechanics of play presentation are studied. The highest stage of development of advanced dramatic work is illustrated by the activities of two Seattle high schools, Lincoln and Garfield.

The dramatic instructor at Lincoln High School averages about eight plays in a semester with different casts for each. Often the pupils choose both the plays and the players. The lines are learned, and stage settings and action worked out during class hours, but for the most part without the teacher's aid. When the play has been partially worked out, it is presented before the class for criticisms and suggestions. The play is then carefully developed; and when presented to the class the second time, high standards of performance are demanded. If a play is wanted for any school entertainment, this finished play is available and is often used. The Curtain Club at Lincoln is very active and serves as a continuation of the oral expression classes, since membership is limited to students who have completed the work. From this club, casts for the senior play and other plays usually are chosen. Groups within the club are ready to furnish plays for school matinees, church programs, the annual vaudeville, the near-by grade schools, detention homes, class meetings, and many community affairs.

At Garfield High School the dramatic instructor is conducting a highly organized department. The Speakers' Club is divided into three sections, public speaking, debate, and dramatics, the latter of which is primarily a play-study club. Its members serve as critics of plays which are presented before the club before public performance. Members of this group are often called to act as coaches for undergraduate plays. Groups prepare and give plays at the hospitals, county farm, the detention homes, the parental schools, etc. Money received from dramatic performances goes partly to school clubs and organizations and partly to the equipment of the dramatic library, the stage, and properties.

Many high schools are working toward as extensive classroom programs as the following suggested two-year course in dramatic art. When in complete operation the quality of dramatics will be immeasurably improved, and the educational

outcomes will be in keeping with the modern philosophy of education. The following program has been suggested for a two-year course in dramatic art:

(1) Prerequisite one year. Fundamentals of speech. (2) Class shall have one day a week for discussion or lecture, other four for laboratory on models or rehearsals. Registration to be approved by instructor. Students make their own assignments from suggested material. (3) Aims: to develop personality, to establish standards of criticism of drama and the theater, to present outline of history of drama, to promote attendance at good plays. (4) Content. Discussion of lecture topics based on suggested reading. What is drama, plot, tragedy, etc. Brief history of drama, and theater. Stage sets and terms of various departments. Contemporary drama. Little theater movement. New world movement. Motion pictures. Voice training, posture, standards of criticism. What to read and how to read in drama. Presentation of plays. Organization of staff of production. (5) Laboratory work to substantiate problems. Models of stages of all periods. Designing of costume. Sculpture grouping and facial expression. Lighting. Makeup. Construction of plays. Writing. Public speaking and debate.

Types of Plays and Programs. — The extracurricular phases of dramatics involve many types of programs:

1. *Full-Length Plays.* These have been in the high schools for the longest period; about them have grown up the most traditions, both helpful and otherwise; and to them, students are likely to cling with desperate earnestness, particularly the small groups of talented pupils who are sure to make up the casts. Undoubted gains come to the school and cast when these plays are kept simple in management and presentation. It is the full-length, three-act play that shows consistency and unity in organization, gradual plot development, progressive character revelation; and it affords opportunity for the handling of more dramatic material. On the other hand, this is the program that wrecks school procedures for weeks, introduces the grind that breaks nerves and dispositions, brings in the professional coach with a reputation for putting on bigger and better plays from year to year, and leads to overelaboration of costumes, scenery, advertising, programs, concomitant social affairs, and entirely unwarranted exploitation of the girl star and the hero. When money making is added as an objective, the play requires skillful administrative direction to be kept within bounds.

Students like the full-length plays. Typical of student opinion is this statement from *Red and Gray,* the handbook of Northwestern High School, Detroit: "Each graduation class, as its education at Northwestern nears an end, stages some charming play, such as *Midsummer-Night's Dream* or *The Rivals.* This is invariably well produced, and the audiences are always large and appreciative. All seniors are urged to 'try out' for the 12A play, and good material is never lacking since so many advanced students are trained in the public-speaking classes."

Ell Ess Pe, the senior annual of the La Salle-Peru Township High School, 1927, records the four class plays given by that large high school in one year. The sophomore play was *The Little Princess,* by Frances Hodgson Burnett, the juniors gave *The Importance of Being Earnest,* by Oscar Wilde and *The Hottentot,* and the seniors gave *The Florist Shop.*

2. *One-Act Plays.* One-act plays are coming into wide use, for they grow naturally out of classwork, and assembly and home-room programs. Their advantages for high school use are many. In the first place, they are of high literary quality and have the same dramatic qualities of rapid action and surprise that characterize the short story; second, they can be produced quickly, many pupils can be participants, and several plays can be prepared at the same time and presented in one evening. This means that several teachers can be utilized rather than one professional coach. They are less expensive to stage and costume, doing away with a serious defect in the presentation of many of the longer plays. The school and community audiences enjoy the wider variety of characters, acting, and pantomime which different types of plays make possible. The short plays also work well with other extracurricular activities — music, debate, declamatory contests, and dialogue.

3. *Variety or Vaudeville.* A natural outcome of the development of the short play has been the *variety* or vaudeville. For many years such programs have had place in some high schools. One of the present writers helped to organize in his high school the "annual programs," on the first night of which the chief events were the final interclass gold-medal debate and

the postgraduate or college-year comedy, and on the second night the final interclass gold-medal declamatory contest and the junior farce. Music numbers by the boys' glee, the girls' glee, the second glee clubs, the orchestra, and the double quartet completed these programs. Some years two hundred or more students found places in these programs.

The same principle of organization applied to a special occasion, brought about the following beautiful class night program at La Salle-Peru Township High School, La Salle, Illinois:

(1) High-School orchestra: overture, *Louisiana Nights,* Stoughton, *Elegie,* Aletter. (2) President's address. (3) Presentation of class memorial. (4) Class prophecy: *A Play in Two Scenes.* (5) Spanish dance. (6) Violin solo: *Brindisi,* D'Alard. (7) Class play: *Op O'Me Thumb,* Fenn-Pryce. (8) Senior boys' chorus: *Out of the Deep,* Lohr; *A Song of the Sea,* Eldridge. (9) Interpretation of *Waltz in A Flat,* Brahms. (10) Class play: *The Maker of Dreams,* Down. (11) Class song, (Air) *Marcheta.*

This type of program in a modern city high school with every advantage of adequate stage equipment reaches levels of performance undreamed of by teachers a few years ago. The following annual spring revue was presented at Roosevelt High School, Seattle, boys' and girls' clubs.

A Night in the Land of Romance

Overture, *Cossack Revels,* Roosevelt junior orchestra (sixty members). *In Old Japan,* actors, juggler, acrobats (thirty in cast, all the leads taken by Japanese students). *The Charmed Land Ballet* (five girls). *Columbine,* dramatic fragment (two girls, one boy). *The Joy of Life.* (*a*) "In Pastoral Mood," (*b*) "In Idyllic Mood" (forty-one singers, dancers, two string trios). *The Torch Ballet* (six boys). *An Author's Dream* — Black Magic (three boys, two girls).

Harp ensemble, (*a*) *The Volga Boatman,* (*b*) *Blue Danube Waltz* six harps and piano). *At the Avalon Club,* "The Younger Set" (orchestra, entertainers, dancers, thirty-six members). *Two Dark Days,* dance and patter (two boys). *Great Moments,* a comedy (one girl, three boys).

The producing forces who made possible such a program consisted of: (1) girls' adviser and boys' adviser, general directors; (2) joint executive committee, eight girls and eight boys; (3) coaches, one or two for each number, fourteen in all; (4) stage force, one faculty director and fifteen students; (5) make-up corps, one faculty director and thirty students.

4. *Other Dramatic Forms.* Pantomime, when carefully prepared, is highly satisfactory, especially in the early dramatic training of students. Complete programs are often worked out as is indicated by that given in the Little Art Theater of Queen Anne High School, Seattle. Sixteen acts of pantomime, supplemented by music and readings made up the program entitled *Broken Bits.*

THE GREAT AMERICAN HOME

(1) Household Duties (reincarnated) (2) Vacation Fishing (as it often is). (3) Running the Family Ford (try and do it). (4) At a Movie (feeding the emotions). (5) Returning Home (as a husband should).

(1) Children at School (naughty ones). (2) Teacher and Pupil (it's embarrassing). (3) Preparing for Dinner (not always done). (4) Collar Buttons and a Baby (too much). (5) Dinner at Last (a struggle).

THE FAMILY ENTERTAINS

(1) Bridge (as it is played). (2) Part of the Entertainment.

RESULT — THE FAMILY DREAMS

(1) A Little Mouse Disturbs. (2) Papa's Nightmare: hanging, wolves. (3) Mamma's Nightmare: cat and canary, Chinatown, knights of old. (4) Kiddies' Nightmare: growing up.

Pageantry involving either the entire community or the school offers opportunity to celebrate special events in the history of town or city, state, or nation. Pageants are often dramatic rather than historical, and illustrate and make vivid much of the school work. The gains are many — better team work, promotion of the spirit of play, gaining the interest of parents and patrons of the school, and money earning for important school projects. Serious limitations have to be considered: class work is always interfered with, principal and faculty assume great additional burdens in the planning and drilling, and the responsibility for the businesslike handling of finance, publicity, properties, etc., involve large numbers of people, both inside and outside the school.

Carnivals or circuses are usually purely money-making activities, based upon the worthy motive of giving school and community a good time. Numerous sideshows with fervid

or mild dramatic offerings vie with school exhibits, candy and food sales, music of a sort, and physical education exhibitions for interest and patronage. When the affairs are well managed, undoubted gains result. When not well managed, they frequently degenerate into fake schemes for money making and give exceedingly small returns to those who spend.

An interesting new source of entertainment and dramatic activity lies in the revival of the old puppet shows. Many departments of the high school contribute to the building of the stage, the making, decoration, and mechanical placing of the puppets. Striking dramatic effects result from the efforts of students trained in dialogue and acting of puppets.

The Technique of Production. — The first element in this technique is choosing the play. The choice is determined according to the tastes and character of the audience which will gather to see it, according to the particular abilities of those who will make up the cast, and according to the occasion for which the play is being prepared. Sometimes the superintendent and principal choose the play, practically guaranteeing a clean moral performance with little else to commend it. The dramatic coach, especially a professional from outside the school, chooses plays with dramatic movement and situations, but not always free from rough language and scenes which give rise to criticism. Committees of pupils are likely to be guided by the theatrical magazines in their comments upon the newest stage successes. Committees of teachers and pupils have been most successful in their study and choice of plays. Choosing the cast is the next element in the technique of producing the play. Parts are, in some high schools, assigned after tryouts open to all members of the class or school; at other schools, casts are made up from the membership of the dramatic club; in still others, as the result of careful study by the coach or dramatic teachers; and in others as the result of careful observation and testing in regular classroom work in oral expression. The best coaching and play directing are now in the hands of regular members of the teaching corps who know the capabilities of every member of the cast and who have learned to work quickly and intensively, and to bring the play through without lost motion and frayed nerves.

The Stage Force. — Every successful play has been dependent upon a competent, well-organized, and numerous stage force, under the capable direction of faculty men, usually from the technical department of the high school. A group of electricians, scene shifters, and property men, as well trained for their work as the actors themselves, is essential for a smooth performance. Scenery should be simple and easy to handle; many high schools use tall screens and draperies rather than formal sets. Properties likewise should not be overelaborate, and must be under capable and trustworthy care. Costumes should follow harmonious color schemes, avoid overelaboration, and be true to the time and occasion of the play. Make-up committee, publicity and finance committees, music committees, and special committees, each group has a part without which the entire performance would be marred.

Dramatic Clubs and Societies. — With the development of the widely extended academic club program, the dramatic club has been a natural outcome of the oral English classroom work. The following statements are typical of dramatic clubs throughout the country. The first is taken from the handbook of the Hartford, Connecticut, High Schools:

> The Dramatic Clubs give members opportunity to study the drama and the art of acting through the reading and acting of plays. Public performances have been given semiannually.
>
> Juniors and seniors are eligible for membership. Membership is determined by competitive trial in reciting and reading. Admission is subject to satisfactory scholarship. The membership is limited to twenty-five.

The second is from *The Orange Book* of the Newton, Massachusetts, High School:

> In 1923, the Drama Club made its start with the purpose of promoting the interest of the pupils in dramatics and of furthering the dramatic ability of underclassmen, so as to increase the success of the yearly senior play. Meetings are held once a month, and at some outside speakers are obtained. Tryouts are held for juniors and seniors wishing to become members. Each person is judged by his ability to speak clearly and slowly and by his dramatic tendencies. In 1925, the club presented two plays, *The Ghost Story* and *A Maker of Dreams*.

The third is from *The East High Enlightener* of East High School, Aurora, Illinois, and describes two dramatic clubs:

Cap and Bauble, the oldest dramatic club of East High, was organized in 1916. The purpose of the club is to enable the members to appreciate good dramatic work, to study the different types of actors, and to learn the rudiments of stagecraft and make-up. The organization is open to juniors and seniors who must first pass a tryout and have good grades.

Curtain was organized in the fall of 1924. The purpose of the club is to stimulate an interest in and acquire a knowledge and literary appreciation of good drama; to provide experience in stagecraft; and to give the members an opportunity to express themselves dramatically through production. Upper classmen of East High School of Aurora are eligible to membership with not more than twenty per cent allowed for sophomores. Applicant for membership must be good in English and have successfully carried the work of the previous semester. Applicants are tried out before the club in a tryout play.

Article IV of the Constitution of the dramatic club of South High School, Omaha, Nebraska, provides for the three departments in the membership of that organization.

Section I. The club shall consist of three departments: the active membership, the associate membership, the waiting list. *Section II.* The active membership of this club shall be limited to whatever number the sponsor sees fit to select. In no case is this number to exceed twenty-five. *Section III.* The eligibility of the club shall be determined by the following requirements: Standing in dramatic art classes. Rigid system of tryouts to be planned by sponsor and approved by the principal. Standard of membership shall meet the general requirements of the school policy as concerns all academic subjects. Other things being equal, preference shall be given to those now taking or having taken dramatics. *Section IV* The associate membership shall not exceed twenty-five and shall be classified by the sponsor, according to their merits. This group will be given first consideration when selecting a new member to fill vacancy in the active membership. In this case the one ranking highest on the list will be promoted to active membership. *Section V* The waiting list shall have a classification of the twenty-five next in rank under the associate list. This list shall also be classified by the sponsor.

The Little Theater in the High School. — Where conditions are right the "little theater" fits admirably into the plans of the modern high school, for a broad training in dramatics for a large number of students. The following statement taken from an unpublished manuscript by Mr. John Willis Wright describes the equipment and plans for his own work at Queen Anne High School, Seattle:

We plan to utilize the little theater idea, substituting it for the advanced work. In this manner the enthusiasm, stimulated imagination, and constant activity will be used as a motivation for a gradual working in of the repetition of fundamentals where needed and appreciation factors. In place of long, tedious efforts to make reports on the historical development of the theater, a series of short lectures will be judiciously inserted here and there. Instead of the necessity for assigning the reading of the plays, they will be voluntarily read in the selection and preparation of plays for actual production. In addition to accomplishing the aims of the advanced work to a greater degree, the little theater work will widen tremendously the educational advantages of students appearing before audiences. Instead of only twenty or twenty-five students enjoying the opportunity of appearing through the medium of the several school plays during the year, the little theater will widen that opportunity to nearly one hundred students, immediately.

Last January, the school board gave us a sixty-foot portable with a fourteen by twenty-four foot stage for the oral expression work, and it is capable of an ideal adaptation to theater activity. The parent teachers' association has coöperated to the extent of putting a special committee busy making parchment shades for the hall lights, drapes for the windows, securing upholstered benches for the side walls and the curtains for the stage. An art committee is to paint murals on the walls representing the different phases of theater art. The school board is at the present time equipping the stage with modern lighting. For scenery, we expect to use, not only drapes in combination with small door and window flats, but a set of screens as tall as the stage. These screens will be made in three sections each, and they may be arranged at will to create exits, entrances, and scene effects. They will also be paneled in such a way that long strips of painted beaver board may be inserted to give changed scene effects. The screens also may be turned over to give a desired change. A door will be cut from the stage leading into another portable to be used as a dressing room when needed. The portable seats approximately one hundred fifty people, and we intend to give several matinees of each play prepared. Only the finest type of plays of course will be presented. The important thing is that many students will enjoy the opportunity of taking part in artistic creation with all the implications for better education that means. It will probably be possible to produce four or five plays in the little theater each year and they will be selected from the following prepared list of fifteen plays: *Rollo's Wild Oat,* Clare Kummer; *The Play Boy of the Western World,* Synge; *The Butter and Egg Man,* Kaufman; *Her Husband's Wife,* A. E. Thomas; *Prunella,* Barker and Housman; *Mary Rose,* Barrie; *Tragedy of Man,* Masefield; *The Importance of Being Earnest,* Oscar Wilde; *David Garrick,* T. W. Robertson; *Monsieur Beaucaire,* Tarkington; *The Man on the Box,* Harold MacGrath, adapted for the stage by Grace Livingston Furniss; *What Every Woman Knows,* Barrie; *The Goose Hangs High,* Lewis Beach; *Within the Law,* Bayard Veiller; *So This Is London,* Arthur Goodrich.

The Little Theater and the Democratic Concept of Education. — As stated in the beginning, an activity to be justified in the new philosophy of education must be one in which a large number of students are participating. Criticism has been offered of the dramatic work because only a few students were involved. That criticism is no longer justified under the development of the dramatic work of the oral expression classes and the dramatic club. As soon as this new development manifested itself, a large number of students was participating in the little theater of the high school. In many schools, this little theater has been practically built by the students, the furnishings have been made, and equipment purchased, with the funds secured from the entertainments to which the public were invited. It has been a student project and one which student initiative has made possible. A large part of the pupils in schools where this work has been started, have the opportunity to develop many worth-while traits in taking part in the particular phase of this work in which they are interested. For a very small fee, every member of the student body has the opportunity to come into contact with the ideals which are presented in the plays themselves.

CHAPTER XIII

OBJECTIVES OF THE SCHOOL AND COMMUNITY SERVICE PROGRAMS

A Fundamental School Procedure. — The program of school and community service is closely connected with the work of the student council, the boys' and girls' clubs, and the home-room plan of high-school organization. It is the medium through which much of student participation in school government is carried on. Some form of service is an exceedingly old school procedure. Pupils have always helped with routine. The idea was elaborated a century ago in the Lancastrian monitorial schools, and both the idea and the phraseology have persisted. A new method and motive enter into present-day service programs; pupils now perform far more duties, and it is doubtless true that the modern high school could not exist without this help. The complexity of the curricular and school organization, the heavy loads which principals and teachers carry, the recognition of the mutual responsibility of teachers and pupils for a smoothly running school, new concepts of the essential outcomes of education, and the importance of emotional training, good habits, and abundant practice in the formation of good citizenship have forced extensive programs of student coöperation into the high schools everywhere. Whether the student body numbers fifty or five thousand, students should help; it is good for the community, better for the school, and best by far for the students themselves.

Range of Student Service. — Frequently large high schools utilize student initiative, energy, and sense of responsibility in all of the following contributions to good school order and many others: (1) hall patrols; (2) traffic guides, especially at stairs and entrances; (3) ushers, good order guards, and program makers for assemblies; (4) study-hall assistants; (5)

cafeteria squads; (6) lavatory, cloak-room, dressing-room, and gymnasium guards and assistants; (7) locker patrols; (8) guides for visitors; (9) fire-drill patrols; (10) grounds and athletic-field guards and police; (11) lost-and-found managers; (12) book-exchange managers; (13) publicity and reporting squads; (14) greeters and guides for new pupils; (15) absent-pupil checkers; (16) financial control bookkeepers, and auditors; (17) discipline advisers, court of justice; (18) big brothers and big sisters to members of incoming classes; (19) thrift program directors; (20) repairers and builders of old and new equipment; (21) responsible parties for all social affairs given in name of the school; (22) library guides and assistants; (23) officers and managers of every extracurricular activity; (24) officers for study and chartering of new clubs; (25) boosters and preservers of school and community spirit.

The captain made the touchdown; but the assistant managers guarded the gates, policed the stands, and marked off the field. The hero vanquished the villain that virtue might triumph and error perish; but the back-stage hands built and placed the set, borrowed, arranged, and cared for the properties, handled the intricate lighting system, and remained at work setting things to rights long after the players and audience had departed. There is student coöperation of the highest order when no pencil mark mars the halls, lavatories, locker rooms, or desks of a great high school. It is not accidental that a broad, smooth lawn surrounds the " day-time home " of hundreds or thousands of boys and girls, unmarred by waste papers, half-burned cigarettes, or unsightly paths.

Desirable Qualities of High-School Citizenship. — These things come about through the patient, careful fostering of high ideals and worthy activities. A fine example of self-analysis and consequent setting up of newer and higher standards in school citizenship was carried out at the Smith-Cotton High School, Sedalia, Missouri.

The students of Smith-Cotton High School were asked to list the qualities which they considered essential to good high-school citizenship.

The following were the most frequently mentioned qualities in the order of the frequency of mention:

Qualities	Times Mentioned
Honesty	785
Loyalty	624
Obedience	534
Coöperation	507
Respect for property and the rights of others	387
Courtesy	369
Scholarship	291
Character	246
Good disposition	228
Punctuality	135
Clean sportsmanship	132

Inasmuch as these qualities are the ones listed by the students themselves, every student in this school is expected to strive for perfection in each of them.

A second statement of good high-school citizenship, specific, concrete, and direct, is entitled " A Real Shortridger," from the Shortridge High School, Indianapolis, Indiana, *Bulletin of Information,* September, 1925:

A real loyal Shortridge student upholds at all times the traditions of the school. He is always courteous to and considerate of others. He comes to school not merely to take what is given and give nothing in return, but participates in at least one form of activities. He is always a booster, supporting the school loyally in both victory and defeat. He considers his teachers as his friends and advisers. To be definite, then, a real loyal student, of whom the school may be justly proud, lives up to the following requirements: Is regular in attendance. Pays his carfare and gives up his seat chivalrously. Does not run, jostle, fool, or whistle in the halls. Knows that collecting in large groups, blocking traffic, shows poor school spirit. Does not throw paper or refuse on the floor, in the halls, or on the grounds, but if paper is there, trains himself to see it and pick it up. Does his part in keeping the classrooms presentable and feels his responsibility about the neatness of the building. Does not stand or sit in a slouchy position. Relies on himself to get his lessons. Has with him things necessary to the recitation such as books and pencils. Makes up his lessons after absences and takes the initiative in doing so. Does not try to " show off " during recitations or to make ostentatious display in any way.

Avoids boisterous talking and laughing. The tones of the voice proclaim quite accurately the social background of the boy, the girl, the man, the woman. Takes charge of the class when the teacher is detained or does not come. Does not intentionally embarrass another by laughing at his mistakes or his misfortunes. Renders service willingly

at all times. Is always courteous, friendly, and democratic. Holds a door open for a girl or an older person to precede him in passing through, then glances over his shoulder to prevent the door swinging back into the face of any person who may be following. Makes the newcomer one of us. Supports the school's activities. Plays fair. Is dependable, regarding his given word as a sacred obligation. Is absolutely honest in property matters. Is high minded in thought, word and deed. Above all, at all times and in all places, a real Shortridger remembers that in his keeping lies the good name of our school and governs himself or herself accordingly.

Two pledge cards from Shortridge High School, one for the boys and one for the girls, indicate one means of bringing the students to the standards here indicated:

SHORTRIDGE R. O. T. C. BOOSTER CLUB PLEDGE

I pledge, as a member of the Shortridge R. O. T. C. Booster Club, to support my school in every activity, both scholastic and athletic, by actual participation in same.

I will keep myself eligible for such participation, both in school standing and the proper observance of training rules, and will also help my fellow students in keeping eligible.

I will support the school R. O. T. C. by wearing the uniform as specified and conducting myself at all times in a manner creditable to the school and in accordance with school regulations.

I understand that my failure to observe this pledge will result in forfeiture of membership in the Booster Club, by publication, at the discretion of executive committee.

BIG SISTER PLEDGE

As a member of the True Blue Club, and as a Big Sister, I promise to attend the meeting at the beginning of the semester to meet my Little Sister. I will strive to uphold the standards of the club and to aid and instruct my Little Sister in every way that I can.

The privileges of the honor study room at North High School, Columbus, Ohio, are open to those students who pledge themselves to good order and helpfulness on the following pledge card:

In order to develop self-help and self-control, I hereby apply for admission to the honor study room. If permission to be a member of it is granted to me, I will show my appreciation of the privilege by pledging myself to refrain from all communication and to do all that I can toward preserving excellent order there.

Types of School Service. — (*a*) *Hall Directors.* The traffic in many schools is now a matter of student supervision and control. This is a part of the student government system where it has been definitely developed; but in schools which do not have pupil control of all activities, the students are handling such problems as the passing of classes and relieving the teachers of that responsibility. In this way, the pupils are saving all of the teachers a great deal of valuable time and are training themselves in respect for authority and in leadership. That its value is recognized by administrators is shown by the fact that the students are usually given responsibility of this type as the first step in the development of a plan of student government in the institution.

(*b*) *Guides.* Students are taking over the duty of conducting visitors through the building in many schools. This is the natural result of the feeling of student pride in their institution and an understanding of those factors which are contributing to the greatest extent in building up community interest and enthusiasm in the school. If these committees are changed often enough so that a large number of pupils are participating in this service, it develops in the students an appreciation of the school, gives them an opportunity to express themselves in presenting the achievements of the school in all fields of activity, and motivates them to give their best efforts in all future undertakings.

The activities of some of these organizations have been touched in the discussion of the program of the student council and the boys' and girls' clubs. It is pertinent to emphasize them here, since many schools have not organized the all-inclusive boys' club and are still conducting the service activities through separate committees. In addition to service clubs, already mentioned, in many schools there are monitors, committees handling problems of student aid and first aid, leaders' groups, and committees, which are contributing a great deal in the development of school standards and morale.

Various plans for service groups are here presented to give a definite idea of the widely varying methods by which pupils have been organized for school service by the most capable and experienced principals.

1. *Latimer Junior High School, Pittsburgh, Pennsylvania.* Five squads perform a wide variety of duties: assembly squad, patrol squad, sanitation squad, lunch-room squad, usher squad.

2. *Washington High School, Milwaukee, Wisconsin.* Student supervision in Washington High School is divided into three departments: the study-hall group, supervising all study halls during the day; the cafeteria group, supervising the passing to and from, and the conduct of students in the cafeteria during the fourth and fifth periods; and the hall group, supervising the halls during all hours of the day. Each group has a chief supervisor who has general charge and is responsible that there is a supervisor, either regular or substitute, on duty at every post every hour. Each chief supervisor has a communication box in the office. They come in regularly to receive any communications for them. They attend all regular weekly meetings of the student council where they bring up their problems and receive helpful suggestions from that body in making the work of their group more efficient. Each chief supervisor reports the absences of any of his group daily. Each hall monitor makes a daily report of any students appearing in his section of the halls without permits. All student supervisors are identified by a "student service" pin which they wear at all times; substitutes, only while on duty.

When student supervisors are chosen, the first step is to get recommendations from the teachers based on scholarship, reliability, and personality. These recommended students are then interviewed and their records examined. If satisfactory they are placed in positions where their personality best fits them. The large study halls require the more experienced and older students as supervisors. Quite a number of sophomores are used and a few of the stronger second-semester freshmen. No grade average to be maintained is definitely set, but an average of about 80 or better is desired. The effect of the supervising work on the students' grades is watched, however; and if the load appears to be too heavy, they are relieved from duty. Every possible effort is made to assist the student supervisor in becoming aware of his responsibilities and teaching him how to carry those responsibilities. About once a month the three groups are called together for a discussion of problems, fol-

lowed by a short inspirational talk by our principal. Graduating supervisors are given a little pin as a reward for faithful duty.

3. *Committees of the School City, Junior High School of the Training Department, Oshkosh State Teachers College, Wisconsin.*

(*a*) Museum enrichment committee. Its duty is to gather attractive materials: books, magazines, newspaper clippings, letters, diaries, pictures, popular descriptive folders, exhibits of industrial processes, soils, leaves, insects, etc., and materials for science. (*b*) Central exchange commission. For the exchange of news and ideas between classes and groups. (*c*) Committee on classroom service. It gets interesting material, references, news of students, etc. (*d*) Statistical department. Statistical studies of pupils' grades, with study helps and directions. (*e*) Efficiency department. This committee aims to reduce waste in supplies, preserve books, better traffic regulations, promote safety in fire drills, handle wraps, promote safety first on the playgrounds, etc. (*f*) Building improvement committee. More attractive grounds, better building and room decorations, and conveniences. (*g*) Field information committee. This committee gathers information from all over the country regarding new curricular materials, extracurricular activities, available speakers, and many others.[1]

4. *Traffic Commission, Indianola Junior High School, Columbus, Ohio.* The following plan was presented and approved:

In accordance with authority vested in the student council this body hereby presents the following plan for a traffic commission.

The officers of the student council, the faculty adviser, and the vice-principal shall constitute a committee on traffic.

The committee on traffic shall choose and appoint as members of the traffic commission such persons as may be deemed fitted for the duties of such office. These traffic members shall be chosen from an eligible list chosen by the students in the various home rooms and approved by the committee on traffic. Each member of the traffic commission shall have been consulted as to his willingness to serve, and no one shall be chosen to this work who does not wish to serve. When appointed a member of the traffic commission, the member shall serve until his successor is chosen, or until he is disqualified for such service, provided that a member may resign from the commission if for any reason he so desire.

The duties of members of the traffic commission shall be to regulate the passage of pupils through the halls, to maintain order in the lunch

[1] *Elementary School Journal*, Vol. XX, p. 615.

lines, in the halls and lunch rooms, and to perform such other duties about the grounds and buildings as the committee on traffic may determine.

Rules governing the traffic commission may be changed by the student council whenever the best interests of the school demand.

5. An Act for the Preservation of the Lawn by the Second Congress of the United States of Madisonia, Madison Junior High School, Rochester, New York.

The citizens of the United States of Madisonia represented in the Senate and House of Representatives do enact as follows: *Section I.* No citizen shall trespass within the limits of a wire fence which shall surround the school building during the time it shall be deemed necessary to establish a firm turf. *Section II.* That all papers and other rubbish are to be picked up and put in proper receptacles. *Section III.* That traffic officers are to be duly stationed at advantageous points to enforce all regulation and act in the capacity of guardians of the lawn.

One officer from each Home-Room State shall act as an assistant and shall be responsible for the enforcement of lawn preservation regulations in his own state.

(*Signed*)
SPEAKER OF HOUSE OF REPRESENTATIVES

(*Signed*)
PRESIDENT OF THE SENATE.
VICE-PRESIDENT OF THE UNITED STATES OF MADISONIA.

APPROVED
MAY 11, 1926

(*Signed*)
PRESIDENT OF THE UNITED STATES OF MADISONIA.

With this law the following recommendation of the principal went to the teachers:

It is suggested by the student organization committee that the entire class activities period this week be given over to an explanation and discussion of the new law for the preservation of the lawn and the Code of Ethics. We want every Madisonian enthusiastically behind both. After the discussion in class meeting will you see that both stencils, the Law and the Code, are placed on your bulletin board and left for at least a week or two?

The lieutenant-governor would seem to be the logical one to choose as the one to be responsible for the enforcement of lawn preservation in his state.

6. *Smoking Council, Oak Park, Illinois.* The following illuminating discussion represents the student view point of a highly troublesome problem.[1]

The atmosphere of Oak Park High School is entirely free of tobacco smoke. At the stadium, where a group of smokers might naturally collect, there is no sign of loitering young men, dangling cigarettes from their lips. When school turns out, there is no cloud of smoke as the boys emerge from the building; and although we who are used to seeing this clean atmosphere do not pay any particular attention to it, visitors and outsiders are favorably impressed by the absence of tobacco around our high school. This condition has been brought about by students themselves through a series of experiments which began several years ago with stormy meetings and small immediate success, until our present system has been established. This system is perhaps the best example of student government in our high school.

It was in the years following the Great War that the experiments began. Scarcely had the noise and smoke of battle rolled away, when another kind of smoke settled down upon the younger generation the whole country over. It was tobacco smoke, not so deadly as that of the cannon, to be sure, but a menace to the morals of the American youth. Even young freshmen and grammar-school children started the habit of smoking. Older boys were smoking excessively and with a growing carelessness as to time and place. Several remedies were discussed by the faculty, and coöperation with the business organizations of the village was recommended. This plan was strongly advocated, but the principal felt that the problem could be solved better by the senior boys than by any one else. He called in a group of recognized leaders and talked over plans by which they might help the school to control the evils of smoking. This group included both smokers and nonsmokers. The boys were willing to help but a little uncertain as to their ability to cope with the problem, when it happened that a very popular speaker talked to the students in assembly and instilled in them the enthusiasm for a fight. The following campaign against smoking took on the spirit of one of those bloodless revolutions which are brought about by the British Parliament. Under the leadership of the class president and football captain, a small group, who had previously conferred with the principal, called a meeting of all the boys in the upper classes, smokers and nonsmokers, to deal with the situation. The whole affair was managed strictly by students, as the principal insisted, and no teachers were present at the meetings. Several stormy sessions were held. At length, when any agreement or action seemed impossible, the nonsmokers decided to withdraw and to allow the smokers to make any decision that they wished. No one but smokers was then allowed to attend the meetings. The nonsmokers, however, elected a committee, with

[1] Blackburn, Lura, and Others, *Our High School Clubs*, p. 33ff. By permission of The Macmillan Company, publishers.

the football captain at its head, to meet with the smokers and work out a plan.

This is the plan: No student may smoke within two blocks of the school between the hours of eight A.M. to six P.M. on school days. A council was created to enforce this ruling.

The Smoking Council has eight members. Four are seniors, two are juniors, and two are sophomores. One-half are from the ranks of the smokers and the other half from the nonsmokers. At the beginning of each new year, two seniors and two sophomores must be selected by the old members. Athletics, outside activities, and, in fact, every phase of school life is represented on the council, and each member has a sense of personal duty and responsibility for the successful working out of the plan. Then, as now, the question was asked: " What difference will the plan make? " The simplicity of the ruling makes it seem rather unimportant, but it has made all the difference between having an atmosphere of tobacco smoke around the school and having a clean atmosphere and a decent respect for our school. . The smoking rules are not enforced by the school board or the faculty, but by the students themselves. The only force behind the ruling is the public opinion of the school and the smoking council itself. The management of the latter has never left the hands of the students, and it has always been run independently of any school authorities aside from the infrequent conferences with the principal.

Courtesy and Good Manners. — In essence these qualities are personal and individual. They lend themselves to group development, however, and become the mark of an entire school as well as a particular family or person. Carefully directed crowd feeling, as infectious as infant diseases, makes the choices of students to be clean and well kept, brushed from curls to shoes, friendly, well-mannered, helpful, and polite. In the best high schools, students are democratized up, not down, so far as standards of courteous deportment are concerned. The possibilities of permanent influences for good manners upon a large scale are illustrated by the courtesy party at the Washington Junior High School, Rochester, New York:

Washington Junior High School was having a courtesy campaign. In every conceivable way the spirit of courtesy and the conventional courtesies were being emphasized. Courtesy slogans greeted one at every turn of the building. Compositions were written, plays were given, pictures were collected, and everywhere was evidence of keen interest.

At Christmas time, as a culmination of the courtesy idea, the pupils, assisted by the teachers, invited one hundred aged people, who were alone and practically shut in, to a courtesy party. Each home room had its mite box for a sacrifice offering. The Kiwanis Club of the city contributed fifty dollars. The Knights of Columbus furnished auto-

mobiles. Various social and charitable associations assisted in locating the guests and explaining to each the significance of the invitation.

When the guests arrived, committees of boys from the school assisted in getting them into the building and in making them comfortable. A special program of music and dances was provided. Refreshments were served. Each old lady was presented with a box of candy and a dainty handkerchief. Each old gentleman was given a box of tobacco and a pipe. The pupils acted as hosts and hostesses. With one accord pupils and teachers voted to make it an annual affair.

Many pathetic incidents could be related in connection with this courtesy party. The fact, however, that for a single afternoon a comparatively few aged and friendless people were made happy is of minor importance. The significant thing is that one thousand seven hundred boys and girls were unconsciously absorbing the very essence of courtesy as well as learning that true happiness comes from working with the group for the welfare of the whole.[2]

Responsibility for Wise Choices of Public Servants. — Students will take pride in the practice of good school citizenship; they will take responsibility and administer school affairs as matters of sacred trust; they will contribute unstintedly of time and energy toward a more efficiently organized school; they will work for better home and school relationships, provided that the right students are chosen to lead the various activities — service, social, academic club, musical, athletic, and all others. That there are dangers and difficulties in making wise choices every principal knows; the social, moral, and civic implications of failure, however, compel constant attention to the machinery set up to select student leaders. Teachers are in part responsible, the principal even more, and the students themselves have the greatest responsibility for the mistakes which at times wreck important parts of the service program.

Two discussions, each from the student viewpoint, indicate adequate machinery for insuring wise choices in the one case and inadequate in the other, yet both are school-wide student elections. The first is taken from the *Sagas*, the senior-class annual for 1926 of the Central High School of Evansville, Indiana, describing method of election and powers of the powerful teacher-student board of control:

> The board of control, now composed of seven faculty members and eight students, was organized in 1917 to meet the need for an organization which might have general oversight of all outside activities of the

[2] *Bulletin:* "The Junior High Schools of Rochester, New York," 1923

school. The manner of election, the duties and powers of the board, and its rules and regulations have changed but little since that time.

The student members are voted upon by the entire school. Each session room elects one student as its " best citizen," and these students in turn are voted upon in turn by the entire school, each person voting for three seniors, three juniors, one sophomore, and one freshman. The faculty members are chosen by a general election of the teachers.

The board has executive, legislative, and administrative powers, passing and enforcing regulations regarding all school enterprises in which the name of the school is used. Since the board controls also the finances of the school, no class, club, or other school organization may give any public entertainment or proceed in any other enterprise in which money expenditure may occur, without its consent.

In the past year the board has financed, among other things, the Latin contest, the scholarship *E* banquet, the award of the *E*'s, and the framing of the " Constitution," a picture.

It ruled that students should not be allowed to sell anything at school for either individual gain or the gain of an outside organization, granted permission to the G. A. A., and the commercial club to sell novelties and ice cream at football games, and granted loans to several organizations to help them meet their expenses.

The second describes the organization, duties, and election of the marshals at Brookline High School, Brookline, Massachusetts, and is taken from the high-school handbook.

The marshals comprise a body of fifty-one students, five from the freshmen, ten from the sophomores, fifteen from the juniors, and twenty from the seniors. No distinction as to sex is made among these, but the fifty-first, the captain of the marshals, must be a boy. He is elected by the marshals from the junior marshals at the close of the school year. These marshals have general oversight of the buildings during school hours wherever students are using them, in the corridors, in the lunch rooms, and even, in a teacher's absence, in study rooms and classes. They enforce the regulations of the council and report major infractions to the court. While they are elected to serve through the school year, they may be impeached for neglect of duty or for offence against any of the council's regulations.

With these definitions in mind, the effect of these branches of student government may now be considered. For this purpose it seems best to discuss the marshals first, for in the end they are really the foundation of the whole organization.

To be perfectly candid, the marshals are not at all in practice what they are supposed to be in theory. This is said not with particular reference to the set of marshals now in office nor, indeed, any set of marshals, but rather with reference to any such organization in any such school as B. H. S. The root of the trouble lies mainly in the fact that, of necessity, the marshals must be chosen by popular vote of the

student body. It is perfectly obvious what the feeling toward students selected in any other way would be, and the certain criticism and implications as to partiality would utterly destroy all idea of democracy and good will. When one considers, then, what calamities occur when our parents vote in a popular election, it is little wonder that among boys and girls of between twelve and twenty years of age there should be elected a number of people really not fitted to be marshals. The difficulty lies in the fact, as well known in other places as at high school, that John Doe or Richard Roe may be a very good fellow and possibly very attractive and at the same time not have those attributes which make a good marshal. When our student body can realize this, there will hardly be need of marshals, for the millennium will have arrived.

Twofold Function of the School-Service Organizations. — The service groups usually have two objectives in the school program. First, there are those which develop and carry on some school project, as hall patrol of the library and, second, those which are promoted with the ideal of bringing the school and community into closer contact; in that group, students are encouraged to take part in some activity of common interest. Both are important and have their definite place in making the high-school work harmonize with the modern philosophy of education. As the analysis will indicate, they are teaching students to initiate and act, carry responsibility, and evaluate their efforts in terms of the well-being of society.

Library. The school library is one of the most important service activities of the first type and one which has been chosen for complete analysis. This phase of the life of the modern high school has increased in importance as the tendency to center class work in the library has developed. It is now the nucleus of all class work, as the ideal is no longer to have students recite the facts emphasized in the lesson of the day but to inspire them to form opinions and judgments based on all available information. These facts may have been gathered as the result of a problem or a project, an investigation and report by an individual or a group of students, or general access to all of the source material. In any case, a collection of books is essential, and in an economical and efficient administration they must be properly cared for and catalogued. A service club of students interested in library activities may contribute to both of these objectives.

It is probable that the school library movement developed at

the same time as the public library movement in the United States, in the year 1876. The first steps in the direction of a definite secondary-school library policy did not come until 1915, when the National Educational Association appointed a committee to investigate library conditions in the high schools of the United States. This report was made to high-school administrators so that they might become familiar with existing conditions and be stimulated to adopt a program to better conditions in their own schools. The report indicated extreme variations in all sections of the country. California had an enviable position with twenty-seven full-time librarians and five part-time supervisors of that work, while in Idaho, Nevada, Arizona, Montana, Wyoming, Utah, Colorado, and New Mexico there was a total of only six trained librarians. In the South, no report was made. In the *Biennial Report of the State Library Committee of Washington,* for 1922–1923, it is shown that there are 41,525 students enrolled in the high schools of the state and that the libraries contain 204,908 volumes. This is an average of 4.93 books per child.[3] In many of these libraries are worn-out and poorly selected books which have little value for student research and yet occupy valuable space. This is a real problem in the smaller schools where it is a difficult administrative procedure to provide adequate room for the new type of library. There is too often a deplorable lack of leadership in this phase of the work and a corresponding lack of a constructive policy in building up the library and in handling the organization of the routine work.

The larger high schools, where the library has been made in so far as practical a field for student activity, have proved that the spirit of the school may be easily centered around the library. E. F. Chamberlyne, a prominent high-school librarian in one of the larger city high schools says: "The library is the heart of our school — the vital organ that gives life to the student body, for it sends out its streams of usefulness and inspiration through all the varied and various channels of school activity." [4]

[3] *State of Washington Library Report,* 1922–1924, p. 13.

[4] Chamberlyne, E. P., "The Relation of the High School Library to other Departments of the School," *National Educational Association Proceedings,* 1921, pp. 492–496.

The following cases illustrate how student activity is utilized in some of the larger city high-school libraries:

In the Trenton, New Jersey, High School all classes are organized with president, vice-president, secretary-treasurer, and librarian. Each month a meeting of the class librarians is called to discuss library problems and elect a library staff. The staff consists of a chief-of-staff and heads of the various departments, which are the fiction, nonfiction, periodicals, order, and records. Each member of the staff serves for a month and is expected to be in the library at a stated interval or period to perform the duties of his office. If unable to be present, he must furnish a substitute from the office. The library staff and its helpers keep the class records free of overdues, the shelves in order, periodicals classified and in order; they enforce complete order in the room, deliver all library messages to teachers, and stir the indifferent librarians to better service.[5]

M. E. Hall, librarian of the Girls' High School, Brooklyn, New York, says, "It is impossible to run the school library satisfactorily without the help of the student. A system of page service has been worked out by the students. The teacher records the number of periods of service given, which is kept as a record of service given to the school. In the Boys' High School and in the Morris High School there are such library service groups. In these schools student clubs give books to the library as gifts (these books often being inscribed). The students advertise the library through the school paper." [6]

Aniela Poray, librarian of the Northeastern High School, Detroit, Michigan, says, "The routine of the library interfered with the amount of reference work that should be done by a high-school librarian. I knew that student assistants were the solution to the problem. A library staff was organized which took complete charge of shelving, charging, slipping, clearing tables, issuing slips, pasting, and preparing books for shelves, and even the reading of the shelves was intrusted to them. The Cass Technical High School, the Eastern, the North-

[5] Northwood, Bertha, "Taking a Library Lesson," *Public Libraries*, Vol. XX, pp. 595–597.

[6] Hall, M. E., "Contribution and Success of School Library," *National Educational Proceedings*, 1922, p. 1018.

western, and the Southwestern have all worked out plans similar to the one in operation at the Northeastern High School." [7]

These examples are all from large high schools. It is evident that the problem in the smaller high school is much harder to solve. However, if a trained librarian cannot be secured, it is possible to have in practically every secondary school a teacher who knows how to select books, how to organize small collections so that they may be available, how to start files and collect materials for the use of the school.[8]

This teacher-librarian should be excused from all other extracurricular supervision and, if possible, from one or two regular class periods. Under the direction and with the assistance of the teacher-librarian, a library club or staff could be organized with such committees as the fiction committee, nonfiction committee, and magazine committee whose special duties would be the cataloging, charging, collecting, mending, and filing of the books, fines, and cards. Since the library can be made one of the most attractive units in the school, care should be given to the decoration of the room. It is true that we cannot hope for elaborate decorations, but a few well-selected prints, pictures, or casts will aid materially in creating a desirable atmosphere. In order to care for these particulars a room committee would be advisable. In addition a bulletin board committee and a clipping committee could render useful service. Some plan, such as the rotation of committees, would extend the benefits of this service to all the students who might be interested.

Instruction in the use of the library is as important in the small high school as in the large one. It is not uncommon to find high-school students who are unable to make proper use of the dictionary, encyclopedia, and such common reference books as the *Readers' Guide*. The committee on the secondary-school library problems in the *National Educational Yearbook* for 1921, page 667, says that instruction in the use of library materials should be given. We have seen that a great deal of

[7] Poray, Aniela, "Student Assistants in the High School Library," *Public Libraries*, Vol. XXIX, pp. 208–212.

[8] Briston, W. H., "The Small Secondary School Library," *Library Journal*, Vol. LI, pp. 417-419.

this instruction is being given in the larger schools by the students. This should be adopted as national practice.[9]

The value to be had from such student activity is not only confined to the development of a library enthusiasm, which in many cases has produced a real library, but it is exploratory for those interested in library work. It may well be a tryout course for those interested in library work as a profession. Library club members aid both teachers and pupils in securing materials and provide a means of doing the detailed work of the library, thus relieving the librarian or the teacher-librarian of work which is so diversified that she cannot do it effectively. Interest is also stimulated in the library in that a group is constantly striving to make it better, increase the scope of its work, and make it more effective in serving the objectives of the school.

Those in charge of high-school libraries are in a strategic position to guide the students in thinking for themselves and in appreciating the opportunity to live their own lives through being stimulated to read in the right direction during this adolescent peak-period of reading. The librarian and the service group of students which is assisting her may do a great deal in the achievement of the ideals of modern secondary education as stated by Dr. Briggs, of Columbia University: "To help boys and girls to do better those desirable activities which they are going to do anyhow, and to lead them on to higher types of activities and make these activities both desired and to an extent, possible." [10]

School and Community Service Organizations. — The second type of service clubs is made up of organizations very closely related to the well-being of the community. In many cases leadership for this group of activities comes from outside of the school faculty, but they are a part of the school program, inasmuch as their membership is almost entirely from the student body, and their policies are of vital influence in the school. There seems to be a decided tendency on the part of the teachers to assume more and more the leadership of

[9] Scripture, Elizabeth, "Supervised Study in the School Library," *Public Libraries*, Vol. XXXI, pp. 203–204.

[10] Briggs, T. H., "Extra-Curricular Activities in the Junior High School," *Education Administration and Supervision*, Vol. VIII, pp. 1–9.

these activities; and where that is the case, the greatest contribution is possible. They are affecting very largely the ideals of citizenship of boys and girls, and any organization which is interested in the development of citizenship cannot be ignored by the school if that institution is to serve the best interests of society.

Boy Scouts of America. In a national sense, this is the largest of these groups, and has been chosen as an example of the great possibilities lying in such a service organization. In his last five years of secondary-school experience, one of the present writers was intimately connected with the Boy-Scout movement, first, as a scoutmaster and, second, as a member of a board of country commissioners which controlled the policies and provided the facilities for a large number of troops.

The history of the movement is very interesting. The principles of the organization indicate that the founder understood human nature and adolescent psychology. He would have been an addition to the ranks of the educational profession, but in reality Sir Robert S. S. Baden-Powell was a general in the British Army. He was interested in Great Britain from a military standpoint but felt that character, initiative, and world vision were more essential than military power. This was contrary to the program of the British Army in that he emphasized the development of the individual rather than mechanical submission to rules and regulations. He felt that life habits should be established by the time the individual feels himself to be a man.[11]

The success of this leader of boys in forming the Boy Scouts of England aroused the interest of such men as James E. West in the United States, and the Boy Scouts of America was founded in 1910. Mr. West was not an educator in the ordinary sense of that term, but he had had a wide experience with boy life. He was an orphan, and through the carelessness of the institution in which he was placed he became a cripple for life. Notwithstanding this misfortune, his will power and perseverance made him a natural leader of boys. At fourteen, he would limp out before a group of boys who had met for drill and handle them almost as effectively as Sir Robert S. S. Baden-Powell marshaled his men.

[11] Baden-Powell, R. S. S., *Scouting for Boys*, pp. 1–37.

The aim of scouting is character. The meaning of the term is broad enough to include, in part, the principles which have been stated by any group in a program for the reorganization of education. It is a practical, natural, and workable scheme for the development of character through positive activity, providing that the organization is based upon the ideals desired, adequate leadership is available for the utilization of the gang spirit in outdoor activities, and the boys are inspired to work for social approval.

The scout organization is founded upon the ideals of the scout oath, the scout law, and the good turn which the scout is to perform each day. The scoutmaster who is a real leader may inspire the members of his troop to do good turns which are worthy of the scout oath and the scout law, without reminding them of their obligations. Hero worship, which is so much a part of the boy's life at this period, accounts for this.

Boys will have this personal touch with some older individual, and it is important that they be provided with leadership of the highest type. The influence of the scoutmaster's ideals carries over to every boy in the district. The same characteristics that have been noted in successful boys' club leaders are essential in the scoutmaster.

Nature calls for more outdoor activity than modern civilization grants. It is fundamental that boys be allowed to explore, collect curiosities, hike, camp, practice woodcraft, and learn useful lessons of self-preservation. Many valuable lessons may be learned in this fashion more easily than at home or in the schoolroom, providing that these interests are properly directed. The scoutmaster is of great service here to the busy parent or the secondary teacher who feels that he cannot devote the time to guide the boys in these outdoor activities.

All human beings are interested in securing social approval for their acts. This feeling is especially strong in boys of adolescent years. Scouting is in two ways of great value in solving this situation: first, through encouragement and praise from the scoutmaster as the boy becomes more nearly the scout ideal and, second, through the series of promotions from tenderfoot to eagle scout which mark stages of achievement in scouting. These promotions come as the result of a contest

between the boy and nature rather than as a contest between himself and some other boy. It takes the fighting spirit to overcome life's problems, and in the directed program of scouting, the boys are developing the spirit needed in meeting the responsibilities of later life. Patrol contests and games are substituted for gang fights. Every community is interested in developing a troop of Boy Scouts. Both outdoor activity and contests work together, develop self-reliance, confidence, and other desirable character traits. Thus the scout patrol was made the same size as the usual "gang," and good activities were substituted for harmful ones.

No one of the requirements is forced upon the boys, for they become scouts only on their own initiative. Each one is a characteristic of boys, and it is a pleasure for them to join with other boys in activities of this type. Scouting is dynamic and not static; its program is initiating and not restricting. Professor Roberts of Kansas State Agricultural College says that scouting is the instrument by which the boy hammers himself into an individual.

Scouting is becoming more and more a part of the educational program. It has been handicapped in the past, because the men who understood boy psychology and were natural leaders of boys were assigned to athletic coaching and boys' club work. It is being recognized at the present time that scouting is very influential in the development of school and community citizenship. School executives are becoming interested in the movement and are doing a great deal to provide real leadership. In many cases, this leadership is being provided by the school, and men are being trained in the teachers colleges to guide the initiative of adolescent boys in the right direction. It is a real art and requires the highest type of ability. Dean Russell, of Teachers College, Columbia University, says, "Genius gave it birth; genius must keep it alive." If real leadership is provided, its value to American democratic life cannot be measured.

Camp Fire Girls. An organization for girls is of equal value in developing school and community ideals.[12] The Camp Fire

[12] The reader is referred to *The Book of the Camp Fire Girls*, published by their National Council at New York in 1920.

law enjoins upon the girls to "seek beauty, give service, pursue knowledge, be trustworthy, hold on to health, glorify work, be happy." The slogan of all the Fires is "Give Service." The Camp Fire watchword is "Wohelo" and is composed of the first two letters of the words: work, health, and love.

The creed of Camp Fire states in beautiful language the ideals of the movement, which is striving for a wholesome program of living:

I believe in the future;
I believe therefore in the today,
And I try to make my life
A joy to myself and
A pleasure to those about me.
I realize the destiny within me.
I try to find the beautiful in life,
And where it is not I create beauty.
I feel my glory as one of the mothers of
the new generation,
Which with new eyes and with steadier steps
Will reach the high places that now
Are but a purple haze on the horizon.
I believe in the new womanhood
With citizenship and social consciousness.
I know I am and hold within me the promise
of the future.
I realize my responsibility.
I do not flinch nor falter.
I am a Camp Fire Girl.

The Camp Fire Girl does not promise anything; but in striving to live up to the creed, she is inspired to accept the responsibility of work, health, love, and service. The requirements for membership are:

(1) She must be eleven years old. (2) She must have paid her annual dues of one dollar. (3) She must know the purposes and ideals of the Camp Fire Girls' organization. (4) She must be able to state the full name of the president of the United States, the governor of her state, the mayor or highest city official. (5) She must be able to tell how many stars and stripes there are in the American flag and be able to explain the symbolism of the flag. (6) She must know the watchword and be able to give the sign of the organization. (7) She must know the name of the official publication, *Every Girls' Magazine,* its purpose, and its value. (8) She must know the Camp Fire law. (9) She must express her desire at a council fire to become a Camp Fire Girl and to obey the law of the Camp Fire.

The value of such an organization in the community cannot be adequately stated. School citizenship and community service are vital ideals of this group. It is interesting to note that many young women, formerly Camp Fire Girls, are now coming into the secondary schools as teachers, and their influence is being profoundly felt in the development of these organizations.

Girl Reserves. This is an organization with a religious motive, and of vital importance in the high schools of today. The Girl Reserves, which is sponsored by the Young Women's Christian Association, has three cardinal principles — health, knowledge, and spirit. The aim of the society is:

> To make a contribution to those elements in the life of a girl which set free the ideals and convictions that help a girl to live as a Christian of her age should live; to aid her to put into practice in her community her standards of Christian living; to help a girl through normal, natural activities into those habits, insights, and ideals which will make her a responsible, eager woman capable and ready to develop and share in those group expressions which are making effective the purposes of God in the world.

The slogan of the organization is " To face life squarely," and the " Code " is stated as follows:

> As a Girl Reserve I will be gracious in manner, impartial in judgment, ready for service, loyal to friends, reaching toward the best, earnest in purpose, seeing the beautiful, eager for knowledge, reverent to God, victorious over self, ever dependable, sincere at all times.
>
> I will do my best to honor God, my Country, and Community, to help other girls, and to be in all ways a loyal, true member of the Girl Reserves.

The " Quest " is another expression of the organization which throws light on its aims and ideals:

> Everywhere, always, in sunshine, in shadow, in joy, in disappointment, in success, in death — we, the Girl Reserves of America, follow the Gleam. If once we fall, we rise to face the Light; if once we fail, we fight again to win; we cannot be lonely — we stand together. From the north to the farthest south, from the east to distant west, ours is the surest quest. We know the One we follow.

When these objectives are being put into practice, under real guidance, the values accruing to the school and the community cannot be overestimated. In addition to their religious trend, they attempt to promote a democratic spirit in the school

and an international point of view inasmuch as they are interested in foreigners in other lands and in our own. In this last phase of their work they are working toward an understanding of international relations, and there is no more vital contribution that can be made to Amercian life at present.

Hi Y Club. A broad program has been founded upon religious training for the boys. Its aim is " to create, maintain, and extend throughout the school and community high standards of Christian character."

The slogan is, " A clean standard in living, in speech, in athletics, and in scholarship," while the objectives are listed as (1) health betterment, (2) mind acquirement, (3) soul enrichment, (4) social advancement, and (5) service achievement. When a boy intimates that he wishes to enter into the activities of the club, he declares as follows:

> I purpose, according to highest understanding, to follow Jesus as my Savior and Master. I realize that this involves doing God's will in my life from this date in definite service for others whether I am in school, college, or engaged in a business, profession, or other vocation. In order to be of immediate helpfulness in this New Crusade of the Master, I purpose from this time to give at least one hour a week in definite effort to help make it easier for some boy in school or some person in my community to be better, happier, or more active in extending the Master's Kingdom.

Girl Scouts. Girl Scouts were first organized in the United States in 1912 as a nonsectarian and nonpartisan organization. The distinctive thing about girl scouting is that all activities are carried on by a well-tried and acceptable method of team play in small groups. The troop is the organization unit, this being divided into smaller units, called " patrols." A Girl Scout as a member of a patrol learns to think and act in terms of others and with others. This is an actual resulting condition of scouting. Patrols learn to think and act in a larger group, while the troop is rightly to be regarded as a part of the larger community of city, state, and county. The captains who direct the troops are young women who, because of character and training, are fitted to be leaders of young girls.

Scouting meets a fundamental need for recreation and education in every young girl's life. The activities revolve around outdoor living, home making, and community service, aiming

through these at character development and happiness. Girl scouting, then, is nothing more than outdoor living, home making, and community service put into action through group action. Through their life in the open they learn what the simple needs are, how to meet them, and how to do without nonessentials; they learn to enjoy healthful and natural recreation instead of artificial and stimulating amusement; they learn the worth and pleasure of work, of physical activity toward an end, instead of mere gymnastic exercise.

In their home-making activities the Girl Scouts find constructive interest and fun in household tasks otherwise often regarded as tiresome and uninteresting. They learn that home making is vastly more than mere housekeeping; that it implies the practice of many arts and graces, and, like any game, contains a chance for skill.

Community service suitable to their years is undertaken by Girl Scouts as junior citizens, members of a larger group than family. Then the purpose of this organization is to help girls to realize the ideals of womanhood as a preparation for their responsibilities in the home and service to the community.

Motto, "Be prepared." *Slogan,* "Do a good turn daily." *Symbol,* trefoil: to indicate threefold promise. *Promise,* On my honor I will try to do my duty to God and my country, to help other people at all times, to obey the Scout laws. *Laws,* (1) A Girl Scout's honor is to be trusted. (2) A Girl Scout is loyal. (3) A Girl Scout's duty is to be useful and to help others. (4) A Girl Scout is a friend to all, and a sister to every other Girl Scout. (5) A Girl Scout is courteous. (6) A Girl Scout is a friend to animals. (7) A Girl Scout obeys orders. (8) A Girl Scout is cheerful. (9) A Girl Scout is thrifty. (10) A Girl Scout is clean in thought, word, and deed.

Doing and Preaching. — The service clubs and groups of the modern American high school are contributing very largely in the development of an idealism in the boys and girls. Their program is not one of preaching but in *doing;* and as real leaders are coming forward, they are doing much to foster fine attitudes in the young people and to establish habits of right thinking and right acting which are so essential in founding an idealism to raise the moral and spiritual tone of society in the life of tomorrow.

CHAPTER XIV

ORGANIZATION AND OBJECTIVES IN THE ACADEMIC CLUB PROGRAM

Early Development. — Literary societies and debating clubs appeared in the early high schools as forms of recreation and special entertainment. Literary exercises, usually on Friday afternoons, were taken into the high schools from the academies, and thus became the forerunners of the rich and varied programs of the present-day clubs and activities. Singing schools, spelling matches, and writing schools were important elements in the social life of villages and rural communities, and centered naturally in the schools. From these older forms have evolved, on the one hand, the highly specialized activities which contribute to school and community recreation and entertainment as well as student training — publications, athletics, music, debate, and dramatics; and on the other, the clubs which are based primarily upon classroom work and grow out of and supplement the academic program of the high schools. The academic clubs make little contribution to the general entertainment of school and community; rather they justify their existence in serving to hold the interest of pupils in the subject matter of the curriculum and in important incidental training in leadership, character, and good citizenship.

This is a club age; adults are chronic joiners. Secret orders, church societies, quasireligious organizations, social groups, and service clubs abound. Aided by the unquestioned adolescent tendency to seek out and unite with others of similar ideals, attitudes, and interests, high-school faculties are utilizing the club idea for holding together kindred spirits of every justifiable sort. So diverse are these interests and so large are the groups of students to be placed that great modern high schools frequently have as many as ninety clubs and more or less closely organized groups.

Pupil and Curriculum. — Schools exist for the improvement of the students. Educational costs, however enormous they may grow, are paid that the youth of the race may gain year by year new and higher physical, emotional, mental, moral, and social levels. The most important medium for the attainment of these ends has always been and must, in the nature of the case, remain the curriculum. The problem of the modern school is to bring the student and the curriculum together under such conditions that the curriculum can perform its essential service upon the students. Only when mind touches mind in the white heat of interest are the learning processes completed with any degree approaching maximum efficiency.

Curriculum. — From the negative and critical viewpoint, the high-school curriculum appears to be a hodgepodge, jumbled together without plan or reason. Tradition, inertia, and respect for the old elements of education hold fast the overload and deadweight of material long since outside the interest of high-school students. College and university dominance of secondary curriculums had its rise in the Latin grammar school, quickly subdued the academies, and gained control over the new and democratic high schools. The naïve assumption is still widely held that secondary institutions, public high schools in particular, exist for the curricular purposes of the colleges and universities, as any study of the entrance requirements of these institutions quickly reveals. The incessant warfare of the last half-century has brought marked progress, but there is a constant tendency to slide back and to lose the ground gained. Psychological development and logical arrangement still control the body of the curriculum to a large extent, and only incidentally has a social interpretation been permitted to determine what material shall be chosen and how it shall be taught.

Textbook writers have been for the most part college and university professors, without question profound in scholarship, but woefully lacking in a practical knowledge of adolescent and social psychology. Too often they have shown their impatience with the demands of complex community interests upon the time, energy, and brain power of the students, by overloading their textbooks with advanced materials. In addition, new and undigested bodies of curricular materials are constantly demanding entrance. Curriculums made by legis-

lation, by vigorous minorities, by outside experts, by resolutions of boards of education, by superintendents, by principals, and by groups of teachers are familiar enough.

These strictures have brought the most severe condemnation upon the high schools, particularly by writers upon modern social problems; they see no hope of an adequate and satisfying training for young people in this outgrown and overgrown curriculum. The positive aspect of the modern high school, however, reveals at once that it has the broadest and richest offering of training for the largest numbers of adolescent students to be found in any country. This is true because in a materialistic and commercial age, the humanities — those great bodies of knowledge, the heritage of culture comprised in literature, speech forms, the records of human achievement, the records of the working of the human mind, the products of human devotion, imagination, and idealism — still hold place.

The language forms, media of communication past and present, are taught, and thus to the student is revealed the culture of other days and other lands buried in the foreign tongues.

Here are the ever-recurring revelations of the material world, whereby each age rediscovers the laws of the universe and through the manipulations of the instruments of science reveals anew the secrets of nature. Likewise, here is the redevelopment of the laws of mathematics by students who follow in the footsteps of the mathematical geniuses of old as they work out the relationships of numbers, symbols, and space.

The modern curricular materials are all here: the laws, processes, and skills of business and commercial life; the homemaking arts, the manipulative arts, and the skilled trades; the fine arts; on the one hand, the oral arts of music, drama, and speech, and on the other, the graphic arts of drawing, design, and color.

The Adolescent Student. — In this congeries of curricular material the high-school student must find his intellectual satisfactions and acquire a series of skills, attitudes, and habits. Until G. Stanley Hall began his pioneer studies in the nature of adolescence and William James carried out his historic experiments in mind training, the sufficiency of the curriculum to accomplish these ends was little questioned. During the last forty years, numberless experiments and studies have been

aimed at the determination of the values in the traditional and the new curricular materials, the means of sharpening the learning processes, the stating of new objectives in education, the measuring of human variation, and the analysis of the nature of adolescence; for these all condition the proper adaptation of the processes and materials of education to pupil needs.

A brief summary of the emotional, mental, moral, and social characteristics of adolescence, as revealed in recent comprehensive studies, is here attempted. The physical changes which accompany the onset of adolescence are not included, since they are not directly concerned with the problems of adjustment of the student and the curriculum, although doubtless they are basic to the changes that are discussed here.

Adolescence is likely to be a period of emotional turmoil, with new, ardent, and violent emotional stresses, with many and varied moods, and strong and unaccountable impulses. It is a period of violent likes and dislikes, based upon trivialities in appearance, dress, or speech. The adolescent may be shy, reticent, keenly sensitive, and have a feeling of awkwardness, but at the same time he may love recognition and yearn for the notice of older students and adults.

Adolescence opens new intellectual worlds. New interests lead youth enthusiastically into new fields of thought. These interests are many, varied, fleeting, often entirely new but likely to become abiding, and nearly always very strong, marked with concentration while they last. This is a time of more accurately trained senses than in preadolescence; the eyes see more, the ears hear more, the skin is more sensitive, and the sense of smell more definite and discriminating. The youth piles up new riches of sensation, ideas, direct and vicarious experiences; therefore, because he has augmented mental resources upon which to draw, he reasons more cogently. New brain cells and neural connections make possible better reasoning and better judgments. New powers and faculties are born whereby more complex and entirely new problems are easily solved. Moreover, new habits are formed, are modified, formed again; they are easy to *set* and easy to *break*. Mental vigor, glow, and enthusiasm quicken intellectual curiosity and lead

it into new and far fields. Problems arise from the fact that intellectual interests are too often erratic — mere whims, fads, passing ephemeral fancies, wherein the mental bearings are all wrong, and the individual appears foolish and stubborn without cause.

This is the dawn of moral responsibility. Ethical problems are faced fairly and often fearlessly. Youth accepts the principles of moral conduct and religious creeds, or in revolt, defies convention and plunges into truancy, incorrigibility, fighting, cruelty, petty thieving, destructiveness, lying, and other more serious crimes. The adolescent is independent in his moral judgments, likes to go his own way, is idealistic but crude and vague, lives up to his own code after his own fashion, and is on the whole entirely sound in his moral standards.

Long neglected in educational procedures, the social characteristics of adolescence have slowly advanced in importance until they color every educational effort. First, the social instincts are strong, and the desire for social contacts is inborn. Social development is rapid, the egocentric changes to the heterocentric, the wishes and thoughts of others take on paramount importance. It is a time of expanding personality; new companions, new forms of amusement, new social standards and moral codes are eagerly sought. Gregariousness is apparent in thought and act. All sorts of schemes are enthusiastically promoted, parties, picnics, dances, hikes, theater groups, *ad infinitum*. Responsibility in these affairs is taken on in deadly seriousness, and no effort is too great. If the social experience is to lead to strong character and right living, the environment of most importance is a group of right-thinking boys and girls. In this social environment there is small place for parents, teachers, and other adults.

In these groups the secondary sex characteristics come into full and natural flower: sympathy, love of approbation, adornment, desire to make the best impression possible, bright talk, alertness, new appreciations of nature, art, and poetry, and many others. And the innate tendency to "gang up," to organize, operates ceaselessly in the consciousness of adolescent youth.

The high school opens its doors each year to throngs of little

boys and girls; it sends them on, four or six years later, young men and women. In the meantime, for better or worse, the adolescent youth and the high-school curriculum have come together. The academic club program has proved the essential catalytic agent for the best reaction of the one to the other; for it affords a certain relaxation from classroom routine, gratifies pupil tastes and ambitions, utilizes special talents and aptitudes, develops leadership, and affords numberless social contacts with others of like mind and interests.

Relation of Academic Clubs to Classroom Activities. — There is no possibility of exhausting the resources of any subject now taught in high school within the time limits of class work. The academic club, by means of reports of collateral subjects and studies, side lights on the lives of leaders and their contributions to different branches of study, advanced, experimental demonstrations and illustrative activities of many kinds, opens the way for the presentation of additional specialized material of a more advanced kind than is justifiable in the classroom. Students profit from the practice of searching out new material, organizing, preparing, and presenting it. Fortunate the school so organized that individual differences in pupils are adequately provided for in class organization; the best substitute is a series of academic clubs in which the brightest and most talented may gather for greater concentration of efforts in the fields of their special interests. The human element of individual self-discovery and self-control alone justifies the time and effort required to sponsor these clubs, and they doubtless contribute more to the fixing of life-long interests than the ordinary class activities, however well taught. Every club exists to give students abundant opportunity to practice leadership in proper conduct in meetings, in orderly discussion and argument, in self-control, in civic responsibility, and in respect for the rights and opinions of others.

A nice question of administration arises in respect to voluntary or compulsory membership in these activities. The tendency appears to favor compulsory membership in the junior high schools and volutary membership in senior high schools. Another question arises from the limitation of the number of

activities in which one pupil may participate. One important recent study showed that twenty-nine students in one senior high school belonged to eight or more activities, and their scholarship grades were slightly higher than the average for the entire student body. Where membership is voluntary, the student who is difficult to adjust is not the one who belongs to six or eight clubs but the one who belongs to none, or pays only half-hearted allegiance to one or two activities.

The question of credit for club membership is discussed in detail in Chapter XXI. In general, no credit should be given for membership, for that could easily spoil the democratic spirit of the entire program. Credit may well be given for specified performances of satisfactory quality. Many schools have found it possible and justifiable to give definite credit toward graduation for this work; for although the clubs are *work groups at play*, still these integrated socialized club programs require far greater effort than class preparation demands; they motivate study, and become a real part of the high-school curriculum.

Extracurricular, Semicurricular, and Purely Curricular Activities. — The close relation of the academic clubs to the curriculum is indicated in the metamorphosis of those activities which, at first purely extracurricular, became for a time semicurricular in nature, and then attained regular curricular status. Journalism and oral expression among the English activities; nearly all of the music; physical education, corrective gymnastics, and regular gymnasium classes; office practice and probably advanced typing; millinery, household budgeting, design and color, art metal and jewelry, and electrical construction have been regularized. Others are in the process of curricularization. Among them are debate and dramatics, short story and poetry, organized play and athletics, current events, travel and excursions, and the activities of the manual training, home economics, agriculture, and trade-training clubs.

Present Scope and Range of Academic Clubs. — In Chapter II the going activities and clubs of eleven high schools have been listed. These high schools were chosen to illustrate the rapid increase in the number of clubs and activities as the high schools increased in numbers of students.

Of the purely academic clubs, Dr. Fred C. Ayer found in his study of the Everett, Washington, High School the following: German, Spanish, French, science, botany, electrical, Spatterinc (short story), Tsitra (art), Sphinx (history), and Plus and Minus (mathematics); and in his study of one of the Seattle high schools the following: Spanish, French, science, botany, zoölogy, art, commercial, short story, radio, and school paper.

The following academic clubs have been in operation in Indianola Junior High School, Columbus, Ohio:

Aircraft, art cartooning, Audubon, camp craft, chef, etiquette, Fasces, household mechanics (girls), handcraft, historical reading, cartooning, Know Your City, Cercle Français, math, military, parliamentary, poetry, radio, recreation, Purple Mask, travels.

In the Lower Merion Junior High School, Ardmore, Pennsylvania, membership in the academic clubs is limited to eighth- and ninth-grade pupils. This club program shows the following wide range of interests and activities:

American biography, eighth and ninth grades; Benjamin Franklin Girls' Club, twenty girls of eighth and ninth; book lovers, eighth and ninth; chess, eighth and ninth; cartooning, boys of eighth and ninth; current events, eighth and ninth; crafts, eighth and ninth; collectors', eighth and ninth; debating, eighth and ninth; explorers, eighth and ninth; engineering, boys of eighth and ninth; embroidery, girls of eighth and ninth; French, ninth-grade French students; Florence Nightingale, girls of eighth and ninth; first aid, boys of eighth and ninth; home entertainment, girls of ninth; two handiwork, girls of eighth and ninth; international children's, girls of eighth and ninth; nature, eighth and ninth; novelty art shop, eighth and ninth; play workshop, eighth and ninth; social service, eighth and ninth; scribblers', eighth and ninth; typewriting, ninth.

A compilation of many lists indicates the possibilities for enlisting the energies and interests of high-school students in the academic club program. It is needless to add that no school would profit by an attempt to organize all of the clubs listed. No attempt has been made to include the names, fanciful, poetic, and otherwise, of many clubs.

1. *English:* advertisers, authors, booklovers, boys' books, debating, dramatic, fairy story, journalistic, Kipling, letter writers, librarians, literary, magazine, newspaper, poetry, public speaking, reporters, scenarios,

Shakespeare, short story, story hour, Two-Minute-Men, Watch-Your-Speech, writers.

2. *Social Science:* civics, civic publicity, historical, historical pilgrimage, junior civic, local history, military, museum, mythology, parliamentary, stamp and coin, who's who.

3. *Foreign Language:* French, German, Italian, Latin, Norse, Russian, Spanish.

4. *Mathematics:* mathematics, mathematics clinic, mathematics puzzle, mathematics recreation.

5. *Science:* airplane, astronomers, bird, botany, camera, chemistry, Ernest-Thompson-Seton, first aid, geology, household chemistry, national geographic, nature study, physics, radio, science, travel, wild flowers, zoölogy.

6. *Commercial:* business correspondence, business girls, commercial, junior commercial, junior financiers, salesmen, stenographic, typists.

7. *Manual Training, Trades, and Industrial:* automotive, bird house, blue print, electrical engineers', guidance, industrial arts, inventors', kite, Know-Your-City, life career, metal arts, print shop, repair, sheet metal, shop, toy.

8. *Agricultural:* agriculture, calf, chicken, corn, garden, landscape gardening, market, pig, pigeon, stock and poultry judging.

9. *Home Economics:* art needlework, camp cookery, canning, crochet, customs and courtesies, doll, dressmaking, embroidery, etiquette, fashion, Fudge and Apron, handicraft, home economics, home nursing, Kalorie, Knife and Fork, knitting, laundry, Little Mothers, luncheon, marketing, millinery, novelty, rugs, sweet shop, tatting.

10. *Fine Arts and Music:* art, art collectors, basketry, cartooning, china painting, Dennison (paper flowers, etc.), design, folk song and dance, gift, illustrators, lamp shade, music appreciation, music critics, paintex, poster and commercial art, pottery, sketchers, violin.

11. *Physical Education:* athletic, boxing, corrective, dancing, health, hiking, swimming, wrestling.

Purposes and Objectives of the Academic Club Program. — The club program involves three elements; teachers, school and community, and the students. The first two are incidental; the third is all-important. This program aims to insure to teachers more intimate and more influential contacts with pupils, other teachers, and the community; it motivates and vitalizes their work and stimulates them to follow many collateral and present-day interests which otherwise would be impossible. It tends to humanize the curriculum and to justify the teachers' classroom efforts to pupils, parents, and patrons.

The larger purposes of the academic club program, involving moral training, character, leadership, coöperative effort, and

greater interest in school and scholarship, react immediately and powerfully upon the school and community. Better attitudes growing out of participation in club activities come to characterize every school and community relationship. Conversely, through the medium of club activity, rich school and community resources are made available for student use and appreciation.

These purposes of the club program as touching the teachers, the school, and the community are sufficiently important to justify their development; their peculiar contribution is to the students, however, and the following statement of the immediate objectives as touching the club members reveals the possibilities for growth inherent in their programs:

1. To create and foster new interests; to suggest more desirable and more worth-while activities and to train students to desire and to participate in them; to introduce and develop interests in previously unknown or unnoticed activities and bodies of worth-while information.

2. To train students to do many things better than would be possible with their unaided efforts; to afford abundant opportunity to develop straight thinking, clear statement, control of voice, body, facial expression, motor skills, muscular steadiness, and many other acts.

3. To provide the *vents* essential for the normal exuberances of youth; to assure that better training in self-control and cooperative self-government, which constitutes preparation for good citizenship.

4. To develop spontaneity and quickness by setting up miniatures of life in school and community in which students may try themselves out and repeat over and over these desired reactions until they become habitual.

5. To provide practice in the application of classroom teaching to real life by creating artificial but purposeful situations which tie up the classroom to the world outside the school.

6. To make the adjustments which grow out of individual differences, to the end that students may go their own pace in their own way and carry their own load, big or little.

7. To put all pupils in the high school at work upon new problems, in new situations, and with new objectives, so that

they may remain in school longer, find greater satisfaction in their tasks, and secure thereby the possible social and ethical gains.

8. To satisfy the gregariousnes of normal youth and discover to it the rich possibilities of group action in developing new and abiding interests; to make possible the close, intimate, and enduring personal associations which bind together those of similar likes, tastes, and talents; to initiate and foster the freedom which the individual enjoys as a part of the larger group devoted to the same interests and activities as his own.

9. To forestall with interesting activities desirable from the standpoint of community, school, faculty, and students, the equally interesting but undesirable activities which the strong social instincts of the students are sure to suggest.

10. To provide practice in leadership, abundant, controlled, ethical, and moral, and to forestall the unsocial, aggressive, and domineering, or the intriguing, under-cover, double-dealing sorts of leadership which develop so naturally in some students of high-school age.

11. To provide practice in followership through recognition of the superior traits, brain power, preparation, and the natural and acquired qualities of leadership in others.

Principles of Organization. — A wide school club program is a matter of slow growth. It is necessary to educate public opinion as represented by the high-school faculty and students, the parents, and the community, to the need and place of the academic clubs. When pupil initiative makes articulate a felt need, it is time to utilize the instinct of kindred spirits to band together for specific and common interests.

Each club should have its own constitution and by-laws which set up the character of and requirements for membership. The principle of democratic but selective membership is sound, based upon educational requirements, the nature of the work, and the numbers of students who may be utilized profitably and to advantage. Prospective members should not be subject to election or blackballing by ballot by the club members, but membership should be open to all on the equal basis of interest in the activity and willingness to participate, to give time and energy, to appear when called upon, and to give support

to the officers and members of the club. It is better that there be no age limit for membership. Some activities prosper most when homogeneous grouping within definite grades prevails. Other clubs profit from varied membership in which the older students are constantly training groups of new leaders.

A definite limitation upon the amount of participation by individual students is sound policy. It prevents overloading of some students; it gives many more a chance to participate, and more students attain honors and offices. Where graded participation by means of point systems and sliding scales is in use, the privilege of participating in more activities becomes a powerful motive for keeping up all academic work.

The clubs already in existence should have the active support of principal and faculty. By means of articles in the school publications, assembly talks, home-room programs, join-your-club weeks or campaigns, these clubs may be filled. It is also necessary to provide interesting programs, to change the types of programs at least each semester, to carry on interesting activities outside the club meetings, to have some worthy activity ready to enlist the efforts of many students, and to be sure that club membership means fun, pleasure, good times, and wholesome leisure hours.

The means of organizing new clubs should be definitely set up. At a specified time at the beginning of the school year or at any time when the need is felt, at the request of students or a teacher who volunteers sponsorship, the machinery should be set in motion. It is a safe rule that when worthy objectives have been clearly defined and the items of attendant expense fully understood, any group that desires, should be permitted to organize a club. Any subject in the curriculum offers a satisfactory rallying point, and some such constituted authority as the student council or a committee of students and teachers may be empowered to pass upon requests for new clubs.

Those who have no interest or who fail to meet their proper obligations should be dropped; therefore it is essential to provide means for easy elimination or transfer from one club to another. There is no place for the loafer or drag in the academic clubs.

Place and Time of Holding Meetings. — Meetings of the academic clubs are held on school property, in classrooms, or in special rooms where a piano and stage are available. The time of holding club programs in some schools is the hour preceding school in the morning; a special period in school time is increasingly in use through the country; meetings after school, all on the same day each week or scattered over different days, during the lunch hour or in the evening, are common according to the size of the school, the size and character of the communities, the home duties and responsibilities of the pupils, etc. Club meetings are destined to occupy a period in the daily schedule in large cities, where, if pupils remain at school until late afternoon or return for evening meetings, social responsibility is too great for the school to assume; and in rural high schools, where pupils are transported long distances, reaching school immediately before the session begins and departing as soon as school closes. In towns and smaller cities, it is doubtless a social asset to have the high-school building open and accessible for many dinner-hour and evening club meetings, and it is often the cleanest, brightest, and most desirable meeting place in the community.

Control and Direction of Academic Clubs. — General control is lodged in the principal, in the assistant principal or dean of girls, in special committees appointed by the principal, in special committees appointed by the faculty and students, or in sponsors appointed usually by the principal. Some clubs are controlled by the departments which foster them, others by sponsors and committees nominated by the organizations and approved by the principal; in scattered high schools the organizations have the authority to name sponsors without the approval of the principal.

The plans adopted at Shortridge High School, Indianapolis, for the administration and regulation of all extracurricular activities, as reported in the *Bulletin of Information*, are reproduced here as illustrative of the careful control required for the rich extracurricular program of a modern high school. The point system is simple yet comprehensive, and the directions for joining a club are brief, but nevertheless they are entirely adequate.

Administration

1. There shall be appointed by the principal a chairman who shall be given two hours a day for administration of the extracurricular activities.

2. There shall be a committee of four appointed by the chairman who, with the above-named chairman, shall pass on all matters pertaining to extracurricular activities.

3. Censors for the various activities shall hand to the chairman a list of the members and officers on blanks provided for that purpose, and inform the chairman whenever a change is made. This information shall then be transferred to the semester record card. At the end of the term, the censors shall hand to the chairman the rating for the members of the organizations of which he is censor.

4. A permanent record shall be kept on a card provided for that purpose.

5. The chairman shall advise pupils when limitations have been exceeded and require evidence from the pupil, of having made whatever correction was necessary.

6. The chairman shall, immediately after grades have been given out, obtain from the office a list of pupils having two or more *D*'s and shall make a record of such on the semester record cards.

Regulations

The purpose of regulation is twofold: (1) to prevent pupils from carrying too much work, (2) to make it possible for more pupils to assume positions of responsibility and so enjoy the benefits that accrue therefrom.

1. No pupil shall be permitted to carry more than twenty-five points at one time.

2. No pupils shall be permitted to have membership at the same time in more than three clubs listed on the activity board.

3. Pupils who have two or more *D*'s on last report card shall not be permitted to participate in more than one activity until such deficiency is removed. Pupils having such deficiency shall, in writing, inform the chairman which activity he wishes to continue.

4. Pupils on the *A* honor roll may make application to carry points in excess of the maximum. In no case, however, will any one be permitted to engage in more than one activity in Group I.

5. (*a*) Pupils on major athletic teams or squads shall be limited to such during season. (*b*) Pupils shall not be permitted to be on two or more athletic squads concurrently. (*c*) A pupil during his high-school course shall be limited to one captaincy of one of the four major athletic teams — football, baseball, basketball, track.

6. It shall not be permitted to hold an editorship of the *Echo* and *Annual* concurrently.

7. Pupils shall not be permitted to participate in more than two plays during a term.

8. Pupils whose conduct is unsatisfactory may be debarred from activities.

Point System — Maximum, Twenty-Five Points

Group I (fifteen points): annual editor-in-chief, debating teams, discussion team, senior class president, junior class president, presidents of clubs in major group, senior play (leading parts), captains of minor athletic teams.

Group II (twelve points): vice-president, secretary, treasurer —junior and senior classes, chairman senior-play committee, chairman junior carnival committee, class day committee chairman.

Group III (ten points): vice-president, secretary, treasurer of clubs in major group, *Echo* editor, business manager senior play, senior play (minor parts), property manager of senior play, members of minor athletic squads.

Group IV (eight points): all class and club officers in major group not listed above, annual assistants, members senior play standing committees, member junior carnival committees, parts in school plays except senior play, chairman of junior carnival committees, presidents of clubs in minor group.

Group V (five points): membership in clubs in major group, *Echo* assistants, all officers, except presidents, in clubs in minor group. Minor group consists of True Blue Club, Pep Club, Boosters' Club. Major group consists of those clubs not listed as minor. Minor athletics — girls' athletic squads, boys' color teams, tennis and golf.

How to Join a Club

If you are interested in some special club, you are welcome to go first as a visitor to see if it is the one you really want. Then ask the censor or some interested members just how to join. None of the clubs has restrictions except two of them. You must be in Math IV or above to join the math club and in English V or above to join the fiction club. Naturally you will find the club which most nearly suits your primary interests. The clubs offer you a splendid opportunity to widen your experiences and socialize your tendencies.

Teachers' Opportunity and Responsibility. — This problem is discussed in detail in Chapter XXII. Professor E. K. Fretwell, writing in the *Philadelphia Survey,* indicates the place of the clubs in pupil interest. He suggests by implication the consequent responsibility of the faculty.

"Even a partial list of the clubs alone suggests the almost infinite variety of pupil interests. It is evident that

much of the time, energy, interest, and enthusiasm of the high-school pupils is represented in activities not included in regular curricular activities."

The most successful sponsors are those members of the regular faculty who accept without qualification the dictum that the day's task is not complete with so many recitations heard, lessons assigned, papers marked, and grades recorded; who have training and interest in the field of the club's activity; and who have saving assurance that pupils can and should do more than regular class work. Every faculty member not assigned to equivalent special duty should volunteer or be asked to sponsor clubs. Pupils are not safe guides, but should be consulted as to their sponsors. Final responsibility for the assignment or approval of assignments should rest with the principal.

Teachers and pupils, working together in the more informal and socialized atmosphere of the clubs, mutually profit, for the teachers gain through the renewed interests which the contacts engender, and the pupils attain undoubted intellectual, emotional, and moral gains.

Three safe rules for the modern socialized high school are: (1) Every pupil a member of one or more academic clubs of his own choice. (2) Every pupil active in the work of at least one club. (3) Every teacher interested, and unless otherwise assigned, helping willingly to carry the load of sponsorship.

CHAPTER XV

ENGLISH ACTIVITIES IN THE ACADEMIC CLUB PROGRAM

Range of Club Activities Founded upon English. — The literary society has the longest record of activity, coming down from the academies and the early colleges. Two other club activities are common throughout the country, offshoots or specialized forms of the literary society; *i.e.*, the debate clubs and the dramatic clubs. Still further narrowing of the interests of the students and the range of their activities has brought into being clubs devoted to the writing and reading of the short story, poetry, public speaking, journalism, story telling, parliamentary procedures, and others.

Twofold Contribution of English Club Activities. — The contribution which these activities make to the school as a whole and to the community has been discussed in part in Chapter XII. When the gains are cultural, recreational, and informational not to the performers but to the audiences, they become a part of the essential upbuilding agencies in the general school and community social life. As entertainment or as a means of earning money for school enterprises, doubtless they fully justify themselves.

It is the contribution of the club to the pupil as a member or participant, however, which is the important factor in the present discussion. This chapter is concerned with the clubs as they offer opportunity for growth of the students in their dominant interests and special talents and abilities. Whichever form the activities of the club take, it constitutes the laboratory which provides opportunity for practice and habituation in good English expression, oral or written. If English is to become truly social in content and social in method of acquirement, the clubs must be utilized to supplement the classroom.

A Sponsor's Hope. — The following statement illustrates the idealism which goes into the guidance of these activities: "If this club cultivates in the minds and hearts of the students who participate in its activities an abiding love for what is best in literature and a deeper respect for the authors who have opened to them new avenues of thought and new meanings of life, it will have justified its existence. And it seems in a fair way to accomplish this very thing."

What's in a Name? — Choosing a name for a new club is serious business, for it is probable that the usefulness and length of days of the organization will be profoundly influenced by the catch phrases, the shibboleths, and the name which comes to be associated with it. The nonsensical, the merely foolish, or the ridiculous name sometimes quickly tires, and the organization passes out of existence. It will be noticeable in this and the succeeding chapters that the clubs which have been chosen by principals and sponsors as most worthy invariably bear names of dignity and real significance.

In a western high school the change from a monthly magazine to a weekly newspaper increased the newspaper activities of the school to the point where a club seemed desirable. The principal chose the name "Scissors and Paste" for the new organization. He carefully explained the significance of the phrase to the group of prospective members, who seemed little impressed either by the aptness or the humor of the title. After a little preliminary skirmishing, "Scissors and Paste" was unanimously rejected and the "Journalism Club" came into being. A dozen years of useful existence bear witness to the wisdom of the choice.

English Clubs in the Junior High Schools. — In the extensive club activities of large junior high schools, those which grow out of the English classroom work have an increasingly important part. Professor H. D. Meyer in *A Handbook of Extracurricular Activities in the High School* lists among the clubs of the Brownell Junior High School of Cleveland, Ohio, the following English clubs: debating, dramatic, Kipling, mythology, newspaper, public speaking, reporters, short story, story telling, Two-Minute Men, and Watch-Your-Speech; and in a small high school which maintains fifteen clubs: journalism, dramatics, and debate were each represented.

The English clubs in two junior high schools are given here to illustrate typical development.

Lower Merion Junior High School, Ardmore, Pennsylvania. (1) Book-Lovers' Club. All students who love books — to read them, to own them, to handle them even — come join the Book Lovers' Club. We shall meet once a week to talk over together the books that we especially love and to get acquainted with new ones. Let us discover together that reading can contribute more of real joy to our leisure hours than any artificial form of entertainment. Let us remember, too, that many cultured men and women owe all they are to their love of great books. So come make new book friends. (2) Debating Club. Purpose: to learn and realize value of debating and to improve talent for the same. Current events and national problems, public speaking, poise, and club debates. (3) Play Workshop Club. In this club an attempt will be made to help pupils who are interested in play production as well as acting. We will read plays with an eye to their value to the school as part of our assembly programs and also consider their adaptability to any use the members may wish to put them outside of school. The club will learn the fundamentals of character choosing and staging and costuming on limited means. The club will start a drama library for the school containing suitable plays and programs for special days. Open to boys and girls who are genuinely interested in our auditorium programs and like pay production. (4) Scribblers' Club. The Scribblers' Club is for those who want to make Lower Merion Junior High a hundred-per-cent school. Our purpose is to edit a wide-awake, up-and-coming, small-school newspaper, mimeograph style, which will appear every two weeks. Membership is open to boys and girls of the eighth and ninth grades.

Indianola Junior High School, Columbus, Ohio. (1) Indianola Literary Society. To encourage original work in English, writing of original poems and stories, an exhibition program, Indianola School Day, a spread at school, a picnic. Open to ninth-grade honor pupils only. (2) Journalism. Studying newspapers and magazines, writing up material and compiling the school paper, talks by well-known journalists. (3) Parliamentary. Mock trial, mock convention, debates. General usages in conducting meetings pertaining to organizations and

a general knowledge of parliamentary usages. (4) Poetry. Next to being a poet is the ability to interpret a poet. The objective of this club is, therefore, to learn to read understandingly and through the understanding to appreciate the wit, beauty, and art of the poets. To gain power of poetic expression. To create appreciation and a love for the best, believing that to read the best is to live with the best. (5) Purple Mask. The purposes of the club are to allow the members to meet personally those who stand high in dramatic circles of Columbus. To create a love for the best in dramatics. To give a further chance for self-expression. (6) Watch-Your-Speech. Training in the correction of common errors in English. Elimination of slang. Word study. Open discussions and story telling for drills.

English Clubs in the Senior High School. — Special reports on the activities of twenty-two English clubs are available for this study through the coöperation and courtesy of high-school principals and sponsors in eighteen high schools situated in twelve states. Detailed description is presented as a guide to the best practice obtainable and as worthy material for careful study by students who may be called upon to organize or sponsor these clubs.

Literary Clubs. — These clubs are likely to have a long record of continuous activity; in fact, many of them in high schools throughout the country had their beginnings at a date when they were the only activity of extracurricular nature in the entire school. For this reason they are likely to foster a wide range of activities, to manifest a tendency to grow too large, and to break up into groups representing various activities, finally to become separate more highly specialized clubs.

1. *Delphian Literary Society, East High School, Aurora, Illinois.* This club began in 1913 as a history club with about forty members, had attained a set organization by 1916, and since that date has been compelled to limit its membership to fifty juniors and seniors. Delphian has put on plays, held mock trials, operated as a senate with committees, bills, speeches, and parliamentary drills, held annual banquets, taken part in inter-high-school extemporaneous contests, and fur-

nished most of the high-school debaters. Before becoming a member each candidate shall assent to the following affirmation:

"I do solemnly affirm that I will to the best of my ability take such part upon the program as shall be assigned to me and I will faithfully perform such other duties as may devolve upon me as a member of this society."

This club operates under a complete constitution which sets up the control of the officers, places the dues at twenty-five cents per semester, provides penalties for absence and for failure to appear on the program. The faculty sponsor is designated critic and acts as adviser, gives final interpretation upon questions of the constitution and rules, and fills the time-honored post of critic of the programs.

2. *Literary Society, Roosevelt High School, St. Louis, Missouri.* The sponsor is appointed by the principal and serves from term to term. This is a boys' club; new members are proposed by old members, their records looked up, and, if they are in good standing in scholarship, they are voted in at the next meeting. Mixed programs of debates, recitations, original stories, and jokes are planned two weeks in advance, and the members assigned are notified and expected to participate unless specifically excused by the president or the sponsor. Certain outside activities are carried on and during the present year. Members have competed in interscholastic debating for the Princeton cup and in the Washington University Oratorical Contest.

Officers are chosen twice a year at the next to the last meeting of the semester. They are sworn in at the last meeting, thus carrying over the organization into the new semester.

The club is strictly literary and does not participate in athletics or other activities extraneous to its charter, although occasionally a spread is given and guests are invited. In the opinion of their sponsor, the student gains have been important, including self-control, practice in public speaking, and skill in conducting meetings according to parliamentary practice. They learn to work in a group and to study and to acquire training and knowledge for the love of it — not for reward. Good sportsmanship grows out of these activities.

Dues are moderate; twenty-five cents initiation fee and ten cents a month. No bills are contracted unless the money is easily obtainable. There has been no deficit in over twelve years of sponsorship, and all bills are promptly paid. There is a definite trend toward greater social activity and service, both as a contribution to the school and to the pupils themselves.

The club meets regularly each Friday afternoon from three to four, an entirely satisfactory hour.

3. *O'ita Literary Society, Roosevelt High School, St. Louis, Missouri.* The sponsor is appointed by the principal for an indefinite period. O'ita is a girls' club, into which new members are admitted upon written application and a two-thirds vote. Any grade below 70 sets up a definite scholarship bar. Three consecutive, unexcused absences and failures for a half-quarter in two or more subjects automatically drop students from membership. Dramatic programs have been more successful than any others; for they have been most popular, and most interest and energy are evinced in their preparation. A program committee plans programs for a semester, appoints the members to the programs, assists in the preparation, and takes charge of rehearsals. Important activities outside the club programs are carried on, including the interclub and interscholastic oratorical contests, stunts for the new junior party, advertisement of the girls' interscholastic debate, and the publication of a club paper, issued at each meeting.

The officers are elected each semester by a majority vote. One social affair each semester is held — a dance, Christmas party, mothers' party, etc. In the judgment of the sponsor certain gains to the members justify the costs in time and energy. Among these gains are a closer contact between members and sponsor than the classroom procedure makes possible, experience in organized group activity, the exercise of executive ability, and literary activity of less restricted nature than would be possible in the classroom. As is true in many other clubs, the large number of members makes it difficult to insure activity for each member, and plans are under consideration to limit membership and to divide the club into junior and senior sections.

The fees are not excessive, being twenty-five cents for initiation fee and fifty cents semester dues, and all social activities are planned accordingly. The programs tend to become more varied with occasional musical numbers, and the activities are widening in scope with the increased membership. Meetings are held on alternate Friday afternoons after school. Three typical O'ita programs are presented to show the range of literary activities undertaken:

Group of spring poems with introductory remarks of biographical content: *Daisies,* Bliss Carman; *Waterlilies,* Sara Teasdale; *Trees,* Joyce Kilmer; one-act play, *Fourteen.* Christmas program: Biography of Santa Claus, A Christmas Holdup, Christmas Carols; play, *The House of Santa Claus.* Technique of the short story, history of the short story, reviews of four or five of the more recent short stories.

4. *Castalian Literary Society, West High School, Denver, Colorado.* The sponsors are appointed by the principal for an indefinite period. Castalian is a very old society with a glorious past firmly entrenched in student affections; but owing to the ease of attaining membership and the slight demands in performance for retaining that membership, it now has one hundred thirty members and is, in the judgment of its sponsors, not literary but social. The first move to remedy the situation for membership (at present based upon application and payment of dues) will next year require eligibility based upon a vote of the members after a demonstration of ability as a reader, actor, or one interested in literature. Plays at present make up the most acceptable programs, but with the members involved there is little time to polish the plays into really fine productions. Extemporaneous talks from the platform are attempted; and mock trials, chalk talks, dramatic readings, plays, and music are the usual elements in the programs. Numbers of students constituting a " fair-sized " audience at every program set up a requirement for entertainment and preclude participation, amateurish to be sure, but essentially vital, if students are to grow in literary appreciation and performance, which are the life of the literary societies small in membership and made up essentially of performers and not of audiences.

Club members are divided into groups under student chairmen. Each member is supposed to take part in one program

each semester in order to retain membership; but with one hundred thirty members, this is entirely impossible, for two hundred sixty appearances distributed into sixteen to eighteen meetings annually would overcrowd each program with from fifteen to twenty on each program.

From the literary standpoint the activities carried on outside the club programs are far more important; for during the present year, the club has participated in the annual inter-society declamation, debate, and oratorical contests, in the annual Kiwanis and national oratorical contests, and presented one three-act play at an evening performance, and three one-act plays for parents and friends. One informal party is given each semester. To the seniors the following scroll is presented.

APOLLO AND THE MUSES

Award this Scroll to

SENIORS .....

in recognition of membership in, and services in

THE CASTALIAN LITERARY SOCIETY

of West High School

Your high school life in future dreams
May happy memories bring:
Plays, programs, fun, and fellowship —
Castalia's bubbling spring.

5. *Papyrus Club, Lewis and Clark High School, Spokane, Washington.* The writers have chosen the Papyrus Club, which was founded in the Lewis and Clark High School, of Spokane, Washington, in 1915, as a model of the English academic clubs. As stated in the pamphlet [1] issued annually by the club members and containing their program for two semesters, the objectives are " to promote an interest in good literature, to develop the ability to write both prose and poetry, and to build up the capacity for intelligent criticism." It has become the most aggressive club in that high school of more than twenty-four hundred students. More than two hundred students submitted manuscripts to try out for the eleven places which were open during one recent school year.

[1] *The Papyrus Club*, a bulletin issued by the students of the club, p. 1.

Membership is open to every student in the high school, and no discriminations are made because of grade.[2] Early in the spring announcement of the annual Papyrus tryout is made in every English class, and the student officers visit every teacher of English and ask for the names of students who have promise of literary ability. These individuals are given special written invitations, asking them to attend the "open meeting" of the club and to hear details of the tryout contest. This meeting is strictly a regular one in every sense except that the officers extend a welcome to the visitors and explain the history and purpose of the club. A regular program is given; the usual stories and poems are read; criticisms are offered by the student critic, by the club as a whole, and by the faculty critic; and the usual tone is maintained. About two weeks later those students wishing to try out submit three copies of an original story, poem, essay, or play to their English teachers, without name or distinguishing mark. These are read by three outside judges, by the faculty adviser, and by the faculty critic, to determine the winners. Competition is made keener by the use of press reports of the contest and the publication of the winning piece. Although it would seem unfair to compel freshmen to compete with seniors, this in reality has not proved the case. On the contrary there is a naïve enthusiasm and thrill of life to the freshmen which gives way to a bored sophistication in the upperclassmen, and this same spirit has won many 9*B* memberships during the past years. At one time the club made use of a "reserve list" to fill vacant places, but this did not seem to produce so high quality members as open competition.

Regular program meetings are held every two weeks at the homes of the members, with such business meetings as are necessary held in the school building during the afternoon. The programs fall on Friday evenings so that they cannot interfere with studies. It is interesting to note that dances and social functions do not seriously conflict, because, strange as it may seem, those who achieve membership are too proud of it to let social affairs cause their ejection by nonattendance.

There is nothing formal in the meetings of this club, as

[2] Statement made to the writer by J. M. Teewinkel, faculty critic, 1925–1926.

parliamentary form would not be as successful here as in the debate club, radio society, and organizations of that type. As nearly as possible the smug, easy spirit of Grub Street, with its warmth of mutual interests and aspirations, should pervade the high-school literary society. These first attempts in the literary field would wither in an atmosphere of formalism and routine. The faculty critic and adviser state that many evenings the program has wandered off the beaten paths into the nooks of chivalry, piracy, and the ports of the world, and that the members were delighted to "get off the subject."

In a typical meeting the session is called to order by the president promptly at eight o'clock, and the minutes are read, approved, or corrected. Business is handled in a summary fashion, and the president explains the subject for the evening's pieces. The first individual on the program reads his story, poem, or play, and the members listen for good or bad points. In the case of poetry the members like to have it read twice so that they may get the rhythm and the thought. Then the student critic, who changes from meeting to meeting, gives his opinions, favorable or unfavorable, of the production. He and the faculty critic have had the story for one week, going through it carefully in every detail. The club members next express their general ideas of the story, indicating how it might be improved, the parts they liked best, and the phrases which remind them of other things which they have read. This last feature seems important as it would encourage wide reading. Finally the faculty critic gives his opinion as a summing up, and the next story is considered. The position of faculty critic is a very important and very difficult one. It requires a great deal of careful consideration and previous study of the paper, since a too liberal bestowal of praise lowers the standard of production. The member who thinks his writing is successful makes little effort to improve; but if pertinent criticisms are given, the students are determined to bring a vastly improved paper when they next appear on the program.

It is the idea of the club that the stories prepared for each evening shall be more or less uniform, so that comparisons and contrasts may be made. The following are the general subjects chosen during one school year:

September 24, "To be Continued" — the first chapter of a serial story. October 8, "And We Won't Get Home until Morning" — stories of the younger set. October 22, "The Witching Hour" — Hallowe'en stories. November 5, "All the World's a Stage" — one-act plays. November 19, "*Aux Armes*" — stories of patriotism and war. December 3, "Rythmical Numbers" — poetry and doggerel. December 17, "We'll Twine a Wreath of Holly and We'll Trim a Christmas Tree" — Christmas stories. January 14, "Abracadabra" — stories of magic and Arabian Nights. January 28, "Gum Shoes" — mystery and detective stories. February 11, "Westward Ho" — stories of the passing frontier. February 25, "Glass Slippers and Goblins" — fairy tales. March 11, "Limelight and Shadows" — stories of artistic careers. March 25, "When I was a King in Babylon" — stories of bygone days. April 8, "On the Road to Mandalay" — vagabond stories. April 22, "Leaves of Grass" — nature stories. May 6, "Queen Mab" — dreams. May 20, "Annual Picnic" — here the club meets for a day of fun and social life.

The director has a real problem in the allotment of subjects to the students. It is apparent at once that the student who would be interested in writing detective stories and tales of the frontier would have little natural ability in building up a fairy story or developing such a theme as "artistic careers." The younger pupils, who are inclined to romantic and chivalrous stories, would have a different interest from the older members of the club. Readers will be impressed with the scope of the work suggested.

The club is of great value in inspiring interest in literary things. The two poetry contests held in this high school each year with great success are no doubt due to the influence of Papyrus. The club has always maintained an intimate association with the department of English and is honored at times by a visit from the head of the department. It has come to have a real place in affairs at Lewis and Clark and is not only motivating the work of the department but is doing a real service in training young people to do better those things which they are naturally qualified to do. It is preparing students for citizenship and enjoyment of work which may become remunerative for them. The success of this particular club has been due in a large measure to the fact that the faculty critic has been able to keep from protruding his personality and ideas into the meetings and has kept in the background, reserving his comments until the student comment has been completed.

J. M. Teewinkel, who was faculty critic of this club in 1925-1926, said to the writers, " It is a genuine pleasure to drop into an atmosphere every two weeks where people still live in the realm of illusions and idealism, stoutly defending the chivalry of old, and embarking on long voyages into the ports of fancy in that willing suspension of disbelief which constitutes poetic faith. The student of personality will delight in the bits of humanity which surround him; the curly-haired little Irish girl who loves to romp in the fields with fairies and to hear the trees whisper their secrets; the crippled boy who hears tales of the wide sea and distant ports told by an old sailor; the girl who is working her way through high school and who writes the musical little poems which we all like; the pudgy enthusiast who writes tales of the college roommates, one tall and thin and the other roly-poly and rollicking. And what a glow there is in their eyes as they read their stories or verses. One meeting would answer your questions as to whether a literary society is worth while.

The Papyrus Club as here described may become a reality in any school and is in existence in many under other names. An analysis of this club has only indicated the contributions that such an organization may make in realizing the philosophy of education. It is fundamental that there be high standards of admission and production, a spirit of confiding coöperation, student responsibility, and a reasonable amount of good judgment on the part of the faculty adviser. When these conditions are adhered to, the result is *success* in achieving the objectives of modern democratic education.

Debate Clubs. — The contribution of debate to the general school and community has been discussed in Chapter XII. Debate club activities vary from those of the literary societies only in the range of activities. In general they are more highly specialized, more formal as to programs and procedures, and participated in by smaller and more powerfully motivated groups. In many high schools, however, they have been developed for the same purposes as the literary societies and have the same general programs of plays, short stories, extemporaneous speaking, and music. The following debate clubs are presented as types of successful " going concerns ":

1. *Debate Club, Wenatchee, Washington.* The sponsor is appointed by the principal for the school year. Membership is made up of all participants in debates and oratorical contests who automatically are admitted. All freshmen and other students showing interest in this activity are encouraged to join. The best programs are those which are carried out entirely by the students themselves. These include the freshman debates, stunt programs, parliamentary drills, etc. Since most of the members belong also to the dramatic club, they are able to participate in plays. The president of the club shares with the sponsor the responsibility of program planning, presides at the meetings, and announces the various numbers.

In addition to the debates and plays, social meetings are held occasionally, at which refreshments are served. This club has had the usual difficulties in finance and has conducted second-hand book sales and sold ice-cream bars during lunch hour once a week. Meetings are held on the second and fourth Mondays of each month at the close of school, a very satisfactory time except for the interference of other meetings and classroom conferences.

2. *Adelphian Debating Club, E. C. Glass High School, Lynchburg, Virginia.* Sponsors are selected by the principal and fill the position as long as wholly satisfactory. New members are chosen either because of pronounced ability or because of good recommendations by teachers. Mr. C. J. M. Blume writes that the most successful programs are built around debate questions of local interest, because information is always available from various community sources. Programs contain an interesting debate, several readings, and one or more talks on timely subjects. Programs are planned and carried out by group leaders and the sponsor, and during the present year the club has taken part in assemblies, special occasions, and interschool contests.

The club is divided into four groups of about eight each, and a group leader is selected to pilot each group. Two parties or picnics are planned for each school year. The chief difficulty appears to be pressure required to get pupils to prepare their programs thoroughly, which is overcome by the appeal to the pride of the pupils to maintain high standards of work. De-

spite this common enough handicap, real gains are coming from this debating club: the development and appreciation of forensic art, ability to think and to speak clearly when standing before an audience, ability to represent the school creditably in interschool contests, and enrichment of the curriculum through teaching the members to search out and arrange subject matter in orderly and systematic fashion.

The club meets during a forty-minute activity period, from 12:18 to 12:55 twice each week, and this arrangement is satisfactory except for the short time allowed for some of the programs.

3. *Cogides Girls' Debating Club, Technical High School, Omaha, Nebraska.* The sponsor serves on yearly appointment by the principal, but changes are infrequent. Members are elected by the club upon application of a member, and students are dropped for three unexcused absences. Debates, parliamentary drills, mock trials, and town meetings make up the programs. At the beginning of each quarter, programs are planned by the program committee with the approval of the sponsor. In addition to the club programs, the members have participated in interclub debates, pentangular debates; and two girls have been members of the all-school debating team, appearing in the Missouri Valley League and the state debates.

The officers are nominated by informal ballot at next to the last meeting of each quarter, approved for scholarship by the office, and elected by ballot at the following meeting. A considerable social program is carried out, usually one social feature each quarter, a hike in the fall or spring, sometimes a party in the winter, and a banquet of the five clubs at the close of the debating season. Meetings are held weekly at the close of school on Tuesdays, an arrangement suitable for a city high school but entailing some unavoidable conflicts. Dues, thirty-five cents each quarter, care for ordinary expenditures; and the cost of the debate banquet comes from the general "activities fund."

4. *Debate Club, Ashland, Kentucky.* The sponsor is appointed by the principal for the year. The membership is voluntary, and the best programs are those arranged by the members themselves. A program committee, with the advice

of the sponsor, plans the programs twice each year. The programs as planned are carried out under the leadership of the president of the club. Numerous activities outside the club programs include participation in the Kentucky State Debate Contest, a dual debate with Huntington, West Virginia, High School, a triangular debate with Portsmouth and Ironton, Ohio, the sale of balloons at football games, food sale and booth at the senior hallowe'en party, interclub basketball tournament, interclub track meet, and the Homer Tate Oratorical Contest.

Officers are elected annually by a nominating committee plus nominations from the floor and a majority vote. In addition to the various extracurricular participation listed above, the club holds an annual party the nature of which is decided by the members with the advice of the sponsor. The present trend is toward more interest in debates and orations on practical timely local topics. The club meets each Thursday during the school-activities period.

5. *Lincoln Club, Oak Park and River Forest High School, Oak Park, Illinois.* The sponsor is appointed by the principal for an indefinite time. New members are chosen by the faculty club committee and confirmed by the principal. The membership in one year consisted of thirty senior boys and eleven junior boys. The stated object of the club is to promote sustained logical thought, mental and physical poise, a knowledge of parliamentary procedures, and an unprejudiced judgment by means of debate and discussion. A year's program indicates the broad variety of its interests:

> Reorganization night, October 5; junior inauguration, October 19; commercial night, November 2; Pan-American eve, November 16; meeting of League of Nations, November 30; reign of '28, December 14; world brotherhood, January 11; Lincoln — mother-dads, February 8; independence eve, February 22; court trial, March 8; "to the ladies," March 22; welcome — faculty-Burke, March 29; citizenship night, April 12; open forum, April 26; education — welcome — '28–'29, May 10; farewell, commencement eve, May 24.

This program is arranged by the committee of club members with the guidance of the faculty adviser.

Aside from the club programs, members have participated in oratorical contests, spoken at Rotary and the Lions Club,

conducted and presented assembly programs, and spoken in various churches. Social features consist of luncheons after the meetings and special open meetings.

The adviser recognizes his personal gain in knowing the other and more human side of the student life, and the members gain a closer social enjoyment often lacking in the large school, definite improvement in the organization and presentation of ideas, and an opportunity to wear smooth the rough edges of peculiar individuality by the multitude of friendly contacts. Dues are two dollars a year, and the club meets on Tuesday evenings from 7:30 to 9:30 twice a month.

6. *Lister Debating Club, Northwestern High School, Detroit, Michigan.* The sponsor is selected by students and approved by the principal. He holds this position for an indefinite period. New members are invited by and voted upon by the club members, upon the basis of tenth-, eleventh-, or twelfth-grade rank, satisfactory scholarship, and interest in debating. Members may be dismissed by the cabinet, but that action never has been found necessary.

Two types of programs are proving most successful: (*a*) debates on current, local, or national problems of real interest to high-school minds, and (*b*) humorous debates, giving equal training in debating and much keen enjoyment. Programs are planned and carried out twice each month by the vice-president, who is in charge of all programs and social events. They are organized as follows: business meeting, lasting usually about thirty minutes; program, lasting usually about forty minutes; open forum, lasting about ten to fifteen minutes.

Programs are arranged at the beginning of the semester, subjects being divided between serious and humorous topics. Some of the following have been discussed recently:

Resolved: that Chicago is justified in her drainage policy. Resolved: that gentlemen prefer blondes. Resolved: that girls are better athletes than boys. (The affirmative won.) Resolved: that interscholastic competition shall be abolished. Resolved: that the present system of primary elections is useless and wasteful. Resolved: that Detroit should have a subway. Resolved: that our grandfathers enjoyed life more than we do.

In addition to the regular programs, the club has aided and participated in the interhouse debating league and interhouse debate banquet, organized and sponsored a junior club, the Jefferson Debating Club open to ninth-grade students, and carried out an exchange program and social affair with a similar club in another high school with a resultant friendly relationship and rivalry between the two schools.

Lister maintains as part of its activities a rich social program in conformity with the general school policy of counteracting the influences of the outside social world with wholesome school-directed activities. The school is aided in this by many churches where the clubs hold indoor affairs and are served frequently at banquets by various organizations of the churches. One initiation banquet is held and many informal gatherings with a final all-day picnic on a Saturday in June held at the summer home of one of the members.

A special feature of Lister has received widespread school recognition. About two and one-half years ago, the club organized a "Hall of Fame of Lister Debating Club." Each semester the most worthy member is selected to this honorary position. The qualities which contribute to being most worthy are:

(1) Interest and activity in *affairs of the club,* such as being an officer, chairman or member of a committee, participant in program meeting. (2) *Scholarship* in academic work is an essential quality. (3) Activity in *service of* the club, such as being a member of the school team, of a house debating team, acting as judge, timekeeper, usher at debates, etc.

This year the plan has been extended to include all clubs of the school, each club selecting its own best member, so that in June there will be a group of about twenty-five honored students. This organization is now called the "Hall of Fame of Northwestern High School." The purpose is threefold:

(1) To provide an honor society for those high students who also show loyalty and activity in affairs of the school, thus combining the two virtues either of which, without the other, is undesirable. (2) To broaden the field of recognition to include a larger number of students, thereby eliminating the danger of conceit which results when only one or two are

honored. (3) To broaden the scope of recognition in order to reward students and leaders in all activities instead of in the athletes alone as is the present nation-wide trend.

Miss Younglove, the sponsor, thus summarizes the student gains: development of leadership, sense of responsibility, keen competition in scholarship because of the interclub scholarship contest, development of social instincts under the right influences. Students also have the opportunity to learn that faculty members can be human beings.

The present trend is that all the real activity of the school is coming to be found in the clubs, both scholastic and social, and students are realizing that to fail to be a club member is to miss something essentially worth while.

Dramatic Clubs. — A third type of English activity which will receive attention in this chapter is the dramatic club. These organizations may grow out of the public-speaking classes or they may be open to all students interested in problems of theatrical production. The little theater movement in the high schools has largely grown out of the work of the dramatic clubs and the oral expression classes.

In case well-developed dramatic clubs or the little theater have been established, the objectives are usually the actual production of plays. This affords activity for every member of the group. Committees must take charge of the selection of the plays, and this means that many plays must be read and considered. A play which fits the particular situation must include characters which may be impersonated by the members to be given parts, it must be of interest to the club and the audience, and it must be sold at a reasonable royalty. Another committee will have charge of the staging of the productions. This involves making the scenery and producing the lighting effects desired for the different acts. Committees in charge of the costuming and make-up must make a careful study of the historical background of the play. Additional groups will act as house managers, press agents, and property caretakers. These committees will not only aid in the production of the play but will afford an opportunity for people who cannot become actors to use their talents in the dramatic club program.

Another very interesting and important phase of the year's

program may be the study of the theater from a historical point of view, such as pageantry in Europe and the United States (including the famous celebrations of the Indians of the Southwest), the life and particular successes of famous actors, and the open-air theater from the time of the Greeks down to the present time. Such a program provides for the intellectual and cultural development of the members of the club and will be instrumental in raising the standard of dramatic appreciation in the school and community. One of the greatest contributions of public education is the elevation of the cultural appreciations of the people. The great amount of trash given to the American people through the movies and the so-called legitimate stage makes it apparent that this phase of the secondary-school activities has real value in teaching students and adult citizens to demand the cleanest and the finest in drama. The high-school dramatic club is striving to make more effective "a worthy use of leisure time."

Dramatic clubs as "going concerns" are here presented:

1. *Dramatic Club, Senior High School, Eveleth, Minnesota.* This club chooses its members from interested seniors. Plays are chosen by committees with the advice of the coach. To the members the gains are freedom of speech and body, poise, and voice interpretation.

2. *Thespian Club, Lewis and Clark High School, Spokane, Washington.* The sponsor is appointed by the principal. New members are chosen by means of a tryout before five judges, the club director, two faculty members, and two club members. Members are dropped if they are failing in three subjects or for absence from two meetings without excuse. Programs are planned by a committee of three members and the director. The best ones consist of readings and one-act plays. This club meets every two weeks on Monday at the close of school. It is the chief means in that large high school of discovering and developing dramatic talent.

On March 4, 1927, the Thespian Club presented for the curtain fund the three one-act plays: *Mrs. Tubb's Telegram,* a rural comedy; *Three Pills in a Bottle,* a fantasy; *The Rehearsal,* a comedy.

3. *David Garrick Players, E. C. Glass High School, Lynch-*

burg, Virginia. Applications for membership are made in writing to the secretary of the club, after which the applicants are given a tryout for some form of dramatic ability, acting, stage setting, etc. The successful ones are recommended to the club and voted in by the members of the executive board. The most successful types of programs are short plays given at assemblies by members of the club, or the three public performances yearly, which consists of three one-act plays or one three-act play. Programs are planned and carried out by the three faculty advisers; and when three one-act plays are to be given, each adviser is responsible for selecting the play and selecting and coaching the cast. The sponsor takes charge of the three-act senior class play.

Abundant gains justify the David Garrick Players, for the students have been developed in poise, voice production, and interpretation of literature. The club has added zest and enjoyment to attendance at school. Many scholastic records have been improved, for members must be passing in four regular subjects. The sponsor and advisers have come into direct contact with the students.

Present trends are toward groups of plays that harmonize; for example, three period plays, or three modern plays, selected because they contrast strongly in theme. Emotional plays are avoided. Regular meetings are held once a month. Here are three recent programs:

(*a*) *The Lost Silk Hat, The Kleptomaniac, The Marriage Proposal* (Russian). (*b*) *The Boy Will, Miss Burney at Court, The Beau of Bath.* (*c*) *Mrs. Pat and the Law, The Feast of the Holy Innocents, The Fiddler,* by Karl Skaliday.

Members of the club care for all the stage setting, lighting, building of flats, doors, and windows, painting of back drops, and all business details of printing, advertising, etc.

4. *Albany High School Dramatic Association, Albany, New York.* This association has no sponsors but operates in connection with the department of English and under the supervision of the head of the department who acts as director. Members are admitted by application to the director and a waiting list is required. The active membership is held at

one hundred boys and girls of the tenth, eleventh, and twelfth grades. Members are dropped for three unexcused absences, and their places are filled immediately from the waiting list. If students fail to appear for rehearsals, they are dropped, and their places in the cast and in the association filled at once.

The most successful programs are mixed programs of one-act plays embracing comedy, sentiment, and tragedy, by well-known American and foreign writers, with occasional scenes from the classics. Plays are selected by the director and his assistant, and the parts assigned by them, preference being given to the seniors according to type, experience, and fitness for the parts. The activities of the club as an organization are restricted to one annual public performance, but individual members are continually utilizing their knowledge and experience in the programs of all other school societies.

The association is organized strictly within the department of English; hence it has no student officers, no parliamentary drills, and no other forms of English activities. Nor are there social features, and the two-hour weekly sessions are devoted wholly to the dramatic activities. The gains from such a program are obvious — training of the voice, correction of speech defects, poise and self-confidence, study of the ancient and modern drama, the art of play writing and stage technic, and instruction in acting, characterization, pantomime, and expression.

No dues are collected, and the sole income is derived from the annual spring program of three or four one-act plays, tickets for which are sold at twenty-five cents.

Present trends are toward cleaner and better plays, the elimination of all sex plays and " the eternal triangle," and all performances are given on an artistic and high-class standard. Assisted by the high-school orchestra the spring programs have been as follows:

(*a*) In 1925, *Thank You, Doctor,* Emery; *The Princess Aline,* Davis; *The Oxford Affair,* Cobb; *The Courtship of Miles Standish,* Presbrey. (*b*) In 1926, *The Travelers,* Tarkington; *A Marriage Proposal* (Russian), Tchekoff; *The Wonder Hat,* Goodman and Hecht. (*c*) In 1927, *The Love Pirate,* Knox; *Goldfish,* Knox; *Station y y-y y,* Tarkington; *A Minuet,* Parker.

5. *Girls' High Dramatic Club, Girls High School, San Francisco, California.* Members are chosen through tryouts and dropped for absence from rehearsals. Associate membership is open to all students interested in play production and the study of stage settings, lighting, costumes, etc. Programs planned and carried out with the assistance of the student officers of the club consist of worth-while one-act plays. The outside activities this year include a play for the California state English teachers' program, a play for the parent-teachers' association, a play for education week, and a play for the San Francisco Hospital. Members participated in the Northern California Shakespeare Contest and won first prize in the Class *A* high schools. Many departments assist in the production of plays, music, art, sewing, etc., and twice a year admission is charged for a public performance, from the proceeds of which royalties and all other expenses are paid. The club meets twice a week after school. Dress rehearsals are held during school hours. Recent programs indicate the quality of plays presented:

(*a*) *Come Out of the Kitchen,* Thomas; (*b*) *Three Pills in a Bottle,* Field (freshman play); (*c*) *The Stolen Prince,* Tatherah; *Miss Burney at Court,* Frank; *Enter the Hero,* Hillburn.

6. *New Trier Dramatic Club, Winnetka, Illinois.* The sponsor is appointed by the principal for an indefinite period. Students win membership by virtue of having had a part in the public performance of a play. No provision is made for dropping members; once in, they are eager to stay. A program committee plans and carries out the programs with the help of the sponsor. The best programs consist of the informal reading of plays and addresses by outside speakers of ability and reputation. In addition to the performance of plays, the members have taken part in the Drama League tournament, and have had occasional teas, evening parties, and picnics. Gains to the members include increased ability to do team work, to assume and carry responsibility, to express themselves, and to acquire definite and technical knowledge of the theater and the drama. This club does not have a set time of meeting, but presents its programs at irregular intervals not oftener than once a month.

During one year the Dramatic Club has presented such programs as these:

(*a*) Christmas Celebration, *Upon the Waters,* Tacie May Hanna, with the following musical program: Orchestra, *Overture, Poet and Peasant,* Suppé; Boys' Glee Club, *The Bells of St. Mary,* Adams; Girls' Glee Club, *Hymn to the Evening Star,* Weidig; Boys' and Girls' Glee Clubs, *Carols.* (*b*) *Erstwhile Susan,* de Forest; (*c*) *Master Will of Stratford,* freshman-sophomore play, Garnett; (*d*) *Icebound, The Players,* Davis.

The Players is an inner organization within the Dramatic Club. It is composed of students who have already achieved distinction in acting in dramatic productions at New Trier. Usually active participation in at least two major plays is the requisite for membership in the Players. Each year the organization puts on one play of recognized worth which will give the members of the group opportunity for acting of a high order.

7. *Drama Club, Oak Park and River Forest High School, Oak Park, Illinois.* The sponsor is appointed by the principal. New members are chosen by competitive tryouts plus faculty recommendation as to scholarship. Theoretically, students may be dropped for three unexcused absences, but no member has actually been dropped. The most successful programs have been talks on various phases of the drama and plays both humorous and tragic. The members enjoy programs of pure entertainment, but they expect also to accomplish something worth while. Programs are planned by a student committee and the sponsor, and the plays are directed by students under faculty supervision. The chief social affair is the annual theater party, and each meeting closes with refreshments and a social period.

The sponsor names the club gains as follows: ability to work together for common end; interest in better type plays; wider acquaintance with modern and classic drama; training in self-control, enunciation, character interpretation, etc.; social ease; friendships, memories.

Although the dues are placed at one dollar and a half a year, a special difficulty has arisen in caring for the large numbers who are seeking Drama Club membership. The original limit has been more than tripled, and there is a large waiting list which has the privilege of attending meetings.

Each year more than ever before students are eager to produce plays of merit. Interest in Barrie's *The Old Lady Shows Her Medals* has been intense on the part of cast and club. Regular meetings are held twice a month, on Thursdays, after school. In the open programs, the following plays have been presented: *Seven Keys to Baldpate, Come Out of the Kitchen, A Picked-Up Dinner* and *Owin' to Maggie,* and *It Pays to Advertise.*

The Drama Club program consists usually of a talk on some phase of the drama and one or two short plays. One of these plays is expected to be original, as the purpose of the club is to give opportunities to those interested in all branches of the drama. Sample programs given by the Drama Club are as follows:

(*a*) Play, *The Lost Silk Hat,* Lord Dunsany; original play, *All for Love;* talk on Lord Dunsany and his type of play. (*b*) Sketch of Sir James Barrie's life and his plays; play, *The Old Lady Shows Her Medals,* Barrie. (*c*) Review of "*Hamlet* in Modern Clothes"; original play, *Mrs. the Buyer;* play, *The Four Horsemen.* (*d*) Pantomime, *Birthday of the Infanta,* Oscar Wilde; talk on the dramatic department at Yale by an alumnus. (*e*) Review of Helen Hayes in *What Every Woman Knows.* Talk on "Censorship and the Stage"; play, *Heirs at Law.* (*f*) Original play, *The Younger Generation;* review of Max Reinhardt's *The Miracle;* play, *A Marriage Proposal under Difficulties,* John Kendrick Bangs.

Special English Clubs. — Four clubs are described here to indicate the possibilities inherent in the specialized speech and writing activities.

1. *Quills, Ballard High School, Seattle, Washington.* The sponsor is chosen by the club for an indefinite period. New members are chosen by vote of the club members and dropped automatically for failure to live up to the regulations. The most successful programs have included the reading of original short stories and poems by the members, with an occasional outside speaker. Programs are planned by the student officers for the twice-a-month meetings.

2. *Speakers' Club, Garfield High School, Seattle, Washington.* The sponsor is appointed for an indefinite term by the principal, and has two assistants, one for dramatics and one for debate. The club has four divisions: public speaking, declamation, de-

bate, and dramatics. Students may join at the beginning of each semester by request or invitation. Each division has a student head responsible for the programs of that division. This head may make up the programs alone, with the help of the club president, or with the help of a special committee of which he always is chairman. Many school activities look to the Speakers' Club for help; for it sponsors three contests annually within the school, furnishes speakers for assemblies, assists the boys' and girls' clubs with programs, and sometimes gives a Christmas program of plays for the student body. As might be expected in so large an organization with so varied a program, many students profit greatly and some very little. The school in general considers the results most worth while.

3. *Press Club, Shortridge High School, Indianapolis, Indiana.* The sponsor is appointed by the principal for an indefinite period. The members are a specialized group consisting of the five staffs of the school papers and the business agents of every sort. Two types of programs have been most successful: talks by outside speakers, usually newspaper men and women, informal discussions of the practical journalistic problems of the school papers. Monthly programs are arranged by the censor according to opportunity or need. Better interest in the more practical phases of newspaper work, better unity and ideals, and better help in the actual work of getting out the school papers are the results of the activities of the club.

4. *Story-Tellers' League, South High School, Omaha, Nebraska.* Membership is limited to students registered in the last two years of the normal training course and to honorary members elected by a majority vote of the active membership and approved by the sponsor. Only those interested in and willing to take an active part in story telling and other essential activities of the league are chosen for membership. The object of the league, therefore, is a narrow one, the development of the art of story telling in the home, school, and other social groups. Programs are held twice a month on the second and fourth Thursdays, at the close of school, and are limited to one hour each.

The range of interests is shown by the league calendar:

September 19, After Vacation Days; October 18, Columbus Day Stories; October 24, Ghost Stories; November 15, Armistice Day Stories; December 13, Special. Education of Girls in China; December 20, Thanksgiving and Christmas Stories; January 10, The New Year: *Ring Out, Wild Bells, The Pendulum, The Little Match Girl, The Legend of the Dipper;* February 14, Valentine's Day and Lincoln Stories: (*a*) Story of St. Valentine, (*b*) Choosing Abe Lincoln Captain, (*c*) Lincoln's Yarns and Sayings, (*d*) *Abraham Lincoln Walks at Midnight;* February 28, Washington's Birthday Stories; March 13, Spring Stories; March 26, Hero Stories; April 10, Folk and Fairy Stories; April 24, Arbor Day Stories; May 8, Mother's Day; May 22, Old Legends.

The year's activities close with the annual banquet, two toast programs of which are presented here to indicate the dignity and beauty which combine to make memorable such high points of student achievement as these.

THE HOUSE BY THE SIDE OF THE ROAD

Toastmistress, Maude Cannady; "The House," Jeannette Reeves; "Mountains of Wearisome Height," Ottola Wurmback; "Brook-gladdened Meadows," Ethel Paxton; "The Crowd," Marguerite Platt; "The Traveler," Helen McMartin; "The Pioneer Soul," Esther Tomlinson; "The Friend to Man," Blanche Braun; "The Road," Mr. R. M. Marrs; vocal solo, Metha Prigge; piano solo, Ida Newman; stunt, Junior and Senior *A*'s; stunt, Senior *B*'s.

Happy are we met, happy have we been,
Happy may we part, and happy meet again.

AT THE FOOT OF THE RAINBOW

Toastmistress, Elizabeth Hill; "The View to the East," Edith Bigelow; "The Rainbow Begins," Fannie Cemore; "Red, Blue, Yellow," Mary Bradley; "Violet, Orange, Green," Dorothy Chambers; "The Rainbow Trail," Alice Jacobs; "The Bow of Promise," Alta Gillette; "The Color Mixer," Frances Mangold; "The Pot of Gold at the Foot of the Rainbow," Mr. Beveridge.

CHAPTER XVI

FOREIGN-LANGUAGE ACTIVITIES IN THE ACADEMIC CLUB PROGRAM

The Range of Clubs. — Foreign-language clubs are maintained in high schools throughout the country. The desire to popularize in the minds of the students the foreign-language study and to offer to teachers better means of making permanent the results of their teaching has led to the definite and aggressive promotion of club activities everywhere. Latin clubs are probably most numerous; and in large high schools where Greek is taught, a Greek club is usually found. In centers of large Jewish population, Hebrew clubs have been organized.

Of the modern-language clubs, German had by far the greater number down to the period when the passions of the World War swept away the German departments. As this language slowly wins its way back to its merited position, the German clubs are being reorganized. At present French clubs are most frequently found with Spanish closely following. In centers of large Italian population, that language is taught and clubs fostered. Likewise, among Scandinavian people, clubs devoted to Norse, Norwegian, Swedish, and Danish may be found.

General Aims and Outcomes. — Students will find in Dr. Q. A. W. Rohrbach's survey, entitled *Non-Athletic Student Activities in the Secondary School,* (Westerbrook, 1925), a broad statement of aims, outcomes, and criticisms of the foreign-language clubs, based upon the personal interviews and the questionnaire replies of teachers and students in several hundred high schools. This chapter deals with actual practice rather than with the philosophy of the foreign-language club work, although in each report it is easy to observe the underlying purposes which the sponsors have in mind.

Scope of This Study. — No summaries have been attempted,

and no generalizations have been drawn from the presented data. As in Chapter XV, actual practice and experience are reported in concrete, specific, and descriptive form. The foreign-language clubs, twenty-one in number, taken from nineteen high schools in eleven widely separated states, are distributed among the languages: one in Greek, twelve in Latin, five in French, and three in Spanish. Every sort of variation will be found, and students interested in or charged with responsibility for such academic clubs will find divergent aims, methods of operation, relationships with other activities, and student participation in direction and control. Reports upon successful foreign-language clubs:

Greek. — *Kaloi Kai Agathoi (Greek Club), Northwestern High School, Detroit, Michigan.* The instructor in Greek has sponsored the club since its organization eight years ago, and a second sponsor is chosen by the members whenever the office is vacant. All pupils enrolled in the Greek classes are invited to join, and a few other students are admitted upon the suggestion of members. Three types of programs have been most successful: (1) reading of Greek literature in good English translations, (2) a series of papers prepared by students on Greek mythology, art, life, etc., and (3) speeches by modern Greeks.

Programs are arranged by the program chairman with the aid of the sponsor, and club members are given an opportunity to suggest program material. The actual work of collecting and presenting the material is left to the students assigned. Two parties are usually given each year at the homes of members, and every year the club makes a trip to the University of Michigan, where some member of the classical faculty conducts the party about the campus and shows some of the antiquities and other objects of special interest. This trip is the high point of the year's activity.

The club meets every two weeks, during an afternoon hour on school time. Of an excellent type of membership, it is a decided asset to the Greek department, since a great deal of supplementary material can be given in an interesting and effective way.

The Greek Club at Northwestern is worthy of special study

for the interclub scholarship award which it has sponsored and which a well-conducted club in any good high school might well follow. Two years ago the Greek Club members were inspired with a desire to "do something for the school"; and since scholarship seemed the best field for their activities, the idea of an interclub scholarship award was conceived. Accordingly, the Greek Club offered a gavel to the club having the highest scholarship on the second marking for that semester. Since the winning club was a scholarship club — *i.e.*, election to membership is based on high scholarship — and since many of the clubs in the school have very different purposes, the Greek Club stipulated that the next gavel should be given to the club making the greatest gain in scholarship over the preceding semester. This condition has worked out so well that the five gavels awarded thus far have gone to five different clubs. Furthermore, it gives the club with a low scholarship an even greater chance of winning than the other, thus putting the emphasis where it is desired most.

Not only is the scholarship of the winning club made public, but the standings of all clubs are announced.

The award of the gavel has been made the occasion for a meeting of all club members; and programs, consisting of speeches, plays, and stunts, have been offered. A new plan was recently tried with great success. Following a program of plays, a dinner was given in the school lunchroom. Two hundred and eighty-seven club members attended the dinner. After dinner the gavel was awarded. Each club was represented by a member dressed to suggest its purpose. Bearing placards with club names and standings for the last semester, these pupils were arranged in a line according to their ranking. Each club was introduced briefly. Then the order of the line was changed to show the ranking for the new semester. The reverse side of the placard showed the new standings and the increase (or decrease) since the last semester. Finally, the winning club was named, and the student representative accepted the gavel for his club.

The interest aroused among club members has been very gratifying. It has served to establish the plan as a competitive scholarship event. Such recognition of scholarship cannot fail

to stimulate an effort toward better scholarship, especially among the school leaders, who comprise the membership of all the clubs.

Latin. — 1. *S. P. Q. R. (Senatus Populusque Romanus), Senior High School, Eveleth, Minnesota.* The Latin teacher assumes the responsibility of sponsoring this club, which is made up of interested students of second- and third-year Latin. Programs are planned and carried out by a program chairman with the help of a different selected group for each program. The most successful programs involve dramatic elements. The officers have Latin titles and are elected by ballot. The club affords opportunity to arouse greater interest in Latin and to study other interesting phases of Latin which time prevents taking up in the class work.

An ever-present problem is the finding of material suitable and within the ability of the pupils to work up alone. The dues are only ten cents per year, with corresponding light expenditures. The club meets once a month after school, and a recent meeting consisted of a Roman style show.

2. *Latin Club, Ballard High School, Seattle, Washington.* This club has a sponsor appointed by the principal for one year, and all students who have had Latin for one year are eligible. Program committees appointed by the president of the club prepare the programs, which consist of talks by outside speakers, Latin games, and short Latin plays. Musical numbers and informal teas are appreciated special features of the club meetings which are held in alternate months. This club is helping to increase interest in the Latin work and creates a fine spirit in the classes.

3. *S. P. Q. R., North Central High School, Spokane, Washington.* The sponsor is chosen by the club members with the sanction of the principal for an indefinite period. Each candidate for membership makes a tryout speech, and is elected by a majority vote of the club members. Three successive unexcused absences, a failure in Latin, a grade of *D*, and failure to pay dues are reasons for dropping members. A program committee plans the programs for a semester, and before each meeting, the members who are to appear are notified. The programs have musical numbers and short talks on various

Roman subjects. Interesting outside activities have been carried on: a stand at the high-school carnival, charity work at Christmas, and two recent programs broadcast over a local station.

The club meets twice a month, one meeting at three at school, and one at eight o'clock in some home. Thereby the members attain an added interest in the subject of Latin and make some gains in a social way. Present trends are toward a study of Roman subjects, the home, the Roman boy, the professions, jewelry, etc. The dues are twenty-five cents per semester and a small assessment for the social meetings.

4. *Classical Club, Lewis and Clark High School, Spokane, Washington.* The sponsor is appointed by the principal for an indefinite period. Members are admitted on the basis of scholarship and dropped for nonattendance, for refusal to take an active part, for failure in any subject, or for misbehavior. Programs are planned by the club, which meets once a month either at school or at the home of a club member. The programs are in Latin, plays, songs, original essays, and verses, etc. This club participates in many outside activities. In addition to the usual officers, there are five important committees: social, music, program, bulletin, and press. Social events each year are the Christmas Party, Virgil Night, and the classical picnic. Membership carries with it an honor, since the club is limited to thirty members whose average scholarship must be 90 or more. The club uses Miss Paxson's *Latin Notes*, and the *Classical Journal*, and does much original work, thereby aiming to increase the members' knowledge and appreciation of the classics.

On the Ides of March, 1927, an exceedingly ambitious public Latin program was presented in the Lewis and Clark auditorium. The musical numbers were *Integer Vitae*, by a male quartette, a vocal solo *Ave Maria*, and *Alma Mater*. A Roman wedding was presented in Latin, "The Dance of the Vestals" was given by ten girls, and "The Lamentable Tragedy of Julius Cæsar," with apologies to Shakespeare — and the audience, closed the program.

5. *Tenth Legion* (*Senior Latin Club*), *Saginaw, Michigan.* The teacher of junior and senior Latin finds herself drafted for

the sponsorship. Pupils of junior and senior Latin classes are all eligible to membership, nearly all desire to belong, and their interests hold them in the club. Programs are planned by the pupils; the officers have entire charge of the meetings; the sponsor is present and may or may not be called on to add to the program. In general the best-appreciated programs are those which have some element of the dramatic. Outside activities this year have included the presentation of the motion picture *Last Days of Pompeii,* a school party or picnic, and an occasional party for sponsor and members only. Meetings are held during a school period every other week, and expenses are met by profits of picture shows sponsored by the club.

6. *Forum, Augusta Tilghman High School, Paducah, Kentucky.* The Latin teacher being logically suited as leader, she is selected informally by the principal. Since the members are young, active boys for the most part, programs as planned for a semester by the program committee are not too academic in character. The cross-word puzzle game and songs are best enjoyed. Definite gains are sought and in a measure attained: ability to coöperate, creation of social background of Roman life, interest in Latin. Meetings are scheduled for the last period on Friday once a month. Typical programs follow:

(*a*) Roll call, name of famous Roman for club "Cognomen." Play, *Philemon et Baucis.* Reading, "Horatius," from *Lays of Ancient Rome.* Picture contest, matching advertisements and Latin phrases. Discussion, Who Was the Greatest Roman? (*b*) Roman literature: greatest orator, Cicero; greatest historians, Cæsar, Livy; greatest poets, Horace, Virgil, Lucretius. Contest, Latin cross-word puzzle contest. (*c*) Roll call, reading of minutes, reports of committees, old business, new business. Latinist's creed. Play, *Pyramus et Thisbe.* Latin songs, *Horner Jacculo, Domina Maria,* group of students. Song in Latin, *America,* club.

7. *Roman State, Shortridge High School, Indianapolis, Indiana.* The sponsor is appointed for an indefinite period by the head of the Latin department. The membership is divided into three classes of citizens according to their knowledge of Latin or "according to the standing of the family into which they are adopted."

(1) *Plebes,* who are taking beginning Latin and those citizens adopted into a plebeian family. (2) *Equites,* who are taking Cæsar and those citizens adopted into a family of that rank.

(3) *Senatores,* who are taking Cicero and Virgil, and those citizens adopted into families of senatorial rank.

As classes change, students advance in rank according to their classification. The seven hills of Rome are represented by the Latin classrooms, and in the Roman state the eligibility and rights of citizenship are carefully defined for each class. A large list of officers bear the ancient titles; and as nearly as can be adapted to the high-school needs, their duties are patterned after the officials of the Roman republic. Likewise, the meetings are of various types, combining the essential needs and purposes of the academic club with the ancient forms and ceremony.

Article X, Foreign Policy. In true Roman spirit, foreigners are taught their place. Foreigners (*peregrini*) shall be those taking French, Spanish, Greek, and English, who are not Roman citizens. They may be called at any time to act as slaves.

Four regular meetings are held each year: (1) November, election of officers, (2) saturnalia (Christmas meeting), (3) March 17, liberalia, and (4) May, a Roman banquet or some other form of entertainment.

This is a highly artificial form of organization, intentionally so arranged that the class instruction may be clarified and illuminated by the club practice in the use of many Roman names and the incidental learning of many powers, customs, and standards associated with them. The increase in interest, enthusiasm, and numbers justify the effort involved in keeping the Roman state effective.

8. *Res Publica Romana, Weatherwax High School, Aberdeen, Washington.* The Latin teacher is automatically sponsor. Membership is made up of all Latin students from Junior High School and beginners in Senior High School, as soon as they have earned a Latin grade of 90. The members like best the programs that entertain, with plays, games, etc., but some serious work is always attempted. A special group, four in number, the ædiles, are charged with the responsibility of planning the programs; and at the beginning of the school year, with the help of the sponsor, tentative programs for the entire year are arranged. For each program a chairman is appointed, but the sponsor has to carry much of the re-

sponsibility, especially for the programs which involve costuming.

Four or five meetings are held each year, at which simple refreshments are served, and sometimes simple games involving Latin words are played. A Santa Claus with Latin gifts or a valentine box with Latin valentines may be a part of the programs. The difficulties of half-preparation and lack of responsibility on the part of the participants, and the consequent need for constant watching and last-minute assistance on the part of the sponsor, constitute real problems. Of the gains, Miss Bush writes:

"There is a possible gain to the members appearing on the program. For the sponsor, sometimes a pleasure in the closer acquaintance with pupils, but very often merely a source of worry. As to the curriculum, the club enables us to bring in outside material of interest, for which there is scarcely time in class period. Our club has always had a good reputation for its programs, also financially. However, I really think we have too many organizations and programs for the pupils' good."

Two programs of this club follow:

(1) Four tableaux were presented, depicting these characters: "Catiline" (the lone figure in Macari's painting), "Tuccia, the Vestal Virgin," "The Standard Bearer," (from cover of Whitehead's book of that title), "The Goddess Diana." Before each picture was presented, the story of it was given in English by one of the members. (2) An allegory about the difficulties of Latin (based on *Pilgrim's Progress*) written by a member. (3) Skit, in which two girls put on a hat sale, talking in Latin. (4) A game based on Latin.

(1) Reading, "Roman Roads." (2) A play, written in English by one of the pupils, portraying what might have happened in the home of Orgetorix, the conspirator, the characters being his wife, two daughters, one son, slaves, etc. This helped to make the Cæsar narrative real, and was very well done both in composition and dramatically. (3) Reading "Cæsar at the Rubicon," from Davis's novel, *A Friend of Cæsar*. (4) An imaginary letter from one of Cæsar's officers to a friend in Rome, telling about the campaign they have been through. Written humorously by a pupil. (5) A burlesque on the murder of Cæsar. (6) Shakespeare's "Mark Antony over Cæsar's Body." (7) Burning of a copy of Cæsar's *Gallic Wars,* for Cæsar's body.

9. *Latin Club, East Side High School, Madison, Wisconsin.* Latin teachers sponsor this club, to which all Latin students are

eligible. Programs are prepared by a program committee of students and carried out by the assigned students and the advisers. In addition to the regular monthly meetings which are held during the activities period from 10 o'clock to 10:40, the club has taken part in the school carnival. In December it has the club saturnalia and in June a picnic. Although the sponsors find it difficult to train students into good work, the results in the stimulation of interest and friendly feeling among Latin students has been marked.

10. *Sodales, Northwestern High School, Detroit, Michigan.* This club was founded by a former Latin teacher for the members of her upper classes, and the sponsorship falls naturally to the teachers who have charge of this work. Students of the upper classes in Latin are admitted by invitation and dropped for unexcused absence. Tentative programs for the semester's meetings are planned by the program committee and submitted to the sponsors; in general, social programs which combine classical features are most appreciated, since the high school is large and there is little chance for the pupils to know each other except in the club activities. These social programs include charades, a picnic, a Roman luncheon, and parties where Latin games are played. The two objectives of the club are better acquaintance among the Latin students and an increase of interest in the classics. The club holds meetings twice a month at the close of school.

11. *S. P. Q. R., Fremont High School, Oakland, California.* The Latin teacher is naturally the sponsor of this club, which is made up of Latin students and others with two years of Latin. Programs are planned and prepared by one Latin class at a time, and the practice for them is held during class time. The most appreciated programs are entertaining and worth while, and require real effort to prepare. The Latin club has assisted in decorating the Latin classroom with pictures, curtains, and statuary in an effort to create the best atmosphere for the Latin work. One purely social meeting is held each term, at which "Latin party" the program consists of dancing, games, contests, etc. The increase in the number of clubs, the crowded conditions, and the lack of a sufficient number of rooms properly equipped for social and club activities create

real problems to be solved; however, it is recognized that the work on programs vivifies and supplements classroom work, interests non-Latin pupils, and leads to better appreciation of the Latin work throughout the school. Recent developments favor giving more Latin plays, and the students have been interested in turning modern songs into Latin. One program is given each quarter, which plan works well in that better programs have been possible. The preamble and Articles I and II are given here to illustrate excellent form in the arrangement of the constitution:

PREAMBLE

We, the Latin pupils of Fremont High School, in order to stimulate a greater interest in, and appreciation of the Romans and their great contribution to the civilization of the world, and in order to enrich and verify the study of Latin in our school, and to emphasize the connection between Latin and the social needs of today, do hereby ordain and establish this constitution for the Latin Club of Fremont High School.

CONSTITUTION OF LEX CONSTITUTA

ARTICLE I

The name of this club shall be the S. P Q. R. Club.

ARTICLE II

Section I. Membership shall be extended to all students now enrolled in Latin and to those having completed two years of Latin.

Section II. Senators shall consist of members of the Cæsar, Cicero, and Virgil classes. Equestrians shall consist of students enrolled in the Latin II and Latin III classes. Querites shall consist of students enrolled in the first term of Latin.

12. *Hodierni Romani, Central Senior High School, Lansing, Michigan.* The sponsor is named by the chairman of the board of control of the federated clubs on indefinite appointment. Students are eligible for membership who are in Latin 4 (second-semester Cæsar) and who have received a *C* grade or better in Latin 3, and students who are doing passing work in Virgil and Cicero. The most successful programs are those given by the members themselves, consisting of simple dialogues and plays in Latin, Latin songs, and the Greek and Roman mythology. The chairman of the program committee works with the sponsor in planning programs, and presides while they are given. One member of the club dramatized "What

is the English vocabulary? " from a recent number of the *Classical Journal* for production by the club. A spring program consisted of reports of Hyacinthus, Narcissus, and Iris and a talk on the use of Latin in botany. This program made possible the Latinized Mother Goose rhyme, *Mea Maria, tota contraria.* Participation in assembly-programs, picnics, and banquets are part of the outside and social activities. The dues are moderate, twenty-five cents per semester. Meetings are held during the general-activities period once in two weeks, and the cultural purposes of the club have been attained to a highly satisfactory degree.

French. — 1. *French Club, Weatherwax High School, Aberdeen, Washington.* The French teacher sponsors this club. All second-year students and all first-year students whose grades are average or better are eligible for membership. Programs are varied, including a French solo, a French song by the club, an occasional pantomime of a familiar French story, an English report of a French author, French anecdotes, etc. The president appoints a committee of three to plan and carry out each program, and the committee is approved by, and consults with, the sponsor. Social affairs except occasional serving of light refreshments at the close of regular programs, have not been activities of this club. Meetings are held five or six times a year, and the difficulty of getting the students to do from a sense of responsibility the things that the sponsor is required to do is ever present. Dues also are rather heavy and not easy to collect, but the members enjoy the meetings and apparently are profiting greatly.

2. *Cercle Français, Albany, New York.* The sponsor is appointed by the head of the department, and members are chosen as follows: first-year students with average of 90, second-year students with average of 85, third-year students, all who are interested.

Programs are arranged at meetings of the officers with the sponsor the week preceding the meetings. They consist of dramatic sketches, charades, and games in which all members are involved. The club does not attempt a variety of outside activities, but has an annual matinee as the public feature of its work. The program for the ninth matinee is reprinted to

indicate the scope of the performance and the arrangement of the two plays as an outgrowth of several years of experience in presenting French comedies.

NEUVIÈME MATINÉE INTIME
du
CERCLE FRANÇAIS
de
ALBANY HIGH SCHOOL,
18 MAI 1927

Comédie en un acte, *La Plaisanterie;* pièce en trois tableaux, *Nous Verrons;* entr'actes: récit, *Le Cygne,* avec accompagnement de violon et de piano, Mlles. Marjorie Lockwood, Gertrude Rudd, Margaret Rudd; solo de piano, *Valse Romantique, Golliwog's Cakewalk,* Debussy, M. Harry Seaver; solo de piano, *Etude* (*D Major*) Liszt, M. Harry Seaver.

3. *French Club, Broadway High School, Seattle, Washington.* The sponsor is appointed by the principal for an indefinite period. The students of French practically all become members at the beginning of their second year. A committee working with the sponsor prepares original programs which are carried out entirely by the members. One club party is held each semester at which light refreshments are served and games played. Pupils understand that it is their club and that they must assume all responsibilities under faculty guidance, with the result that a fine sense of initiative and personal responsibility develop. Finance is cared for by collecting small semester dues. The club meets every six weeks. An interesting trend is toward a broader and deeper appreciation and understanding of the language and literature through addresses by native speakers of the language and through the dramatization of one-act farces.

4. *French Club, Ottumwa, Iowa.* Scholarship is the determining factor of admission and dropping of members. All French students of second-semester freshman standing and higher are eligible if their grades in French are *C* or above. They are automatically dropped if their grade falls below passing.

The chairman of the program committee, an elected officer, plans programs with the help of the sponsor. Routine mat-

ters are carried on in French, and considerable parts of the regular program including plays, songs, etc. Sometimes reports are given in English on France or French life. Plays are successful, because they are not too much like the classroom. Each program has a place for the playing of French games, and it is a real social event with much incidental educational value.

The French Club puts on a little French play at the annual high-school program, and each year gives a banquet with French menus and place cards, with sometimes a toast program, according to the personnel of the club. Difficulty in finding time and place for meetings has been a drawback, but there is an increase in interest in French on the part of the pupils. Programs have been changed from once in four weeks to once in six weeks because of the pressure of other activities. Dues of twenty-five cents per semester cover all essential expense. Each spring the senior members receive a French Club diploma.

5. *Cercle Français, Central High School, Omaha, Nebraska.* The sponsor is chosen by the club for one year. New members are admitted by application, on recommendation and vote of the club. The club is limited to fifty members, and there is a waiting list to fill in all places of those who may be dropped for failure to pay dues, attend meetings, or meet approved standards in any way.

A program chairman, to make a schedule for the semester and to appoint a committee with a chairman for each program, is elected by the club. Many varied program numbers are used, plays and skits in French, music, French songs, and outside speakers in French. During the last year, the club gave a very successful play, the proceeds of which went to the school scholarship fund, a luncheon, a picnic with the Spanish Club. It also helped to furnish a club room.

There have been few difficulties in this club since the club constitution was revised, limiting the membership to the fifty best and most active students in the department. These students do their share of the work, enjoy their parts in the plays, and are helped in their French by the programs. The dues are eighty cents per semester. It is the aim of the program committees for each member to take some active part during

the year, and there is a trend toward better and more artistic programs. A recent program was as follows:

UN SPECTACLE
PRESENTÉ PAR
LE CERCLE FRANÇAIS DE CENTRAL HIGH SCHOOL

Revue de Modes: (1) Les Sports, (2) Aprés-Midi, (3) Soirée, (4) Jeunes Filles et Jeunes Gens. Musique, senior orchestre. *La Princesse Emeraude.*

Spanish. — 1. *Spanish Club, Franklin High School, Seattle, Washington.* Both teachers are appointed to sponsor the work of this club which has been in existence only a year. All second-year Spanish students are accepted as members upon payment of dues. Programs are planned by the club officers and carried out with the assistance of committees appointed for each program. The best programs have a talk in Spanish and Spanish plays, with occasional Spanish games. This year the club presented a play before the Spanish classes and gave a Christmas party. Special difficulties have been encountered in launching the new club, lack of interest because of other extra-curricular duties of officers, and too little time for the proper development of the specialized work of the language club. The gains have been the experience in hearing and speaking the language and the information derived from the talks and pictures of the Spanish-speaking countries. During the spring the work has tended to lag, and it has been impossible to hold the original plan of regular programs each three weeks.

2. *Cerculo Castellano, Langley High School, Pittsburgh, Pennsylvania.* Students having one semester's credit in Spanish are eligible by announcement from the principal's office. Attendance after "signing up" is compulsory, members being permitted to drop out only by application at the principal's office and assignment to some other activity. Programs are planned by a committee of which the vice-president is chairman and the sponsor an active and indispensable member. They are carried out during the activity period of the regular day and are held in the classroom. Programs including games or songs in which all members can be active are most successful, but plays have been more popular. Impromptu acting of

little plays by chosen groups to accompany the reading aloud, with each member having a copy, has been pleasurable and beneficial. The club presented an auditorium program before the entire school, and a chosen group of girls sang Spanish songs in a radio broadcasting program. The last meeting of the semester is "a party."

The two advanced classes have tried having a program once a month during class period; and the students have approved, since there were many conflicts in the activity period and since the range of ability in Spanish was too great when the club membership ranged from one semester to four or more in Spanish training. These organized class clubs take care of both of these problems. Combined with class work, it is easy to build up the programs with papers on the geography and history of Spain and Spanish America, discussions about the manners and customs of Spaniards and South Americans, preparation of scrapbooks with pictures, articles, stories, etc., original compositions based on pictures, travels, talks, illustrated if possible, songs led by groups who have previously learned them, and playlets.

3. *Las Amiguitas, Girls' High School, San Francisco, California.* This club is only a year old. It chooses its own sponsors, and its members must have had one year of Spanish or be able to speak the language. The best programs are given during school time, for most of the members find it impossible to remain after school hours. The program committee plans the programs a term in advance, if possible, with the supervision of the sponsors. Programs are planned to alternate in character; every other meeting of the club is social, sometimes outings, picnics, hikes, sometimes a party after school.

Meetings are held every two or three weeks, and the results have been closer contacts with the pupils and the promise of increased interest in the language and the people of the countries speaking it.

Some of the activities and programs are as follows:

Paseo a Muir Woods, taken on the Spanish April Fools' Day. *La Broma,* short Spanish play. Pilgrimage to the statue of Cervantes, where a program concerning the life and works of Cervantes was given. Talks on Seville given in Spanish by several girls, illustrated by the balopticon.

Fiesta, two Spanish plays enacted by students and Spanish musical program, after which Spanish games were played. Lecture — recital.

LAS AMIGUITAS
SPANISH CLUB
OF
GIRLS HIGH SCHOOL
PRESENTS
LECTURE RECITAL
ON
SPANISH FOLK MUSIC
BY
PROFESSOR C. E. KANY

(1) Introduction, General Characteristics, Copla. (2) Basque Provinces: (*a*) *Guernicaco Arbola* (Zortzico), piano; (*b*) *Lo lo,* cradle song, voice. (3) Navarre: *Jota Navarra,* piano. (4) Aragon: *Jota Aragonesa,* piano. (5) Castile: (*a*) *Cradle Song,* voice; (*b*) *Toma, niña, esta naranja,* voice and guitar. (6) Galicia: (*a*) *Gallegada,* piano; (*b*) *Alalá, ay,* voice and guitar; (*c*) *Teresita mía,* voice and guitar.

(7) Serenades: (*a*) *La boca de Pepita,* voice and guitar; (*b*) *Ay, ay, ay,* voice and guitar; (*c*) *Teresita mía,* voice and guitar.

(8) Work Songs and Street Songs: (*a*) *Baker's Song,* voice and guitar; (*b*) *Ploughman's Song,* voice; (*c*) *Blindman's Ballad,* voice and guitar; (*d*) *Blindman's Song,* voice; (*e*) *Night-Watchman's Song,* voice.

(9) Soldier Songs: (*a*) *No llores, niña,* voice and guitar; (*b*) *La Gitana,* voice and guitar.

(10) Andalusia: (*a*) *Fandango,* piano; (*b*) *Malagueña,* voice and piano; (*c*) *Rondeña Malagueña,* voice and piano; (*d*) *Petneras Sevillanas,* voice and piano. Canto Flamenco: (*a*) *Fandango,* sung by Cojo de Malaga, record; (*b*) *Malagueña,* sung by Lucrezia, record; (*c*) *Princesita,* voice and piano; (*d*) *Clavelitos,* voice and piano.

CHAPTER XVII

SOCIAL-CIVIC ACTIVITIES IN THE ACADEMIC CLUB PROGRAM

Historical Background. — History came into American secondary education with the establishment of the academy. Civics instruction was incidental in history classes until well into the high-school period. Economics became differentiated into a separate curriculum only in the closing years of the nineteenth century, and sociology is at present rising to a place of recognized curricular status. History with its undifferentiated phases of civics, economics, and sociology furnished much of the material which went to make up the innumerable programs of the literary and debating societies of the academies and early high schools. Extracurricular activities founded upon the social studies have had a tardy and difficult development, however, because, doubtless, the social and civic ideals which they foster had not yet been conceived as proper and essential elements in high-school training. With the recognition of student participation and responsibility in the orderly school community, there has come a need for organized group effort to supplement history, civics, economics, and sociology classroom work.

Range of Social-Civic Activities. — In many high schools the debating club remains practically a history-civics organization. History clubs have been widely organized; civics, economics, and sociology clubs are found in many high schools, especially in large cities. Current-events clubs are found in both junior and senior high schools. Such clubs as know-your-city, high-school groups allied to the adult patriotic orders, etc., have better citizenship as a background ideal. A third group of clubs and organizations has as an important part of its activity, training for better school and community citizenship. The clubs of this group partake of the nature of social-civic

organizations; among them are the Hi Y and Girl Reserves, the Boy Scouts, the Girl Scouts, and Camp Fire Girls. Highly important also are the boys' clubs, honor clubs, and the organizations founded to institute student participation or student government, the school republic, the senate, etc.

The purpose of this chapter is, first, to analyze the work of the academic clubs founded upon history, civics, sociology, etc., and second, to bring to students concrete statements of typical club activities which have grown out of the ideals and objectives of the academic curriculums in these social sciences, but which have been discussed in earlier chapters from the angle of student participation in school government and responsibility for the general school program.

General Aims and Outcomes. — The supreme objective of all of these activities is the good school citizen, at least a better school citizen than the student otherwise would be. This involves observable patriotic and civic outcomes, based upon intelligence in keeping abreast of the times in current social, political, and economic development, a willingness to help in creating and maintaining the school community, the passing of the need for the older forms of repressive discipline, and an understanding of the society in which the student lives.

These clubs founded more or less directly upon the social-civic curriculums provide the laboratory experience in citizenship, habits, and attitudes. Here the student receives personally the lessons involved in *belonging*, the responsibilities of group membership, the loyalties inherent in participation, precept, example, obedience, submission to the rule of the majority, and many others. He becomes aware of the significant relationships in the modern complex social organization, in that in most affairs he is a follower of others, and in only one or in a few affairs may he reasonably expect to be a leader. Being neither a boor, a clown, nor a clod, the student is advancing to competency in citizenship when he learns to lead others with dignity and self-respect, to follow the lead of others with intelligence.

The Need for These Activities. — The formal teaching of civic responsibility has been largely a failure. History, civics, economics, government, and sociology have built up in turn

great bodies of interesting fact, important laws and principles, philosophical and logical proofs for the reward of virtue and the punishment of wrong, without marked influence upon the conduct of youth. The patriotic organizations have fared little better. In the practice of wholesome, purposeful activities lie the beginnings of good morals and good citizenship. Just to the extent that the social-civic clubs afford practice in good citizenship, they relate the school and community in helpful service. Here is the *group principle* in action, crowd psychology turned to constructive ends, and endless opportunity to fuse facts, ideals, and habits into the *summum bonum* of all educational effort, the good citizen in school, community, and nation.

The Realms of Controversy. — Difficulties and dangers sometimes abound in the activities of the social-civic clubs. Many subjects of inherent interest, from their nature proper for discussion, easily arouse bitter controversy at times. There are still a few who rush in where angels fear to tread. There are circumstances in the history club when the son of the radical workman and the boy of the conservative banker should not debate the validity of Marxian philosophy. The pacifist play was acclaimed in 1915, anathematized in 1918, and accepted in 1925. The jingo speech was applauded in 1917 and subjected to some calm scrutiny in 1924. In the taboos of politics there are some words that blister: on the one hand, *socialism, radicalism, sovietism;* and on the other, *militarism, conservatism, and middle-of-the-road.* In some communities, little good will result from spirited discussions of evolution and Genesis, of war debts and indemnities, of respect for law and prohibition, of preparedness and pacifism, and many others.

All of these matters may be discussed, and probably should be. The responsibility for judicial viewpoints, the recognition of fundamental differences of opinion and the acceptance of the working principle that in all controversies, the truth lies somewhere between the contentions of the disputants, rest primarily with the club sponsors. Upon their common sense the success of the club activities depends.

Studies of Social-Civic Clubs. — Reports of nineteen clubs which are based upon many phases of the social-civic aims in the high school are here presented. These clubs have been

grouped under four headings: (1) special service, (2) boys' and girls' clubs, (3) religious background clubs, and (4) sociology and history clubs. The nineteen clubs have been chosen from fourteen high schools in fourteen cities in thirteen states.

Special Service Clubs. — 1. *Madison Cheer Club, Madison Junior High School, Rochester, New York.* The chairman of the club committee helps those who have been designated as club directors to plan their clubs. Students choose the clubs to which they desire to belong; and where numbers are too large, transfers to smaller clubs help to keep a reasonable distribution. The object of the Madison Cheer Club is to send cheer in the form of letters, cards, fruit, flowers, books, and appropriate gifts to all students and teachers who are seriously ill. Since there are one thousand six hundred students in Madison Junior High School, this club takes a very important part in the whole club program.

Teachers and students report the names; the club period is used to discuss what shall be done for those whose names have been sent in. Cards are addressed, letters written, visits to hospitals and homes are made, and club shopping is done. Whenever a death occurs, messages of sympathy are sent to the family.

The sponsors find it exceedingly difficult to find time to do the work which falls to the club; but the results in character building, in teaching the value of unselfish service, and experiencing the joy of doing for others in times of illness and sorrow are justifying all that it costs in time and energy.

The club is self-supporting; an annual tag day yields about seventy-five dollars; candy sales, sales of Christmas and Easter cards, etc., supplement the income. The present trend is toward enlargement of the activities. The club meets for an hour every Monday afternoon at 2:50, but many hours outside of school time are required to carry on the work.

2. *Chirrup Club, Fremont High School, Oakland, California.* This is a girls' club, with the special objective of caring for the children of the Laziar Nursery. The members have given the children several parties and made new curtains, toys, rag dolls, and bedding. Social meetings including a mothers' tea are a

part of the activities of the club. Tell-a-Tale is another club at Fremont High School with similar objectives and programs.

3. *National Honor Society, Central High School, St. Joseph, Missouri.* The sponsor is appointed by the principal and the members are chosen on the bases of scholarship, character, leadership, and activity. The most important outcomes are the stimulation of interest in the school activities and the development of higher standards of scholarship. The next step in the club activities will be the sponsoring of membership in the Junior National Honor Society.

4. *First Aid, Madison Junior High School, Rochester, New York.* Wide latitude is permitted the teachers in choosing their sponsorships. Club membership is built up from the first, second, and third choices of the pupils. Membership is compulsory, to the extent at least that the few nonparticipants in the club-activities period are assigned to a detention room. A program committee plans the programs of demonstrations and practice in first-aid work; and the club carries on a health campaign, including appearances in assembly. The club activities include visits to hospitals and fire houses; demonstrations of pulmotor and other public apparatus; demonstrations and lectures by doctors, nurses, and first-aid officials of the Rochester Gas and Electric Corporation; lectures and discussions on public and personal health by the club sponsor; and demonstration and practice in bandaging, prone-pressure method, etc. The requirements of the Boy Scout tests furnish the standards of performance. The membership is limited, but sought by the pupils, and there is a complete change of membership each term. Meetings are held every Monday during the last period.

5. *Museum Club, Madison Junior High School, Rochester, New York.* As previously stated, teachers in Madison Junior High School select the clubs in which they are most interested and pupils likewise choose the clubs of their greatest interest. A club chairman plans the programs, to which the sponsor and the members contribute. This club exists to permit students to pursue any special hobby, to develop initiative, and to teach pupils to spend their leisure hours in an interesting, worth-while, and serviceable manner. So successful have the activities been

that members of the club have shown their inventions in the science classes. A variety of interests is followed, and the club meets once a week.

Boys' and Girls' Clubs. — 1. *Tri-ship Boys' Club, New Trier Township High School, Winnetka, Illinois.* The principal and faculty of this magnificent new high school have had the privilege and responsibility of building the curriculum, activities, school spirit, and morale to meet the needs of a well-to-do, exclusive, suburban residential district. Unfettered by custom or tradition, experimentation is possible, and the Tri-ship Boys' Club illustrates how essential it is to be able to shift easily from one form to another. The sponsor was chosen at first by popular selection of the student members, but last year the change was made to appointment by the principal for an unlimited time. Up to this year, club membership has been open to all boys in the school on payment of fifty cents yearly dues. A committee is working on a point system, based on student participation in other extracurricular activities, as well as on a minimum academic standing; and membership on these new bases will be enforced by a student committee of the club.

Officers are nominated by a special committee and elected annually by popular vote. In addition to the regular officers, the chairmen of two important committees are elected: (1) chairman of the registration committee who has charge of all ticket sales and (2) chairman of dinner committee who arranges for dinners. Programs are planned and carried out by a program committee which is appointed by the president and organized for the entire year. The programs are approved by the club. Those based on the development of fellowship are most popular. Some programs are purely recreational; others are educational in nature. Student participation in the programs is especially stressed.

The club has promoted the scholarship fund, the boys' employment bureau, and the township recreational survey as serious outside activities, and carries out an extensive social and recreational program including an annual dance and a musical production of some kind, opera, minstrel show, etc., with boys taking all the parts. During the present year, the club gave a Gilbert and Sullivan opera.

The Tri-ship Boys' Club is organized on the service basis after the manner of the Rotary Club; such topics as community leadership are themes for yearly programs of activity. Finances are cared for by dues of fifty cents a year, dinners are served at fifty cents, and special dinners such as father-son at seventy-five cents. A very satisfactory dinner program is held each three weeks at 6:30. All meetings adjourn at eight o'clock.

With this organization, the gains to the members are listed as follows: (1) development of school spirit and school enterprise, (2) acquiring right habits of conduct and useful skills in living through participation in activities, (3) learning how to sustain definite and acceptable social relationships — home, civic, and community.

2. *Boys Scouts, Louisa, Kentucky.* A threefold aim prompts the presentation of a high type of Boy Scout organization as part of the activities of the high school: (1) to indicate the social-civic aim of the organization, (2) to show its possibilities as an integral part of the high-school extracurricular programs, and (3) to present for those who have not come in contact with the actual work of the Boy Scouts a brief statement of the means and methods employed.

Sponsorship on the part of the teacher is voluntary for a year period. New members are chosen by ballot of the troop. Programs are planned by patrol leaders with the direction and supervision of the scoutmaster. They consist of outdoor hikes, nature observations, camp trips, and trips to neighboring scout rallies. Among the outside activities, this troop has assisted needy families, served as helpers in the flood relief campaign, and participated in civic "good turns." The Rotary Club has entertained the troop at luncheon. The meeting of the Court of Honor is an important event in the year's program.

The patrol leaders and the scoutmaster by personal talks try to deal with those who violate the scout law through bad habits, smoking, etc. The activities are largely constructive, and through interest-producing programs of healthy, vigorous games the effort is made to instill the scout laws and the different scout requirements effectively into the habits and life of each scout. Three major aims justify the effort involved

in Boy Scout work: character education, citizenship training, enrichment of boy life.

The following quotation from the " Housatonic Scout " suggests the educational values:

> The scoutmaster is not a leader of boys so much as a leader of boy leaders. Scouting is a boy's program, not a man's program. The boy must take a larger place in the operation of the scout program. The patrol method is not a method of troop operation — it is *the* method. The chief objective of the scout camp is to train the boy in citizenship, leadership, resourcefulness, the fundamentals of prosperity, which are industry, thrift, and the desire to be useful, and most of all in character development. We cannot save the boy. We can help him save himself. It is hard for us to realize the resourcefulness of youth.

3. *Girls' Honor Club, Flathead County High School, Kalispell, Montana.* This is a new club working out a significant experiment. The sponsor is elected by the club members for a period of one year. Students become members automatically on the basis of high scholarship. A minimum of ten *A* credits at the end of the first semester of the junior year is required.

Programs are discussed at a meeting of the members, and committees are appointed by the president to carry out the specific plans. The president supervises the preparations for each program, which is never planned for the club alone but for the entire school or other large group. The activities have taken a social form, including mixers for all high-school girls, initiations with banquets for new members, assembly programs, dances for the school, and card parties.

The program, as it is developing for this honor-scholarship group, involves the promotion of scholarship, leadership, and responsibility, develops ability in organization, and encourages the members to assume a helpful, altruistic attitude ready to inspire students to remain in school, to help new students mix with others and to do any welfare work either inside or outside the school.

The most ambitious project was the first Girls' Vocational Congress, an elaborate four-session program involving outside speakers, many delegates from other high schools, and the cooperative action of the community and high-school clubs and other organizations. The scope of the congress and the effort

required to make it a success are suggested by one of the four programs:

Band, F. C. H. S.; welcome, G. Gilliland; response, Emma Jean Elsass, student, Somers, Montana; greetings from Flathead, Helen Elliot; "Teaching, a Vocation," Miss Olive McKay; vocal solo, Mrs. Wellington White; "College Opportunities," Mary Laux, Missoula, Montana; "The Business Woman," Ruth Anderson, Columbia Falls, Montana; community singing, Mrs. Henry Good; "Nursing as a Vocation," Agnes Pauline; "Home Economics, a Vocation," Frances Stubblefield, dean of girls, Lewis and Clark High School, Spokane.

4. *Girls' Club, New Trier High School, Winnetka, Illinois.* The principal appoints the sponsor of this club for an indefinite period, and all girls are included in club membership. The girls plan and carry out their programs, which are devoted to the promotion of definite school and community activities. The general social program for all girls is sponsored by this club, including social dances, teas, bridge, plays, and informal parties. Among its activities also are the Red Cross, Christmas bazaar, Near-East Relief, forty Christmas families, books to Cuba, and an original painting exhibit. Appreciable gains are coming to the girls in friendliness, organization, financial aid to worthy pupils, donations to the school of pictures, books, etc. One special field of activities last year was the earning of one thousand dollars for distribution to worthy girls during their first year in college.

5. *Vox Puellarum, North Central High School, Spokane, Washington.* The sponsor is elected by members of the club for an indefinite period. Membership is strictly limited. At the end of each semester an open house is held for all high-school girls. Prospective members are chosen and voted upon by the club members. Those elected are given a written test in current events, art, and literature. Those making the highest grades are chosen according to the number of vacancies.

A program committee, appointed by the president each semester, plans and carries out the programs. During the social meeting, a paper is given on some prominent person in literature or art, followed usually by a musical program. During one school year the members sponsored a "pay convocation" and "vox vodvil" for the benefit of the play field, and took charge

of the Christmas seal drive at the high school. The members gain in social training and in the promotion of interest in literature, art, and current events. Three social events in which all active members and alumnæ participate, the banquet, tea, and house party are given each year. The expenses are cared for by an initiation fee and semester dues. Business meetings are held the first Thursday of each month and social meetings on the third Friday.

6. *Girls' Club, Senior High School, Eveleth, Minnesota.* The girls' adviser is the permanent sponsor, and all girls automatically become members upon their enrollment. Programs are planned and carried out by the entertainment department, aided by the sponsor of that department. Although this club is new, it has succeeded in holding a style show and Hallowe'en and Christmas parties. There is a place in the activities of a high school of this size for a Girls' Club, but it has been demonstrated that monthly meetings of twenty minutes will not permit a constructive program.

7. *Student Coöperative Government, Richard J. Reynolds High School, Winston-Salem, North Carolina.* One sponsor for this group is appointed by the principal and one elected by the council members for one year. New members are elected by the student body and may be dropped by the principal. No regular programs are held, but the group sponsored the interschool banquets which were promoted in order to foster the best feeling between the schools of the triangle formed by the university for debates, games, etc. An important function is the handling of discipline, and this has proved successful. Once each week the group meets in the office of the principal.

Clubs with Religious Background. — 1. *Hi Y, West High School, Denver, Colorado.* Clubs of this character have been widely introduced throughout the country. Members are elected by the club and may be dismissed because of misconduct by action of the club. Programs are planned by committees and supervised and promoted by the sponsor. Most appreciated programs are those in which the largest number participate. This club has participated in school assemblies, in civic activities outside of school, and in an active social program including a stag party, a party with their girl friends, father and

son banquet, and mother and son banquet. As often happens, a clique spirit manifested itself and had to be overcome before the full measure of gains could be secured. At West High School, the Hi Y members have gained in character building, citizenship training, joy of leadership, correlated and vitalized class work, better school loyalty, and wholesome coöperation. The next step is to reach boys outside the club, and to that end regular weekly meetings have been recently inaugurated.

2. Girl Reserves, Central High School, St. Joseph, Missouri. In much the same spirit that the Y. M. C. A. sponsors the Hi Y, the Y. W. C. A. sponsors the Girl Reserves throughout the country. Sponsors are chosen by the cabinet, which is made up of officers and the committee chairmen. They hold office for one year. Membership is open to any girl interested in Y. W. C. A. work who is willing to pay the annual dues of fifty cents. Programs are planned and carried out by student initiative entirely, although suggestions and help are always available from the faculty advisers. Two types of programs have been particularly successful, (1) those in which outside speakers of local interest participate and (2) round-table discussion meetings on questions vital to girls. A wide range of outside activities have been promoted or helped by the members: vesper Easter service, Easter morning breakfast, tea for the Chinese Y. W. C. A. secretary, mothers' and daughters' tea, filling Thanksgiving baskets, mending church hymnals, and a Christmas party for the children in the county home. Of the more purely social affairs, the club has sponsored teas, parties, roller skating, hikes, breakfasts, etc.

Club meetings are held every other Friday afternoon. The ideal of service is strong. Five committees are at work: programs, devotionals, service, publicity, and finance. Each committee, in addition to its obvious duties, earns fifteen dollars to help the service program. Other funds are earned through food sales, rummage sales, sales of candy bars, and that sandwichlike article of modern food, delectable to the palate of hungry youth, consisting of a bun, fried ground meat, onion, dill pickle, and mustard, which shall be nameless in a dignified treatise on extracurricular activities.

Two gains are apparent: (1) the members gain in the ability

to live well in the social order, and (2) the school and community gain in that this group performs worth-while service which no other group attempts.

3. *So-Si-Y, South Side High School, Fort Wayne, Indiana.* This is a club of Girl Reserves of the Y. W. C. A. Sponsors are chosen from the faculty by the Girls' Work secretary of the Y. W. C. A. in consultation with the dean of girls of the high school. All junior and senior girls may belong by paying the dues and filling out a membership card. The freshman and sophomore girls have a similar club. The membership is divided into interest groups according to hobbies: scribes, music-art, dramatic, and sports. Each group plans one program during a semester. The vice-president acts as program chairman and chooses a committee to help her plan the remaining programs. The programs which have proved most successful are: (1) talks from twenty to thirty minutes by speakers outside the school, particularly prominent women of the city, (2) dramatic programs, (3) discussions, when a subject can be found that the girls accept as a challenge, and (4) ceremonials.

A full program of service is carried on, among other work: dressing dolls for the Japanese doll festival, providing garments for the Needlework Guild to clothe the poor, singing at the hospitals, looking after new girls in the school, and providing stamped Christmas greetings for the soldiers in hospitals to send to their friends. Likewise a full social program is carried on, which includes occasional joint parties with the Hi Y, one evening party each year, usually a dance at which boys are guests; occasional "party" programs at which refreshments are served during a social hour after the program and at which games are often played; a mother-daughter tea or banquet; hikes and picnics; and student council meetings of the officers of all school clubs at the "Y," during which they eat together in the club rooms.

The club meets once in two weeks immediately after school. In the week between regular meetings, the same afternoon is used for cabinet meetings, interest group meetings, committee meetings, etc. This works well except for the inevitable interruptions due to work on the school newspaper, rehearsals for plays and entertainments, and the make-up work for missed classes.

A real problem of sponsorship and leadership is involved in the facts that the girls who respond most readily really need this club activity least, and the girls who need the club most are the hardest to reach. Since So-Si-Y is the only club open to all junior and senior girls, it has a tendency to break up snobbish groups and to promote a spirit of friendliness and unselfish service. Since the objectives are character, inspiration, service, and responsibility, there is a tendency to organize smaller groups within the large club, and to make each group responsible for definite activities so that each girl may feel that she has been active and useful.

The weekly programs for one semester were as follows:

February 15, scribes group; March 1, cabinet; dramatics group; March 15, art-music group; March 29, cabinet; April 12, open day for all groups; April 26, cabinet; May 10, sports group; May 24, cabinet.

Interclub Council, February 24, March 24, April 28, May 26.

Club program: February 8, state news; February 22, "Don't Say It; Write It," Scribes; March 8, topics in brief; March 22, stage stuff — dramatic group; April 5, "What Do You Know about This?" April 19, "Drawn and Quartered," art-music; May 3, "The Postmaster's Easy Chair"; May 17, "Do You Remember When?" senior farewell; May 31, "Indoors, Outdoors," sports.

Academic Clubs in the Social-Science Curriculum. — 1. *Sociology Club, Fremont High School, Oakland, California.* The sponsor is requested by the students and sanctioned by the principal and supervisor of the special school activities. Membership in the club is open to all students in the social problems classes and to students who are interested but have been prevented from enrolling in the classes because of program conflicts — providing they receive the approval of the club officers and the sponsor.

Programs are prepared by committees and approved by the club as a whole, and many types of programs are given: (1) speakers who are specialists in their particular fields, (2) symposiums, (3) debates, (4) field trips, (5) reports on books and plays of special social significance, and (6) more intensive discussions of problems that have come up in the classes.

The difficulty of overlapping arising in any high school with a broad social program is met in this club by requiring the student to make his choice and abide by the decision. The students gain in breadth of vision and spiritual development. They

acquire a greater appreciation of their social responsibilities and privileges. They know more of the worth of men and are put on their way to the international mind.

Meetings are held twice each quarter of five weeks, but more meetings are desired by the members, and plans are under way for many special meetings of smaller groups.

2. *Sphinx, Everett High School, Everett, Washington.* The sponsor is appointed by the principal, and the membership is limited. New members come in by election. Programs are planned by a committee and the president. It is a problem in this club to find opportunity for all members to take part in the programs, but all are rightfully entitled to share the opportunities for leadership, public speaking, coöperation, and self-development. The great objective of the club is citizenship, and programs that have a good historical trend, varied with music, are held once a month during the activities period.

The following four programs are worthy of study for the skillful blending of historical topics of present interest, poems, and music.

Armistice Program

Star Spangled Banner; flag salute, Club; essay, *Resumé of League of Nations,* Genevieve Parsons; Poem, *Tribute to the Unknown Soldier,* (Arthur Chapman), Anna Peterson; piano solo, *Tarantella, To the Rising Sun,* Ruth Norgaard; essay, *Is Wilson's Ideal Coming True?* Madlyn Young; vocal solo, *America the Beautiful,* Martha Johnson; essay, *What is Needed for World Peace?* Harold McKee; poem, *Armistice Day* (Ethel Blais Jordon), Mildred Perry; *America,* Club.

Christmas Program

Essay, *World's Christmas Tree,* Helen Hellend; reading, *A Christmas Insurrection,* Mildred Eaton; a Christmas story, Miss Collins; reading, *It Came upon a Midnight Clear,* Ruth Brown; reading, *Babushka, A Russian Legend,* Frances Carr; reading, *Keeping Christmas,* Neta Jacobson.

Patriotic Program

Reading, Marjorie Butterfield; *Essay on Washington,* Kenneth Smith; *Essay on Washington,* Clara Louise Doph; reading, *Washington,* Ruth Herman; essay, *America,* Leah Manning.

Beethoven and Musical Program

Vocal duet, *When Twilight Weaves,* Marion Schock and Mildred Slagle; vocal solo, *Gypsy Queen, Kentucky's Way of Saying Good*

Morning, James Vanderweeken; piano solo, *Dainty Mist, Spanish Gypsy Dance,* Bernice Tweedale; essay, *Values of Music,* Solvieg Wangen; piano solo, Ruth Norgaard; vocal solo, *Lay My Head beneath a Rose,* Jerry McKee; *Report on Beethoven,* Mary McIllravy; poem, *Ode to Music,* Ruth Brown.

3. *History Club, Lansing Central High School, Lansing, Michigan.* The sponsor is selected by the principal, and it is customary in this high school for sponsors to keep their clubs indefinitely. When new members are to be chosen, names are handed to the sponsor, approved by the history teacher of the pupils, and passed upon by the board of control of literary societies and clubs.

Programs are planned by a program committee and the sponsor, with a large share falling to the latter. The chairman notifies those who are to take part and presides during the programs. Illustrated lectures and moving pictures have proved popular and entertaining. Among its outside activities the club has put on assembly programs, given a banquet to the high-school debaters, and holds an occasional party or picnic.

The club is in its second year and is experiencing the lack of student responsibility in suggesting and planning programs, a difficulty that will be overcome by building a body of trained responsible workers. That takes time. Since it is apparent that the members are gaining in social responsibility, in social participation, and in knowledge upon historical topics not possible in the classroom work, the development is going on normally and rapidly. Various historical elements are finding place in the programs; biography, historical fiction, talks on foreign countries by men who have traveled, and Yale films, *Wolfe and Montcalm,* etc. Regular meetings are held twice a month on Fridays from 1:15 to 1:55, a not entirely satisfactory time.

4. *Junior History Club, Langley Junior-Senior High School, Pittsburgh, Pennsylvania.* The sponsor is appointed by the principal and remains in charge until released. For membership, pupils make application in writing, are sanctioned by the sponsor, and are voted upon by the club. Machinery is provided for dropping members for nonattendance, nonperformance of duties on programs, etc., but it is never necessary to drop them.

Programs are worked out by a program committee in conference with the sponsor and executive committee. All programs open with a roll call, and members respond with current events. A fine of two cents is provided for failure on current events; but few fail to take part, because it is one of the agreements when joining that all are to coöperate; otherwise the applicant is considered ineligible. Freedom and initiative are developed in the current events roll calls.

The chairman of the program committee presides after the roll call, and a wide range of topics has been covered: "Famous Pittsburghers," "Pittsburgh in History," "The Noted Places in Pittsburgh," stories of famous men and women, moving pictures, slides, relic days, curio days, history book days, history jokes, poems from the club scrapbook (a cumulative loose leaf), history cross-word puzzles, reports on trips, and outside speakers.

Outside the programs, worth-while activities are carried on, including two historical plays in the assembly for the junior high school, special shelves in the school library kept filled and often changed due to suggestions of club members, nucleus of historical museum started, collection of historical materials for files, pictures for reference in classes, excellent bulletin board service, and visits to local historical places.

Purely social affairs are numerous: a party each semester, entertaining "costs" in the high-school cafeteria, gala occasions when a good historical film is at a downtown theater, historical lectures, etc. Whatever disadvantages there are in this club arise from too great numbers, the constant shifting in the membership, and the desire to undertake too ambitious programs. The membership is largely boys who read incessantly. Finance has not been a serious problem, dues and assessments caring for the expenses. The club purchased four sets of "Keystone Views," and has made wide use of them. There is a tendency to link programs with special days and with the history lessons in class, exhibits of curios, international days, etc.

The gains are doubtless commensurate with the energy and time requirements. There are wider interests in history, more extended reading in this field, constant study of current events, dependence on "News Outline," "Current News," etc., some

early development of real historical criticism, better history class work, and great increase in the number of pupils who read the papers for news. It is freely admitted that energy, judgment, skills in handling human problems of many sorts are all involved in keeping such a club alive and stimulated, but the effort is worth while.

CHAPTER XVIII

MATHEMATICS AND SCIENCE ACTIVITIES IN THE ACADEMIC CLUB PROGRAM

Historical. — Simple elements of arithmetic found place in the Latin grammar schools. Science appeared in the earliest academies. Both mathematics and science were in the high school from its inception, and the curriculums in both tended to increase in quality and quantity from decade to decade. Science in the modern sense fought its way into the high-school curriculum in the decade following 1870. By 1900, mathematics was practically a universal requirement, and some branch of science also was required of every student. The warfare which has waged about formal discipline has put both on the defensive, particularly mathematics, physics, and chemistry.

Status of the Extracurricular Activities in These Subjects. — No records of clubs founded upon these activities appear until recent dates. Their spread has been slow. They are coming rapidly at present, and are building up a student following and program of activity which promise to carry them on indefinitely.

These changes are due doubtless (1) to the recognition on the part of mathematics and science teachers that they can and must justify the worth, intrinsic and specific, of their subjects, (2) to the building up of large bodies of interesting, collateral, applied information related to these subjects and growing out of them, (3) to the study of the commercial, economic, and industrial activities to which mathematics and science are basically applied, and (4) to the humanization of the classroom activities in the subjects themselves.

Types of Students Attracted. — On the whole, high types of students participate in these clubs. Many have narrow, specialized interests of a technical nature; many are studious

with high, abstract intelligence; others are intensely curious, especially as to mathematical puzzles or natural phenomena. Many students who work well in the restricted groups devoted to mathematics and science have not fitted into more general school activities. For these students even greater opportunity is urgently needed.

Scope of the Present Study. — An attempt is made to indicate the actual working basis and the usual activities of typical mathematics and science clubs. For this purpose, fifteen clubs in fifteen high schools in seven widely separated states have been chosen.

Mathematics Clubs. — 1. *Plus and Minus Club, Everett, Washington.* This club is an outgrowth of an older mathematics club of many years of activity. Membership is open to students of third-year and fourth-year mathematics. The society is managed by student officers with teacher guidance, and meetings are held monthly during the activities hour. Programs are devoted to talks on interesting historical mathematics problems and on the lives and works of great mathematicians. Demonstrations and explanations of famous mathematical puzzles are used to secure greater interest in the work.

2. *Mathematics Club, Shortridge High School, Indianapolis, Indiana.* The head of the mathematics department acts as ex-officio sponsor, and membership is based upon election by the members. Programs are planned by a program committee and the faculty sponsor, and carried out by students, a faculty member, or an invited outside speaker.

An interesting and highly motivated project has been completed by the club. The members compiled a table of dimensions of brilliant cut diamonds of various weights for a New York diamond merchant. Programs have included discussions and explanations of the fourth dimension, mathematical fallacies, historical topics as Galileo's trial, computing machines, chess tournament, slide-rule contests, etc.

Student gains are noteworthy; they have come into a new relation to a socialized, humanized mathematics, which has increased their interest in the subject. They are getting practice in carrying on their activity. In addition to the club programs

on alternate Thursdays, one party and one picnic are held annually, and the club is financed by dues and assessments.

3. *Newton Club, Oak Park and River Forest Township High School, Oak Park, Illinois.* The sponsor of this club is chosen by the head of department. The club constitution provides that any junior or senior whose grades in Algebra I and plane geometry average 80 may be members. Such students are admitted in the order of application up to the club limit of forty. With a waiting list, students absent from two successive meetings without excuse are dropped.

Programs are planned by a program committee in conference with the sponsor, and for the sake of variety usually have three parts: one serious talk, one fallacy or puzzle, and one recreational feature. Meetings are held every two weeks at the close of school, refreshments are served, and occasionally games are played, sometimes mathematical games.

Finance is cared for by a fee of one dollar per semester. Pupils enjoy most those programs which feature the fallacies and puzzles, and they gain from the study of those phases of mathematics which are not found in their textbooks and which cannot be touched upon in their class work. They gain also some experience in social intercourse, how to give and work together, and how to organize and conduct their club activities.

4. *Mathematics Club, Lewis and Clark High School, Spokane, Washington.* The principal appoints the sponsor. New members are chosen by vote of the club members, and to be eligible students must have an average of 90 in the first two years of mathematics. Those interested fill out an application blank, and preference is given to those continuing in advanced mathematics.

Programs are planned by the sponsor and the executive committee, and those participating each time choose the material which appeals most to them. During one year, the club as a unit decided to follow a logical study of the history of mathematics and a book on paper folding. Programs for the year, therefore, have consisted of one historical topic, one topic on paper folding, and one puzzle or example. The year has shown the desirability of topics with sequence rather than one topic, one meeting and another entirely different the next.

During the autumn, the club sponsored and conducted a contest relating to the practical applications of mathematics and in the spring conducted a similar algebra contest. Before the mathematics section of the Inland Empire Teachers' Association, the club presented a typical club meeting. The club meets every second and fourth Friday evenings from eight to ten o'clock at the homes of the various members, and the last half-hour is given over to a social program. Other social affairs are a Christmas party the first semester and a picnic the second. Expenses are covered by an initiation fee of twenty-five cents and dues of twenty-five cents per semester.

The club has founded the year's program on the following books: Smith, *History of Mathematics;* Row, *Paper Folding,* and *Canterbury Puzzles;* Jones, *Mathematical Wrinkles,* and Ball, *Mathematic Recreations.*

The sponsor thus lists the gains: (1) To members — sociability and deeper insight into the realm of mathematics. (2) To sponsor — knowledge and the realization of helping others. (3) To school — often members work examples listed in *School Science and Mathematics* and thus bring favorable mention to the school. (4) To curriculum — many things worked out or discovered in club are woven into the daily teaching.

5. *Mathematical Club, North Central High School, Spokane, Washington.* The sponsor is chosen by the club for an indefinite period. Students are eligible for membership who have three *C*'s or better in mathematics. They qualify by a three-minute talk on some mathematical subject. Membership is taken away from students for three absences in succession without excuse or for failing to make more than two credits in the preceding quarter.

Programs for each semester are in charge of the program committee, who plan them with the help of the sponsor. Each member is expected to appear at least once a semester. In each program there are at least two talks on mathematical subjects, and these are followed by varied numbers of mathematical interest.

In addition to the regular programs, each fall the club sponsors an algebra contest. The prize is a loving cup, and the winner's name is engraved on a tablet in the main hall. In the

spring there is a similar contest in geometry. As outside activities the club had a pop-corn stand at the athletic carnival, the pow wow, and had charge of a radio program.

The club meets on the second Wednesday of each month, at the close of school in the school building for the programs, and on the last Friday in the evening in different homes of members, for purely social affairs. A few need this social opportunity and contact; all profit from the stimulated interest in mathematics and the discussion of many topics connected with mathematics for which there is little time in the classes.

Finances are provided for by twenty-five cents at initiation and twenty-five cents dues a semester, with a special assessment of about forty cents each semester for the club picture in the annual; in addition, the club receives one-third of the proceeds from the pop-corn concession at the pow wow.

This club attracts a very superior type of student. This makes for improved programs and a livelier interest in the club.

The following are types of programs that have been prepared for the social meetings:

All alumnæ members in the city were invited. Roll call, answered with a mathematical term; piano solo; play, *Mock Trial of A versus B*; vocal solo; talks by alumnæ present; Christmas tree and games.

All interested in subject invited. History of calculation; "The Abacus"; "Napier's Rods"; motion picture, *A Machine that Thinks*, furnished free by the Burroughs Adding Machine Company.

Science Clubs. — 1. *Cardinal Audubon Club, Grinnell, Iowa.* The head of the normal training department always acts as sponsor, and membership is limited to normal training girls in the eleventh and twelfth grades.

Programs always stress some phase of nature study. They are planned by a program committee. Club members give nature talks in grade rooms and bird lists are kept.

Meetings are held at noon every second Wednesday. The members lunch together, and the vice-president and two appointed helpers plan a social feature for each meeting. The sponsor must help carry on, for the members cannot assume the full initiative and responsibility. The increased interest in, and knowledge of, nature justifies the cost in time and energy.

2. *Science Club, Garfield High School, Seattle, Washington.* The sponsor is appointed by the principal, and membership is based on interest and the payment of dues. A program committee plans the monthly programs which consist of illustrated lectures and industrial trips. The club attempts no outside activities and has no social features. A few students gain something; but in the judgment of the sponsor, not enough to justify the time and energy spent. The extracurricular program is extensive, and members find it difficult to attend the meetings. The school and club are new, and the only hope for this activity will be the building up gradually of a membership whose interest is the science club rather than music, athletics, dramatics, etc.

3. *Science Club, Franklin High School, Seattle, Washington.* The sponsor is appointed by the principal, and all students are eligible upon payment of dues. This is a group rather than a club, since it is not a closed organization. A program committee makes all the arrangements and advertises the meetings. Programs are of three types: (1) those at which there are speakers from the science faculties of the University of Washington and men from local industries; (2) those in which the students work up a demonstration program, and (3) trips to local industries. There are no outside activities and no social features. Musical numbers open the regular programs and refreshments are served at the close. As is true at Garfield, the sponsor feels that the club suffers from too much competition. A full attendance at the afternoon meetings is very difficult to get, and the club activities require too much sponsorship. Interest for most members is at a low ebb, and the effort required is incommensurate with the gains which a few students make.

4. *Junta Club, Fremont High School, Oakland, California.* Sponsors are requested by the students and approved by the principal and supervisor of special school activities for a term of one year. New members are elected by a two-thirds vote of the members present and are dropped for irregular attendance. A program committee coöperating with the sponsor arranges the programs, the best features of which have been talks by ex-

perts in various lines. As social and outside activities, the club last year put on a science show before the high-school assembly, gives an annual banquet and dance, and plans for lunches in the open when on trips to the observatory, etc. Weekly meetings are held on Wednesdays after school; and variety is attained through talks and demonstrations by members, moving pictures, and visits to industrial plants, as well as the talks by experts.

5. *Science Club, Broadway High School, Seattle, Washington.* The head of the science department is ex-officio sponsor. Every year a membership drive is conducted by students in the science classes, with the result that the membership is now more than six hundred. A program committee attends to all details, and scientific movies have a large place in the programs, because of the ease in handling and the greater general interest. A science council of thirty members and two operators for the moving-picture machine are elected in addition to the usual officers.

A membership of this size creates some important administrative difficulties, but the dues of twenty-five cents each semester make possible highly interesting and valuable outside activities. During one year the club purchased ten scientific books for the Science Club shelf in the library; subscribed for six leading scientific magazines for the library, purchased and installed a transmitting radio set for experimental work, and has in prospect a plan to establish a prize or scholarship fund to be awarded to pupils who make the best records in science studies at Broadway.

One party with refreshments is held annually, regular meetings are held monthly, and the net result of the club activities has been the creation of general interest in science and the furnishing of interesting material to supplement class work.

6. *Technical Club, East Side High School, Madison, Wisconsin.* The sponsor is chosen from the department, and any junior or senior student who is taking physics, chemistry, or advanced biology is eligible for membership. A program committee works with the sponsor in the preparation of programs, and the members assigned meet with the sponsor for sug-

gestions. Dues are only ten cents a semester, and the membership is so large that discipline becomes something of a problem. The success of such a club depends to so great an extent upon the officers that, if the officers are not coöperative or are lacking in leadership, serious difficulty arises at once. The purposes of the club are to acquaint the students with the various types of scientific activity, to give training in proper participation as a member of the organization, and to further self-activity. Meetings are held during the club-activities period once a month and last for forty-five minutes, and at East High School, this plan prevents conflicts and works well.

7. *Science Club, Lansing, Michigan.* The sponsor is chosen by the students who organize the club, with the consent of the board of control of literary activities and clubs. New members are chosen by a committee consisting of the faculty adviser and two members of the club appointed by the president of the club. A program committee plans the programs and the assigned students carry them out. Three types of programs have been successful: (1) initiation programs which involve invention and surprise, (2) talks and experiments by members of the club which increase knowledge and ability, and (3) talks by outside speakers who bring wider and fuller knowledge. Outside activities have included health programs and a debaters' banquet, and the social activities have included picnics, ball games, and banquets. All essential expense is cared for by dues of twenty-five cents a semester. There are two sections of the club; one section meets during the third period, and the other during the eighth period, every second Friday. New sources of interest have been aviation speeches and demonstrations, and the question of oil in Michigan. More social activities are being introduced, and the gains from the club activities are: (1) better acquaintance of members with each other and with the sponsor, (2) a broader knowledge, and (3) a kindly feeling for each other and the school.

8. *Nature Study Club, Washington High School, Milwaukee, Wisconsin.* The sponsor, appointed by the principal, helped to organize the club and remains in charge indefinitely. The following application form is used in building up the membership.

APPLICATION FOR MEMBERSHIP
IN THE
NATURE STUDY CLUB OF
WASHINGTON HIGH SCHOOL

Name .....
Assembly Row ..... Seat
Why do you wish to join the Nature Study Club?
....
Are you willing to help in working for its welfare and aims?
Failures last semester
Recommended by Members:

1.
2. .....
Vote of Membership committee

The program committee and a sponsor prepare the programs, which consist of demonstrations, slide talks with outside speakers, or films.

An election campaign is carried on preceding the election of officers. Candidates have nomination papers signed by members and critics or other science teachers. This plan insures proper qualifications for officers. At the meeting for choosing officers, nominating speeches are made for the candidates, and the papers duly signed are handed in. Candidates for the principal offices make platform speeches, and election by ballot follows.

In addition to the twice-a-month meetings at the close of school on Wednesdays, the club holds hikes, one party each year, and a picnic. The following is a meeting announcement:

The Nature Study Club invites you to attend its meeting to-night in room An interesting program has been prepared.

The Easter hike invitation was as follows:

You are invited to go on the Nature Study Club's annual Easter vacation hike to County Park on Monday, April 11. Bring lunch, thirty-eight cents carfare, kodaks, rubbers, a light heart, and a good appetite. Meet at Third and Michigan Streets, the terminal building of T. M. E. R. & L. Co., at 8:50.

The members are interested in learning facts in new fields; they are regular in attendance, showing good interest and desire

to share in the club activities, and they gain much information which supplements their class work.

Their membership and pledge cards are an earnest of their interest and good intention.

MEMBERSHIP AND PLEDGE CARD
NATURE STUDY CLUB
OF WASHINGTON HIGH SCHOOL

..... pledges active promotion of conservation and protection of Wisconsin animals and plants.

TREASURER PRESIDENT

9. *Natural History Club, Galileo High School, San Francisco, California.* The sponsor who serves from year to year is chosen by the principal. Any pupil in the high school is eligible for membership. Programs as arranged by the executive committee and faculty sponsor consist in part of trips and in part of lectures by college professors on scientific subjects. In addition to the dues of twenty-five cents a semester the club puts on two vaudeville shows a year and conducts the sale of book covers. Out of this income a college scholarship of one hundred fifty dollars a year is supported. The club is also seeking to raise money by subscriptions to install a good telescope in the high school. Meetings are held the first and third Wednesdays of each month. It is the originator and parent chapter of the International Association of Natural History Clubs, a junior association for the advancement of science.

10. *Biology Club, Lincoln High School, Seattle, Washington.* This club is an outgrowth of a science club which was organized five years ago by the head of the science department. The sponsor had charge of the biology branch, which has developed into a separate organization. Any pupil who signifies a desire to belong to the club may become a member.

Each semester a program committee is appointed which is responsible for the programs. It makes arrangements for outside speakers or for members of the club to furnish the program. Types of programs vary from year to year according to changes in personnel. The lectures and picture programs

given by scientists and naturalists of the city have been most successful.

No outside activities are carried on and the only social features are the hikes or field trips. Parties may be held at the close of school for one hour. Dues of fifteen cents per semester provide for representation in the annual. Regular meetings are held every two weeks on Monday at the close of school, and the club has been of real service in interesting students in zoölogy and leading the members into advanced work along these lines.

Constructive results have come from two important facts: (1) work in the club counts for points toward the school honor society, and (2) the work may count toward the credit in the laboratory, since by the minimum and maximum assignment plans, many projects may be undertaken as a part of the club activities and used to earn laboratory credits. The reading of pertinent books, the study of the biographies of great scientists, the preparation of reports on observations and on desirable educational motion pictures, lend valuable materials both for the club programs and for classroom and laboratory credit.

CHAPTER XIX

COMMERCIAL AND TECHNICAL ACTIVITIES IN THE ACADEMIC CLUB PROGRAM

Importance of These Clubs. — With the coming of the academies, new curriculums, commercial, technical, and æsthetic, were urged as proper for American secondary education. Nearly two hundred years have passed since the plan for the first academy was announced. So strong has been the hold of the older elements of cultural and ethical training that these new subjects are only at the present time coming into wide recognition and approaching permanent form. At the present time, however, high-school curriculums are shifting with extreme rapidity; bodies of material firmly intrenched today will soon be gone, and other bodies of material, dimly sensed yesterday, are accepted today, and will be firmly placed in the curriculums tomorrow. There is a large place among high-school activities for those forms of academic clubs which will hasten experimentation in new curricular forms, help to reveal the worth-while and essential elements in all the materials, good and bad, that are brought by enthusiasts of every sort to the curriculums of the high school; and further, the adaptation of the new valuable parts of these curricular materials to the needs of the specialized groups that constitute so large a part of the enrollment in the modern high school.

Types of Clubs. — The clubs included in this category cover many fields. They are not all found in any one high school, but they exist widely under many names and for many specialized purposes. The wide range of music clubs has been discussed in detail in Chapter XI. Art clubs include groups devoted to cartooning, poster design, and sketching. Æsthetic dancing is the motive of many groups of advanced gymnasium students. A considerable group of clubs is founded upon manual training for boys; lettering and sketching, electrical

woodworking, forge and shopwork. Home economics clubs include needlecraft, millinery, color and design, home making, etc. The commercial departments foster junior commercial, typists, office practice, accounting, and others. A very wide range of club activities center in the agricultural department. They vary all the way from the " lawn and garden " club of the city high school to the poultry, calf, pig, corn, canning clubs of the town and rural high schools.

Range of Activities. — Comprehended within these club activities are some devoted wholly to bettering the economic and industrial status of the members, " bread-and-butter " activities in manual training, home economics, agriculture, and commercial work. On the other hand, many are devoted to the cultivation in the members of finer cultural and æsthetic appreciations in music, art, and dancing. Many of these clubs combine activities that train their members in the beautiful, the useful, and the necessary; both the æsthetic and the vocational, depending upon the nature of the materials covered. This is true particularly of art and music. Many of the elements for which Franklin argued in his plea for the *useful* and the *ornamental* are involved in the activities of these clubs.

Types of Students Attracted. — Every type of student that blesses or afflicts the modern high school is found in these newer departments. The good, the poor, the indifferent are indiscriminately commingled in commercial, manual training, home economics, and music classes, with too large a proportion of the last. High special talents bring some, strong economic motivation brings many others, and a hope of something easy as compared with the positive and historical assurance of something hard in Latin, science, and mathematics accounts for the presence of others. The youthful ultimatum, " If I can't take *commercial*, I won't go to high school," has brought its problems of numbers, quality, and motives to commercial departments everywhere. The same ultimatum in regard to manual training, home economics, art, etc., has created the same problems in these departments.

Be it said to the credit of the teachers of these departments that they have risen to the occasion. Good students are happily at work at worth-while tasks. Poor and impossible students are given a fair chance, and if hopeless, eliminated. The un-

interested and indifferent have become interested in their work and are justifying the effort expended in their behalf. A group of show-card writers in one high school, a sweating stage crew in another, a group of misfit boys gathered into a trade class and styling themselves "electrical engineers" in still another are illustrations of the means employed. This chapter has to do with actual practices in the management of clubs growing out of the classroom and shop credit work in these departments. Twelve clubs in nine high schools in eight states are represented.

Commercial Clubs. — 1. *Commercial Club, Everett, Washington.* This club has had a record of many years successful work. Six programs as reported in the high-school newspaper indicate accurately the spirit of the club, membership, dues, interests, programs, etc.

(*a*) The Commercial Club held its meeting of November 20 in the auditorium. After the business meeting the program was opened by a talk on *New Method of Typing,* by Elsie Banta and illustrated by Beatrice Talman. A play was put on, *The Trailers of Errors,* by the stenographers who had the program in charge. The cast consisted of: Trailer of Errors, Dale Walker; Lily, Clara Jenkins; Mr. Jackson, Fletcher Lake; Miss Vain, Anna Nelson; Mrs. Meek, Ruth Walker; Ruth Meek, Helen Smith; Miss Careless, Rena Welch; Miss Right, Vera Lake. Between the two acts Evelyn Carboneau played two popular pieces. Following the play Roberta Davison of Seattle gave two readings and two vocal solos.

(*b*) *Not to the Swift,* a delightful, three-act business play was presented by the Commercial Club last night. The cast included: Mr. Wilmot, the boss, Dick Bowden; Mr. Burton, Ronald Brotten; Mr. Stead, Ed Coleman; Mr. Brown, Edward Johnson; Bill, the office boy, Edward O'Connor; Mary Blake, Mildred Morris; Grace Foster, Manelda Cassidy. The rest of the program consisted of the disposal of business, music, and short talks.

(*c*) The following officers were elected at the last meeting of the Commercial Club for the coming fall: president, Dorothy Pollock; vice-president, Winifred Roberts; secretary-treasurer, Ellen Luney. Madge Barry spoke on the proper club spirit and the need for coöperation. The following program was given: *Successful Salesmanship,* Mr. Fells of the Citizens Bank and Trust Company; reading, Jean Pullman; piano solo, Mildred Scott; reading, Manelda Cassidy; *Five Principles of Effective Work,* Grace Erickson. *A Daily Drama* (in one act and a thousand repetitions), Cast: Introduction, Ruby Walin; Employment Secretary, Lee Lewis; Young Man, Fred Kelsey; The Boss, Edwin Dams.

(*d*) The Commercial Club held its first meeting Friday morning, with Dorothy Pollock, the new president officiating. Dorothy opened the meeting by telling the aims and plans for the coming semester. She urged that every member coöperate by making the club the best in the high school. She suggested that any one having ideas for the club should hand them to the program committee, the president, or Miss Knapp. The minutes of the last meeting were read and approved, and the treasurer's report was given. All members were urged to pay their dues of twenty-five cents on or before the next meeting. Mrs. Payzant gave a short talk on what the Commercial Club ought to do this semester. She said she had looked into the work that other clubs in the city are doing. There should be more to a club than just entertainment, and we should be entertained by something that is worth while instead of amusing. Different members of the club gave ideas for the program this semester. It was decided to divide the club into alphabetical groups, as the club consists of one hundred fifty members. The program committee consisted of Florence Bloom, Edith Carlson, and Dorothy Elliott.

(*e*) Mr. A. R. Metz, of the Citizens Bank and Trust Company gave a talk on *Banking* at the meeting of the Commercial Club held Friday morning in the auditorium. Questions made out by students were then asked Mr. Metz, concerning checks and other negotiable instruments, to help the students understand them more clearly. A skit in pantomime, entitled, *The Lighthouse Tragedy,* was given by Dorothy Ward, The Villain; Elsie Banta, The Daughter; Florence Bloom, The Lover; Ellen Luney, The Lighthouse Keeper; Marie Ritter, The Family Doctor. A series of talks followed. The first was by Albert Niemi, on *A Swarm of Bees.* Cecilia Nonemaker talked on *Investment Policies for Women.* Leonard Bannack talked on *Things that Count.*

(*f*) The Commercial Club met in C. 1, Friday morning, November 12. After a short business meeting in which treasurer's and secretary's reports were given, the program followed. *Have An Avocation,* Elsie Banta; short reading, Dorothy Elliott; reading, *Toil and Truth,* Manelda Cassidy. The next was a series of three talks on *Tips for Success and Happiness in Business,* given by Emma Carlson, Kenneth Edeen, and Vera Davis. V. C. Haines, of the Remington Typewriter Service of this city, gave an Armistice Day reading. He then talked on *The History of the Typewriter.* He had pictures to illustrate his descriptions of the different steps in the development of the typewriter. Dorothy Pollock, president, appointed a pin committee: Nell Miller, chairman, Agnes Guttormsen, and Wilbur Hufford. Pins will be eighty-five cents. All who wish pins must bring their money to any one of the pin committee before the pins will be ordered. The treasurer announced that all who have not paid their dues of twenty-five cents before next club meeting will be dropped from the club. The program committee for next meeting consists of Marie Ritter, chairman, Donald Steenfott, and Leonora Jackson.

2. *Junior Chamber of Commerce, Senior High School, Ashland, Kentucky.* The sponsor is appointed by the principal

for the school year. All commercial students are eligible if passed by the sponsor and the board of directors. The same officers may drop students from membership. The program committee plans and carries out the weekly forty-five-minute program which is given during the chapel period. For the sake of interest, programs are alternated. Sophomores, juniors, and seniors give programs in their divisions. Programs by members of the club and talks by business men and women are popular.

The club has nearly one hundred members, and carries on many outside and social activities. During one year, the club won the cup in the basketball tournament, presented assembly programs, assisted frequently in the parent teachers' association programs, was entertained by the city chamber of commerce, contributed to the Red Cross, Salvation Army Hospital, friends of children and flood relief funds, and visited sick members. Its social affairs consisted of parties in the gymnasium, picnics, hikes, etc. The members have helped with special days devoted to good English programs, arithmetic drill, etc., and special programs for holidays. Musical programs, plays, and outside speakers make up an increasing part of the programs.

Finances are provided by candy sales, booths, and semester dues of twenty-five cents per semester. The danger of a few aggressive students monopolizing the activities has been met by careful distribution of responsibility and assignments.

The activities of the club have tended to develop leadership, to create a feeling of closer coöperation and fellowship between the members, to widen the perspective of students by giving them certain duties and obligations, and to bring to the students both instructive and entertaining programs.

3. *Commercial Club, E. C. Glass High School, Lynchburg, Virginia.* Two sponsors work with this club. The director of the department automatically becomes a sponsor by appointment of the principal, and he is held responsible for the conduct of the club. A woman teacher is chosen by the students to assist, and is recommended to the principal for appointment. Each semester a new group of students becomes eligible for membership. The ones who fail to maintain the required average of 85 in three major commercial subjects are dropped

from the club. A student committee consisting of the vice-president, two juniors, and two seniors are responsible for the programs. The best programs are made up of entertainment, a speech, and a social period. As social affairs, the club holds a Hallowe'en party and one hike. Business trips to manufacturing establishments or offices are made. The club has served to promote sociability, fellowship, and a desire for higher scholarship, although it works under the handicap of a short and inconveniently timed activities period of thirty minutes once a month. Dues of twenty-five cents a semester and special assessments for picnics, etc., care for the club finance.

Music. — 1. *Crescendo Club, Shortridge High School, Indianapolis, Indiana.* The sponsor acts ex-officio for an indefinite period. Students make application to the membership committee who vote on them after they have established a certain musical standing. Programs, in charge of one member, are made up of miscellaneous student numbers. The finance problem is met by dues, and the club holds occasional parties. Two important gains come from the club work: (1) The members have opportunity for public appearance, and (2) the department finds talent. Regular meetings are held on alternate Tuesdays at the close of school.

2. *Girls' Glee Club, Everett, Massachusetts.* The sponsor was chosen years ago by a group of girls who wanted to sing, and she has continued to act as sponsor ever since. Membership is competitive. A tryout of voices is held in October to fill the vacancies because of June graduation. Each candidate is voted upon by the club members and election is subject to consent by the sponsor.

Programs, planned by the sponsor, are given at school entertainments and at other affairs. Club meetings are spent in learning and rehearsing the songs to be sung publicly. Among the outside appearances of the club, the girls have sung at debates, Memorial Day and Christmas programs, church socials, weddings, radio concerts, and the annual glee club show. Purely social affairs include the reunion of the glee club alumni and a spread, or party, at the end of the year.

When the club was first organized, the board of education al-

lowed five dollars a year for several years. This money started the music library. At first dues were paid only when needed to meet a bill. At the present time the annual dues care for all expenses. In the years of working with this club the sponsor has met certain difficulties: it is not always possible to secure absolute fairness in choice of members; it is essential to create the desire to be democratic, to avoid cliques, and to offset jealousy. The desire must be fostered that every member honor both the school and the club, at all times. Out of her efforts, the sponsor has gained closer acquaintance with the pupils and clearer estimates of each pupil's ability. The members gain platform poise and conduct, knowledge of good music both classic and modern, and a loyalty to school, club, and each other. The school gains from the gifts that the efforts of the club make possible, and from the favorable publicity which worthy performance on the part of the club brings.

The club meets regularly during the club period each Wednesday, and holds many rehearsals after school, during which the best of music is learned.

Art. — 1. *Art Club, Township High School, Joliet, Illinois.* The sponsor is elected by the club for one year. Any student in the art classes may belong to the club by paying the dues, and members are automatically dropped for nonpayment of the dues of twenty-five cents per semester. An additional group of students may be admitted upon the nomination of club members. Programs, in charge of a committee of the club, are planned ahead for a semester. Club members are not expected to appear on the programs, but are called upon to speak if they can add to the programs. Outside speakers are invited. The best programs are those which begin with dinner at six followed by a talk on some subject that will lead to a round-table discussion, and close at eight. Time during the school day is not available, and there are so many conflicts at the close of school that this dinner program is better attended and more popular. Social affairs, in addition to the dinner meetings, include sketching trips and visits to art exhibitions in Chicago. The outside activities of the club are important and extended; a poster campaign in behalf of the yearbook, posters for all school affairs, illustrations, page headings, etc., for the yearbook, let-

tering for the exhibit of high-school work at the state fair. Most of this work is done outside of school hours and on a voluntary basis. Next year the club plans to subscribe to an extension membership in the Chicago Galleries Association which will entitle the club to the rental of one painting by some member of this association each month, the picture to hang either in the art room or in some part of the school where all may see it.

The club has met with all the difficulties of a new organization, the difficulty in collecting dues, in finding a suitable place and time for meetings, in avoiding conflicts with other longer-established school activities, etc.; but the club fills a definite need. It was organized at the earnest request of many students; it stands for a school ideal and has been well supported. It supplements the curriculum with its programs, arouses interest in art subjects among students not yet enrolled in art classes, and is bringing favorable attention to the activities of the department.

2. *Art Club, La Salle-Peru Township High School, La Salle, Illinois.* The art teacher sponsors the club. Membership is open to students who have had one year of art, are starting on their second year, and have an average of 85 or higher in art. Such students are automatically chosen. The names for the following year are always presented to the club for discussion at the last meeting of the year.

Ideas for meetings are presented at the meetings, and committees with a chairman are immediately appointed to carry out any idea that is adopted. The club gives a number of school socials, sells candy at athletic meets, gives talks to the high school on art club programs or on the special work of the art club or department. In addition to the socials, much is made of the initiations and parties for alumni of the club and others who have helped promote the club interests. Meetings are held every two weeks; these are announced by a special poster which is made at the beginning of each year for the art club meetings; whenever this poster is displayed in the hall, members know that the club meeting will be held that day. Various means of raising money are used, and at the close of each year the most active and useful members in the work of the club are given a trip to Chicago where they visit the art centers. Plans

for the new year call for talks by members to groups of interested pupils in the high school upon famous artists, pictures, etc., more socials, and an art club play. The club activities afford an opportunity for social training and much experience in preparing posters, etc., which is of high artistic value to the members.

Miscellaneous. — 1. *Agricultural Club, Flathead County High School, Kalispell, Montana.* The sponsor is appointed by the principal, and all students who take one subject in agriculture are eligible. The student pays his dues, makes oral application, and is initiated. Programs are planned by the sponsor working with the president and secretary of the club. The best programs are those that develop the play idea with game contests followed by lunch, since they develop the backward members, include the entire membership, and the boys like them best. The club membership is divided into two groups for contests, which run throughout the year, and each side chooses its captain. The club meets twice a month. The programs include many kinds of contests, debates, singing, whistling, yelling, athletic games, etc. A social feature is the party given for the normal training girls club each year. Dues of twenty-five cents per semester and money earned by special concessions care for the expenses of the club. The gains in leadership, the discovery and development of the backward boy, and the better spirit in the school are worth while.

2. *Normal Training Club, Ottumwa, Iowa.* The normal training critic is the sponsor of this club, to which all students in the junior and senior classes who are in the normal training work are eligible. Programs, planned by the executive committee of the club, are prepared and carried out by the club members. Often simple refreshments are served after the club meetings. All of the programs for one year are here presented to indicate the spread of activities which interest and instruct the specialized group represented in the club membership. Educational and social features both run throughout the year, and in every program some social activity is introduced and in every social affair some educational feature finds a place, including slides, dramatization, talks, or essays. It will be noted that the programs are held every three weeks; and since many

of the members participate in no other social affairs, the club is offering a rich and satisfying social experience in addition to its special educational functions.

September 6, hike and picnic supper, City Park.

October 5, initiation of new members, banquet, Y. W. C. A. (guests, city superintendent, high-school principal, grade-school principals); toast program, speaker, county superintendent of schools. October 27, hot lunch, prepared by normal training students, normal training rooms; program, high-school teacher talked to group about her trip to Europe.

November 19, mothers' meeting, program in high-school auditorium; social hour, refreshments in normal training rooms.

December 22, Christmas party, normal training rooms, baskets distributed to poor families.

February 16, initiation, banquet prepared and served by club members in normal training rooms; program, a typical rural school program.

March 3, hot lunch, bird slides.

April 29, entertained alumnæ who are teaching, an experience meeting, Y. W. C. A. club rooms.

May 3, May day breakfast, City Park. May 12, Club meeting, speaker, Miss Kennedy, instructor, Iowa State Teachers College. May 24, junior-senior dinner, Y. W. C. A.

3. *Home Economics Club, Ottumwa, Iowa.* This club chooses its sponsor with the approval of the superintendent or principal. Membership is based upon an average grade of *B* and enrollment in home economics classes. Once each two weeks, after school, in the home economics rooms club meetings are held at which time the members work at various forms of handicraft. The dues of the club pay for materials used in making lamp shades, block prints, painted handkerchiefs, etc. Each member chooses the article upon which she desires to work. Teas are often a part of these programs, and the club holds little parties at the different homes.

4. *Terpsichorean, Township High School, Joliet, Illinois.* The sponsor is chosen by the club. Membership is limited to twenty girls who have attended the high school for one year, who have been members of the training class in dancing, and who have passed successfully the prescribed dancing tests. Programs are worked out in class and are given as recitals at the close of each year. The programs which give the girls a chance to use their initiative in composing their own dances, ballets and dance-dramas have proved most successful and en-

joyable. Outside activities of the club have been programs presented before other clubs in the high school and before church and club organizations in the city. Social features have been afternoon teas at which programs have been presented for mothers and friends of the members. The members have conducted sales of various articles to secure funds to finance the activities of the club.

As presented here, dancing is taught as an educational activity; it affords mastery of the body as an instrument of expression; it cultivates a love and an appreciation of beauty; and it broadens the social capacity of the individual members that they may serve better the world into which they must go. Meetings of the club are held each Thursday afternoon at the close of school, in preparation of such programs as have been given at the close of each year. *Une Soirée Classique* was given as follows:

Overture — march, *The Thunderer. The Wonder Hat,* a harlequinade. *Dance Divertissements:* In a Gypsy Camp, Dutch Flirtation, Chinese Serenade, Raggedy Ann and Andy, Arachne, Egyptian Phantasy, Russian Gopak, Rendezvous, Bacchanale. *Into The Nowhere,* ballet and pantomime. *Blaze of Honor March.*

A dance recital was presented as follows:

Overture — march, Mackie. *Sisters of Pierrot,* a dance-drama. *Divertissements:* Doll Dance, Chinese Flirtation, Una Serie de los Bailes Españoles — Fado, Peteneras of Taleo, Tarantella. Selection, *Glad Girl,* orchestra. Rendezvous. Reading. *Rameses Dreams,* an Egyptian ballet. March, orchestra.

5. *Camera Club, Township High School, Joliet, Illinois.* The club was organized by the sponsor at the request of the superintendent for the special purpose of better snapshot work for the annual. It was originally open to students who had taken or who were enrolled in high-school physics. Because of the nature of present photographic processes, this is not necessary, and membership is open to all.

A program committee is appointed by the president. Members offer to present a topic in which they are interested; and only rarely do these volunteer speakers fail to appear at the meetings designated. Interesting meetings have been built

around reports on the photographic topics with illustrations made possible by the trans-lux projecting outfit and demonstrations of cameras for still and motion photography, the latter through the coöperation of local dealers. The membership of the club averages twenty-five, and the attendance at all events is about eighteen or twenty. The club has a bulletin board in the main hall; it plans to keep an enlargement made from negatives available from student albums on this board. The main task of the club has been the preparation of about ten pages of snapshots for the yearbook, although interesting and instructive meetings of the club are held every Friday afternoon at the close of school. The following topics have been presented at the club meetings:

Demonstrations of the Pathex motion-picture camera and the Ciné-kodak, flower photography, submarine photography, how the snapshot pages of the yearbook are made, hunting with a kodak, making silhouettes, photographic suggestions for Christmas, a visit to a photo-finishing plant.

The club holds special social events each year including a fall and a spring hike, ending with a budget supper or picnic, an annual banquet with toasts and photographic stunts, and an annual initiation party with a semiserious ceremony.

To the sponsor falls the duty of aiding in finding material, in directing one or two evening meetings with practical work, in directing the mounting and lettering of the yearbook pages and bulletin board pictures, making enlargements, etc. The gain to him is the appreciation and the association with the students. The members join the club for what they get out of it in experience, fellowship, and loyalty to the club and school.

For five chapters the presentation has followed the activities of the clubs growing out of curricular classroom work. New concrete materials revealing the actual working of many clubs of many sorts have been discussed. The best features and practices available throughout the nation have been reported by the sponsors. The writers have edited and organized these reports with the hope that principals and teachers who must organize, foster, and sponsor these clubs may find the best pos-

sible information regarding sponsors, membership, programs, control, outside and social activities, financial resources and control, the difficulties, gains, and trends, and the time, place, and frequency of meetings, so that their clubs may do better work with less friction and greater results than would be possible otherwise.

CHAPTER XX

ORGANIZATION OF SUPERVISION AND ADMINISTRATION OF THE EXTRACURRICULAR ACTIVITIES PROGRAM

Principles Which Must Govern the Extracurricular Activities Program. — The purpose of this chapter is to indicate the conclusions to be drawn from the preceding analysis of the contributions of various phases of extracurricular activities to a pragmatic philosophy of education sufficiently broad to include the ideals of life of the American people in the twentieth century. These ideals postulate that the educational system of the United States must prepare the individual, through the development of a real health program, command of fundamental processes, ethical character, appreciation of the finer features of American and world culture, vocational interest and an understanding of the workaday world, for active participation in a worthy home life, community affairs, and national citizenship. The development of outstanding features of extracurricular activities has been traced to provide a comprehensive survey of the field, and at the same time an appreciation of the part which these activities are playing in the achievement of the new educational ideal. An attempt will be made in this chapter to indicate the actual as well as the most desirable and most probable developments in the supervision and administration of extracurricular activities in the high school, faced as it is with the problem of educating every boy and girl of secondary school age according to the tenets of this idealism without reference to their social and economic background or their inherited physical and mental ability. Six principles must govern administration and supervision in the building of any extracurricular program: (1) There is active dominant student participation. (2) The program is built upon worthy motives. (3) The purely social is secondary to worthy and

purposeful clubs and activities. (4) The social program is varied and comprehensive. (5) The activities are open to all pupils upon exactly the same basis. (6) The program has faculty participation and support.[1]

The Principal in the Extracurricular Program. — Modern social psychology places on the principal the responsibility for the many-sided development of his heterogeneous student body. Not only business management, curricular arrangement, and physical upkeep of the institution are his special care; but it is in the office of the high-school principal that the vision of the school program of extracurricular activities is developed. It is essential that he be able to see the scope of the work, its relation to the curriculum, and its influence in the lives of the students. The high-school principal is unworthy of his position if he does not have in mind certain ideals to be developed in the classroom of every teacher, and he is not efficient in his position if he is not able to obtain the coöperation of the teachers in securing the greatest contribution possible in the achievement of these ideals from each subject in the curriculum. The same statement holds when one considers the responsibility of the principal in the achievement of the ideals of the school through extracurricular activities. His duties here may be listed under three distinct headings. He must work with his teachers in outlining certain ideals which are to be attained in the curricular and extracurricular program. He must analyze carefully student needs in the development of all phases of these activities and expand the school program judiciously. In the selection of sponsors for the various activities, he needs to act with exceeding care and caution. The work of certain teacher-sponsors who were real leaders and advisers has been too often nullified by disinterested and unenthusiastic guidance in other phases of the extracurricular activities.

Some scheme of evaluating the additional load placed upon each teacher who is acting as a supervisor, and determining the amount of time which he should have during the regular school day for that work or the amount of money which should be offered him in addition to his salary, is worthy of his attention.

[1] These principles were formulated in *Junior-Senior High School Administration* by Johnston, Newlon, and Pickell, and discussed in detail in *The High School Principal* by the writers.

In addition to the duties which have been outlined as important in the supervisory work of the high-school principal, it is essential that he give consideration to the problem of achieving whole-hearted coöperation of every member of the faculty for the work which is being done by other teachers in fields foreign to their interest. This development of a loyal, self-sacrificing spirit in the faculty is fundamental if the program is to be a real success. Teachers should be guided to see their particular contribution as only one phase of a great school program. It is necessary that the principal should see the possibilities of the extracurricular activities as they are developing in every phase of high-school life and then guide his teachers to appreciate and to realize the ideals which he has thought out and developed as a great inclusive school program.

The Principal's Philosophy of Administration of Extracurricular Activities Program. — Whatever schemes are developed for carrying out the program, the modern principal accepts as a part of his professional duty the direction, direct or delegated, of these activities. No matter how far he has been able to go in delegating authority to his vice-principal and boys' and girls' advisers, or in enlisting the coöperative efforts of the students in self-direction and self-control, he knows that the extracurricular program centers in his office. His is the final responsibility. In order to determine the best current thought upon the present development of extracurricular activities, a group of the most progressive principals in America were asked: "If you could have your own way (which is impossible to most of us), which activities would you organize or promote and which would you hold back or suppress?" More than one hundred answered this question, of whom fifteen declared that they would hold back or suppress none, and all said their program was satisfactory as it was. In order of frequency, these principals named the following as activities to be started or promoted: debating, musical programs, academic clubs, dramatics, student councils, athletics, literary pursuits, student participation in school procedures, school papers, girls' clubs, boys' clubs, student control of assemblies, activities with good educational values, physical education programs for all,

vocational guidance, social, religious, citizenship, thrift, and others.

Also in order of frequency, these principals named the following to be held back or suppressed: fraternities and sororities, interschool athletics, those that promote caste or clannishness, dances, the athletic urge, hero worship, overindulgence, state contests of any kind, those that are merely incidental and worthless, the purely social, the spectacular, and others.

The thinking of these principals is clearly reflected in their answers.

James C. Moore, Central High School, Bridgeport, Connecticut: As long as the objective is worthy and the organization is properly supervised, we do not wish to suppress any activity. We desire that the initiative come from the pupils.

Glenn Loomis, Big Rapids, Michigan: I would promote all extracurricular activities as far as possible without injuring the academic standard. The extracurricular activities meet the needs of a large group which we cannot otherwise reach.

Winfred C. Akers, Brookline, Massachusetts: I would have, if possible, every pupil in some activity. Nothing so makes him feel an interest in the school. The number of activities, therefore, may vary from year to year, as interests manifest themselves. For example, some years we have a chess club, because we locate boys much interested in chess. I would start any that would interest a group. I would suppress as much formality as possible.

Ralph W Hedges, Warren Harding High School, Bridgeport, Connecticut: I would promote language clubs, literary clubs, athletic activities, to the extent of including everybody. Musical clubs, various business clubs, since over one-third of our school is comprised of commercial pupils, fathers' club, since personally I prefer to work with men for very obvious reasons.

Francis L. Bacon, Newton, Massachusetts: Suppress none that offers a worthy purpose. Hold back the great athletic urge and other phases of activities that tend to the spectacular.

F. G. Kennedy, North Central High School, Spokane, Washington: I should vigorously promote athletics for all. I should promote a limited form of student government; school-wide student organizations, one for boys, one for girls; should organize only such clubs as were organized without the power of blackball and open to the entire student body if clearly defined entrance requirements were met. I should suppress all other clubs. I should promote school savings.

William M. Bennett, West High School, Rochester, New York: Would have more school clubs, mainly scholastic in character, as science club, bird club, psychology club, etc. Have had them. They do not

flourish now, perhaps because club membership was required of all in junior high school; perhaps because the social atmosphere of youths and their elders has changed. We shut out football, substituting soccer. We suppressed the old type of fraternities seventeen years ago. Tried to substitute sanctioned but unsupervised social clubs meeting in pupils' homes. It has not worked to complete satisfaction largely because of lack of parental control.

D. M. Hibner, Ray, Arizona: I would not push interscholastic athletics very much. I feel that this is overdone in many instances, with a result which is harmful to good citizenship, training, and true sportsmanship. I would encourage scholastic clubs because they show that learning can be a delight and also because they train responsibility. I would encourage student body organization for the control of social activities because it affords excellent citizenship training.

C. H. Scherf, Fergus County High School, Lewistown, Montana: Interscholastic athletics should be held back. Dramatics should be encouraged. Debate should give way to public discussion. The element of competition should be somewhat discouraged and performance and achievement encouraged. Music has always had a large place here but it should be further encouraged.

Charles LeFurge, Lansing High School, Lansing, Michigan: Start or promote all sorts of desirable activities with the ideal of having every pupil in school taking part in one or more. I would suppress as undesirable clique-forming organizations.

Everett V. Perkins, Cony High School, Augusta, Maine: I would hold back the dances. Only about one-third of the pupils dance, and these get plenty of opportunity at other places. I would promote all kinds of athletics, dramatics, musical affairs, literary pursuits, debates. We have a large skating rink which at this season of the year is very popular.

T. J. McCormack, La Salle, Illinois: As there is hardly anything that at some time we have not started or promoted, this is a difficult question to answer. The curriculum is now in danger of being suffocated by extracurricular activities (by too many lectures, movies, programs, plays, etc.) in a large and richly equipped school. The majority of schools overdo athletics and are not courageous enough in holding high standards of conduct and scholarship as against the loose standards of the adult community. I would suggest more economy in all extracurricular activities, which are gradually softening the core of the curriculum and dissipating our intellectual and moral energies.

R. M. Marrs, South High School, Omaha, Nebraska: I believe all activities should be looked upon, in a measure, as projects; that each one should be working under a carefully planned constitution so that one will not trespass upon the field of another and thereby cause friction, and that every one which has sufficient life to contribute to the interest and social and civic welfare of the school community should be encouraged. If this is done, the ones which are not contributing will be rendered more or less ineffective and inoperative. I do not believe that

conscious objection on the part of school officials accomplishes very much in the way of suppressing undesirable activities. I believe the better way is to furnish an atmosphere in which the desirable activities will thrive in such a way as to crowd out the undesirable.

Administration of Extracurricular Activities and the Philosophy of Education. — Many of the present-day readjustments in extracurricular activities are in the general field of administration. The relationship of the principal and teachers to extracurricular activities is the criterion of the value of the extracurricular program in a particular school. The administrative machinery is the practical demonstration of the philosophy of education which has been developed by the executive. The same number of threads will be connecting the principal's office with the extracurricular program whether his point of view is that of the nineteenth or twentieth century. There will be this difference, however: that in the first instance the threads will be evident to teachers, students, and visitors, while in a school governed according to the educational theories of the twentieth century, the students will not be conscious of the administrative guidance in the background.

In school, as in business, the most efficient executive is one who takes advantage of every indication of individual ability in his establishment and is training his forces to assume more and more responsibility. The administration of extracurricular activities is not a matter of "goose-step" organization; it is the ability to train and make use of responsible leadership and develop a spirit of willing fellowship in the student body. Extracurricular activities must be dignified in the minds of the faculty and students through the administrative program. As soon as this step has been realized, it is relatively simple to obtain the interested participation of students and teachers in the activities and in the administration of them. This is the only solution harmonious with educational thinking.

Schemes of Organization. — With the coming of the first simple forms of extracurricular activities, the principal was the managing head. The increased numbers of activities have in many schools not changed the form of organization, except to build up an extended list of faculty sponsors appointed for specific duties by the principal, or any elaborate and elastic

committee system in which teachers and pupils may have important responsibilities and duties. This system may have the socialized objective of developing by means of the activities a large degree of social responsibility, or it may have the older viewpoint of clear-cut control and direction by the principal as a means of efficiency, timesaving, and placing of responsibility. An important variation in administration came with the appointment of the vice-principal, a general faculty director for extracurricular activities, or the boys' and girls' advisers as responsible agents of the principal for this organization and management. In large high schools remarkably efficient and at the same time democratic control has centered in these officers, and it has proved one of the very best types of organization. A third form of organization of extracurricular control arose as a part of the work assumed by the boys' and girls' clubs when they came into high schools as responsible and effective agents in school control. A fourth important scheme has placed responsibility in the student council; and all matters concerning the chartering of new clubs, sponsoring new activities, approving programs, expenditures, and policies, etc., are controlled by the executive body of this organization. A fifth scheme has built the organization of extracurricular control around home-room sponsors and student groups. Many variations and combinations of these schemes will be found everywhere. The form of the external organization of this control matters little; the spirit is all-important. Any of these schemes may be autocratic and despotic, or it may breathe the essence of democracy. The manner and spirit of the adjustment of student, teacher, and principal to each activity and to one another are the measures of the social philosophy and the technical and professional skill of the principal.

Student Participation in General Activities. — There are three general schemes of student participation in extracurricular activities.

1. There are principals and superintendents who are convinced that efficiency in this program demands that all initiative in the organization and development of these activities should be a prerogative of their office. Under this arrangement the students participate as the opportunity offers or as they are requested to take part. The pupils soon learn

to accept the policy of the office as the policy of the school. They may at times disapprove or even disregard this policy, but their action is based upon their attitude toward a particular program rather than any concept of working out an appropriate plan of activities for their school. Such a system may develop habits of destructive criticism on the part of the students; it never will be useful in guiding them in thinking out constructive policies. Student initiative and responsibility, two fundamental qualities of citizenship, are entirely overlooked by these administrators. It may be argued that a system, so organized, is relatively simple and, therefore, easy to administer. This statement is true, but it is never advanced by men with a vision of secondary education and with the conviction that it is as essential to provide young people with better possibilities for citizenship as it is to see that they are as well equipped as their forefathers to solve the problems of a democratic government. The last may be acquired from the classroom, but the former is dependent upon habit formation under conditions as realistic as the administrative machinery will permit.

2. There are executives who are not in sympathy with the development of extracurricular activities and who are bored with the multiple problems of administration in making them a vital factor in the lives of all the students. It is true that in these situations the students are often allowed more or less freedom in developing and carrying out their own program. However, this absence of a definite policy on the part of the administrators is usually accompanied by insufficient or improper guidance, and, as a result, the students who are natural leaders receive the benefit of participation and the great majority never have the opportunity to initiate any phase of the school's extracurricular program or feel responsible for its successful consummation. Under these conditions many features are often apparent in the pupil's program which discredit extracurricular activities in the eyes of the community and neighboring high schools. Social affairs are apt to become affiliated with those of the adult citizens of the town, and practices creep in which would not be tolerated in a supervised school dance or party; the secret society, often directed by former high-school and college students, or perhaps by people on the outside, is in evidence; the influence of the sporting

element is often felt in all interscholastic contests, and the results are detrimental to the participants, the school as a whole, and the prestige of the high school in its particular district or state association. It must be granted that the students are going to have social and athletic activities and that their leaders will be influenced by outside interests if intelligent and enthusiastic guidance is not provided in the school itself.

3. Extracurricular activities are being organized and developed in many high schools in such fashion that the students are being trained to initiate and handle them as a student responsibility. The pupils are working at all times in coöperation with the faculty and under very carefully concealed guidance on the part of the administrator. Under these conditions, the various activities are considered the best means of encouraging student expression and leadership, interest in the affairs of the school, pride in its achievements, and a school spirit that will demand that every representative of the school in every activity feel his responsibility for the standing and prestige of the institution. The executives with this point of view have so organized activities that every student may be benefited by participation and that none may be overdeveloped in this phase of their school life. There are a number of interesting plans in operation at the present time which indicate the probable future expansion of extracurricular activities so that they may be a factor in the life of every student, and yet limited in the sense that no student will be allowed to carry more than a normal load of activities unless his scholastic record is exceptional.

Influence of Student Participation in the Administration of Extracurricular Activities. — Any critical summary of the administration of extracurricular activities would be incomplete without considering the influence which the students are exercising in forming school policies. This influence is being felt in every high school, whether in the nature of destructive criticism or coöperation in the development of a constructive program. In one sense, student participation in general extracurricular activities has been comprehensively treated, but the term as used here is much more inclusive than the types discussed in the preceding chapters.

High-school principals have really developed four methods of administering these activities. The first system, which has come down from the nineteenth century, is rapidly passing out of existence. This plan provides that the students live under rules and regulations drawn up in the principal's office. There is no provision for student initiative, unless certain members are called into the office and their opinion, as individuals, requested. The second method is coöperative student government. Here the policies of the school are initiated in the office, but they are usually presented to the student body for approval. This represents but a slight advance over the first type, as the students are not asked to form new projects or suggest changes, but merely are invited to accept the principal's program and consider it as the policy of the school. The third system is largely practiced throughout the United States and is often called "participation." The students in this case elect student-body officers and a cabinet or council to meet with the principal and several teachers to consider these matters having to do with student activities. These student leaders have the right and the privilege of making suggestions and voting upon school policies. The actual administration of many student activities is carried on by this body or through the appointment of student committees for that purpose. The assembly and the boys' and girls' clubs are important instruments through which student opinion may be crystallized in support of the program developed by this executive body. The opinion of the principal and the faculty is, in the great majority of cases, the deciding factor in the issues which come before the student council. Pupils are not inclined to initiate or assume responsibility under these conditions. The fourth system is the one in which the students actually make and execute the laws to govern extracurricular activities in a democratic community — the school.

It is a long step from the first type to the fourth, and in that transition are many administrative problems. In fact, administrative problems multiply with any advance toward a more complete realization of student self-direction. The students must be educated in handling their own affairs so that they will (1) desire to control administration of these activities

and (2) feel the responsibility which they are assuming. The paramount administrative concern is to make these essential experiences a part of the life of every student. This predicates that high-school principals must be men of vision, believing in boys and girls, and convinced that the best training for life in a democratic society is active participation in a miniature democratic society. It requires careful, sympathetic, and interested guidance on the part of the principal and the faculty, who should be enthusiastic over each achievement of the students in self-control and generous in instances in which the pupils have not realized their possibilities. A mistake today, corrected under inspired guidance, will make for stronger and more virile citizenship tomorrow. An appreciation of the possibilities of actual, coöperative, and participative control by the students in the administration of extracurricular activities is fundamental in understanding the complex problems facing the high-school executive in his administration of this important phase of the high-school program.

Faculty Supervision of Extracurricular Activities and the Philosophy of Education. — It is as true of extracurricular activities as of any other part of the high-school program that success in large measure is dependent upon the attitude and spirit of the teachers in control. No student activity will achieve its possibilities unless the teacher-sponsors (1) appreciate the value of the outlined program and develop enthusiasm in their leadership, (2) unless they are prepared because of previous study and training to be effective guides and an inspiration to the students, and (3) unless they feel that they are in harmony with the ideals of the great activity program which has been outlined in the office. It is evident, then, that a critical analysis of the supervision of extracurricular activities involves three factors — administrator, teachers, and students. They must each make a contribution, or the program will fail to achieve the results inherent in extraclassroom work. If there is a flat tire, the extracurricular machine cannot go ahead without bringing discomfort and displeasure to all concerned. On the other hand, if there is a fine spirit of coöperation, the advance is both easy and rapid and may reach untold heights in the achievement of the philosophy of education of the twentieth century. The question of faculty par-

ticipation is discussed in detail in Chapter XXI. Here it is sufficient to reëmphasize the statement that the modern high-school teacher must have a social outlook, a willingness to share responsibility, a disposition to build up the extracurricular program even with the certainty of being asked to assume greater burdens, and a desire, unequivocal and outspoken, to help create, foster, and inspire student sentiment.

Faculty Committees in This Machinery of Administration and Supervision. — 1. *West High School, Rochester, New York.* The spirit in which committee assignments are to be accepted by his teachers is set forth in Principal William M. Bennett's letter to his staff:

"Only a part of the teacher's service falls within the walls of her particular classroom. An equally vital part for the school lies outside the classroom and in some of the multifarious interests, aside from lessons, which must equally be cared for.

"That competent teacher who willingly and even gladly assumes some share in this part of school life, and that teacher only, is giving full measure of service and winning full recognition therefor.

"This finest type of service has become more than a tradition; it is woven into the warp and woof of our West High School from the beginning; it has been splendidly given heretofore and is assumed for the future also with absolute confidence.

"The committee plan here outlined is not meant to limit any teacher's interests and activities, but merely to suggest some of the more obvious and permanent needs in the way of service.

"It is scarcely possible definitely to assign every teacher, or, on the other hand, to avoid sometimes assigning one person to two lines of interest, yet the voluntary help of every one is, indeed, absolutely essential in many matters, such, for instance, as corridor conditions and the like.

"It is the hope of your Principal that if for any reason you wish your committee appointment changed you will say so without embarrassment and with no necessity of explanation.

"Service that is willing and cheerful alone makes life worth while."

WILLIAM M. BENNETT

2. *Newton, Massachusetts. Special Bulletin No. 8, Student Activities,* sets up the faculty supervisors and committee members as follows:

Associates: general supervision. Associates: executive secretary. Associates: legislature and elections.

Board of Athletics (girls): ex officio, field hockey, basketball, tennis. Board of Athletics (boys): supervisor of athletics; head coach, football, baseball, and track; faculty manager of athletics; field manager, coaches, football; track (indoor); track (outdoor); ice hockey; baseball; basketball; swimming, tennis.

Board of Civic Affairs. Board of Dramatics: drama club, senior play. Board of Finance: bursar and general treasurer of the associates, assistants. Board of Music: supervisor of music, director of instrumental music and band conductor; conductor varsity orchestra, manager of band.

Board of Publications: *Newtonite,* editorial supervision; *Newtonite,* business supervision; *Newtonian,* general supervision; *Orange Book,* general supervision.

Board of Social Affairs. Class Supervisors: XII Class, XI Class, X, IX Classes. Clubs: Alpha Beta, Alpha Gamma Tau, commercial, drama, English, Ex Libris, French, health, home economics, library, science, Spanish.

Special Supervisors: Junior Red Cross, thrift, the Stage.

The school policy emphasizes an opportunity for the all-around development of every pupil. Teachers are expected to aid in the fullest possible realization of this policy. Pupils should be urged and helped toward a balanced participation in student activities, but never at the sacrifice of satisfactory scholarship. The same standard of scholarship achievement should be applied to all student activities. Mere membership is not sufficient. Active individual participation is essential, and supervisors are expected to develop reasonable progress.

There are four teams each having its own coaches and schedule in football and baseball. There are two separate teams in indoor track and a large number of room relay teams. There are three separate teams in ice hockey and several class teams. There will be unlimited teams in basketball both boys and girls. There is ample opportunity for wholesome athletic and recreational activity. In music there are five orchestras, four choruses, five glee clubs, one band, also a beginners' band.

3. *Kansas City, Kansas.* The faculty committees number twenty-three, seventeen of which are distinctly extracurricular

in character. The entire list is given to indicate the spread of these activities as developed in a large and modern high school:

(1) assembly, (2) athletics, (3) boys, (4) cafeteria, (5) constitution-oration, (6) debate, (7) enrollment, (8) faculty activities, (9) general activities, (10) girls, (11) honor society, (12) library, (13) Quiverian, (14) Quiverian Follies, (15) senior, (16) junior, (17) sophomore, (18) freshman, (19) calendar, (20) social advisory, (21) finance, (22) employment, (23) lockers.

4. *Roosevelt High School, St. Louis, Missouri.* Principal Armand L. Miller's assignment of moderators for the long list of extracurricular activities indicates the complicated task of room, hour, and day-of-week placement in a great socialized city high school. Readers will note that no meetings are scheduled for the evenings, but nearly all are set for the late afternoon from 3 o'clock to 4:30. The range of activities will repay careful study.

	Room	Hour	Day of Week
Art	4	3 –4:30	Wednesday
Assembly	231	3 –4:30	Friday
Girl Athletes	118	3 –4:30	Monday
Band	402	2:45	Wednesday
Basketball (girls)	138	3 –4:45	Tuesday and Thursday
Basketball (boys)	Stage	3 –4:45	Tuesday and Thursday, daily when possible
Baseball	—	2:45–5	Daily
Indoor Baseball	138	3 –4:15	Wednesday
Bwana (Semiannual)	312	3 –4	Irregular, usually Thursday
Carol Club	301	Fourth Period	Monday and Wednesday
College Club	301	2:50–4:30	Alternate Fridays
Debating Teams (boys)	209	3 –4:30	Three to five days per week
Debating Teams (girls)	107	3 –4:30	Tuesday
Engineering	307	3 –4:30	Tuesday
Football ...	—	2:45–5	Daily
French Club	320	3 –4:30	Alternate Wednesdays
German Club	330	3 –4:30	Alternate Tuesdays
Glee Club	301	Sixth Period	Wednesday and Friday
Golf Club (boys)	213	3 –4:30	Friday
Golf Club (girls)	227	3 –4:30	Friday
Literary Society	209	3 –4:30	Friday

	Room	Hour	Day of Week
Mask and Buskin	301	3 –4:30	Alternate Thursdays
Novelty Orchestra	401	2:45	Friday
O'ita	301	3 –4:30	Alternate Fridays
Orchestra, First	25	Fifth Period	
Orchestra, Second	25	Fifth Period	Monday and Wednesday
Priscilla Club	16	3 –4:30	Thursday
Radio Club	13	3 –4:30	Thursday
"Rough Rider" (Weekly)	226	8:30–8:40	Tuesday
Round-Table Debating Club	223	3	Tuesday
Spanish Club	324	3	Alternate Tuesdays and Wednesdays
Stamp Club	312	3	Wednesday
Student Council	301	Fourth Period	Thursday
Swimming Club (boys)	26	3 –4:30	Thursday
Swimming Club (girls)	24	3:30–5	Monday
Tennis Club	—	2:45–4	When weather permits three times a week
Track Team	—	3 –4:30	Wednesday
Typewriting Club	315	3 –4:30	Wednesday
Ujuane Uke Club	318	2:50	Thursday
Volley Ball (girls)	138	3 –4	Thursday
Wrestling	131	2:45–5	Friday
Classes			
Seniors		3 –4:30	Alternate Wednesdays
New Seniors		3 –4:30	Alternate Wednesdays
Sixth Term		3 –4:30	Every Fourth Thursday
Two Year Class		3 –4:30	Thursday

Addenda: Alumni Association, Mothers' Circle, Patrons' Association.

5. *South High School, Omaha, Nebraska.* In *School Policy*, as revised by a faculty committee and approved by the principal, the following general statement is made to cover extracurricular assignments:

Faculty Committees in General

(1) The chairman of each committee shall be called upon near the close of each semester to render a report of the work of his committee for the semester just closing. This will give each member of the faculty an opportunity to become better acquainted with the work of the school as a whole and should result in a better correlation of effort.

(2) It is intended that each committee take the initiative within its

own field. . The chairman should keep the principal informed as to the progress of the committee and consult him where there is any danger of conflict in the rights and duties of the committee and other interests in the school and community.

(3) Many of the committees should plan to meet early in the semester in order that the work of each committee may proceed without delay. The principal should be notified of all committee meetings.

List of Committees

Athletics and games, health and safety, student publications, building committee, tickets and gate keeping, class sponsors, sponsors of grade-school clubs, sponsors of elective organizations, sponsors of honorary societies, school functions, courtesies, publicity.

The duties of each committee are definitely worked out. The statement covering the sponsors of elective organizations is given in full as follows:

1. To this group belong elective organizations in which student membership is determined by the student's own wish and preference. These are: commercial club, dramatic club, Emanon, historical society, manual arts, Minerva, Portia, girls' glee club, junior girls' glee club, science club, senate, story tellers' league, trailers, Vellum, Vesta, boys' glee club.

2. Sponsors of elective organizations of the school should meet at the call of the principal before the close of the third week of the semester. At this meeting, the sponsors should elect from their number a chairman and should formulate plans for the semester. Such organization will prevent conflicts in the time set for the regular meetings of each organization and will also prevent any duplication of work on the part of the different clubs.

3. The duties of a club sponsor are similar to those of a class sponsor. Student attainment along the particular line which the club represents is to be encouraged and the best interest of the school upheld.

4. Each club which presents programs for its members is expected to file a copy with the dean of girls at least one day in advance of the performance of the program.

5. Each organization should provide itself with a constitution and necessary by-laws. The dean of girls is appointed to receive a copy of each constitution and to keep these copies filed at the office. The constitution before being filed is to be in accord with the policy of the school. Constitutions should be amended or if necessary revised, to accord with the policy of the school, when any change affecting the constitution is brought about.

6. Each constitution should include standards of performance for membership and provision for eliminating members failing to meet these standards.

6. *Madison Junior High School, Rochester, New York.* Principal Theodore A. Zornow issues each year a bulletin of assignments for the long lists of committees. The introductory statement and the names of the committees in a recent bulletin indicate the plan of organization and the exceedingly important part which extracurricular activities play in that high school.

"The following is a list of standing committees appointed for the year 1926-1927. It is hoped that through these appointments we can most fully use the undoubted willingness of every teacher to assist in the solution of many problems in connection with the administration of the school. It is not assumed, of course, that the work of the several committees is uniform in extent. This lack of uniformity is inevitable. Also some of us are asked to serve on several committees. It is the intention only to place initial responsibility through the appointment of these committees. In a great many cases additional help will be needed to carry through the work of the committee. The committee itself is to investigate the problem, plan for its solution, and tell the rest of us how and when we can assist in carrying the work through. The following is a suggested list of the duties to be assumed by the several committees:

Advisory committee, assembly programs, athletic contests and awards, attendance problems, bicycle room, building and corridor, neighborhood conditions, banking and thrift, club committee, community gatherings, chaperons, dates ahead, decorations committee, faculty program, finance, graduation, health, home work, interschool and professional relations, lunch-hour problem, memorial scholarship fund, corridor passing and assembly seating, publicity, *Madigraph,* social, seventh-grade assembly, stage management and properties, stage scenery, stage lighting, senior corps, student organization, safety first, scholarship and report card, tickets and admission, teachers' welfare, ushering, alumni matters, costumes.

7. *Roosevelt High School, Seattle, Washington.* The standing committees represent the efforts of a socialized high school to develop the best student and faculty relationships. The extracurricular organization at Roosevelt High School is part of the work of the boys' and girls' clubs, and is directly under the supervision of the boys' and girls' advisers. The standing committees are student committees with faculty counselors, and in part are joint committees of both clubs. The names and

purposes are reproduced here to indicate the extraordinary contribution which the boys and girls themselves are making toward the government and progress of their school.

Standing Committees

Art, makes posters to advertise events, designs rest-room decorations, etc.

Aurora Guards, red-haired girls who act as guides, ushers, and waitresses, or who serve on special occasions.

Bulletin, posts important notices, takes care of bulletin board.

Decoration, decorates for parties and other club affairs.

Dramatic, manages Roosevelt *Review,* provides dramatic features for club entertainments.

Employment, finds jobs for girls and girls for jobs.

Entertainment, provides amusement for girls' club parties and cooperates with boys' club committee in arranging for matinee dances.

Fellowship, welcomes freshmen and new girls and helps them make new friends.

Filing, tabulates and files data in regard to club activities.

Finance, devises ways and means for making money.

Four o'clock tea, serves tea following the monthly meeting of the P. T. A.

Good Cheer, sends flowers and messages to sick and bereaved.

Grammar school, welcomes and informs eighth-grade pupils about to enter high school.

Hospitality, looks after pleasure and comforts of guests of the club.

Health, promotes good health habits.

Look Out, scouts out neglected opportunities for service to the school and reports to the cabinet.

Lost and found, maintains a lost and found bureau.

Lunch room, devises ways and means for making the lunch room a success.

Minute Girls, its members are ready on call for emergency duty; (1) Handy Andys, do any odd jobs and clean up after club affairs; (2) motor corps, perform all auto service for the club.

Music, provides music for assemblies and club programs.

Publicity, notifies the school paper of girls' club events and writes club articles for the school annual.

R Book, edits and publishes the student handbook.

Refreshments, furnishes refreshments for club parties.

Rest room, provides a convenient place where girls receive first aid and where they may rest when ill.

Scrapbook, compiles girls' club memory books and preserves clippings about club activities.

School Improvement, introduces improvements into school world.

Scholarship, promotes better scholarship.

Standards, helps form, raise, and maintain high ideals among the girls.

Store room, keeps all girls' club stores in order in the club store room.

Social Service, aids the less fortunate in our community. It sponsors: (1) Fairy Fingers, who darn stockings for the orphans at the Washington Children's Home; (2) Troubadours, who put on programs at charitable institutions.

Talent, records and classifies girls' talents.

Thrift, fosters thrift among the students.

Typing, does the club typing.

Vocational, helps girls choose their life vocations.

Rules for the Control of Extracurricular Activities. — Despite the intense interest and extremely rapid growth of extracurricular activities, there has been no lack of effective control in well-managed high schools. Three sets of rules representative of the best current practice in widely separated high schools are reproduced here in full to illustrate the essential limitations and restrictions which principals, faculties, and student bodies have been compelled to establish.

East High School, Des Moines, Iowa. The following rules govern participation of students in extracurricular activities.

1. Extracurricular activities shall be defined as those with membership in connection with any organization under the supervision of the school, but not a part of the regular curriculum.

2. No student shall be permitted to take part in any extracurricular activities — except such athletics as are controlled by the state athletic association — who has not done passing work in each subject carried during the preceding semester.

3. Students who have failed to do passing work for any grade period shall be automatically suspended from all extracurricular activities, with the above exceptions, for the next six weeks.

4. It shall be the duty of the faculty adviser of each organization to see that the eligibility of its members is checked and delinquent members notified of their suspension during the second week following the end of any grade period.

5. A student may hold no more than three offices during a semester, and only one of these may be the presidency of an organization or the editorship of the *Quill*.

6. No student may belong to more than two clubs unless he has twelve units or more. A student with twelve units or more may belong to three clubs.

7. A student may not leave one club and go into a club of like nature until a full semester has elapsed. This rule does not include departmental clubs.

8. The constitution of each club shall set forth a definite purpose of organization consistent with the interests of high-school life.

9. There are to be no honorary members of organizations. Graduates

of the school who were members of the organization in good standing at the time of graduation may attend meetings, but are not permitted to vote or to invite guests.

10. Club dues shall be limited to fifty cents a semester.

11. Selection of club members shall be as democratic as may be consistent with the purpose of organization. A majority vote shall elect to membership in any club in the school.

12. The faculty adviser, who is to be appointed by the principal, shall be ex officio a member of all standing and special committees and shall be present at all meetings before any business can be transacted.

13. All regular club meetings shall be held at the school.

14. All social meetings shall be held at the building except outdoor picnics. All programs for special meetings must be submitted in writing, approved by the faculty adviser, and filed in the office of the girls' adviser three days before the event is held. Outdoor picnics must have the O. K. of the girls' adviser.

15. If a club invites guests to a social meeting, a guest list must be filed in the office of the girls' adviser two days before the event is held. Guests must be either members of East High or graduates of East High in good standing at the time of graduation.

16. The secretary of each club shall: (*a*) File a list of members and officers of the club near the beginning of each semester in the office of the girls' adviser. (*b*) Notify her of all additional members taken in during the semester and also notify her of all members whose names are dropped from the roll. (*c*) Keep any records required by the school board.

17. All money received from any source shall be deposited with the registrar and handled according to the regulations governing the school treasury. Each club must keep a set of books showing the complete financial records of the club.

Richard J. Reynolds High School, Winston-Salem, North Carolina. The following regulations govern all school organizations:

(1) Each organization must make some definite contribution to the schoo' life, the constitution of the organization indicating the nature of the contribution. (2) Any activity not at present existent in the school must have the approval of the extracurricular activity committee before it can be established and shall be placed in point-rating distribution scale by this same committee. (3) All class organizations shall be classed as extracurricular activities. All nominations of officers in extracurricular activities must be approved by the extracurricular activity committee. All elections of class officers must be held by secret ballot in the home rooms.

The extracurricular activity committee shall consist of a faculty chairman and six faculty members, appointed by the principal, and seven

members from the student body, one from each class section, selected by the faculty committee and approved by the principal.

Point System: (1) To prevent one pupil from being overburdened with offices and duties and to increase the number of pupils receiving beneficial training in leadership, the student officers and activities have been divided into groups and rated as follows: major, five points; minor, three points; subminor, two points; with the exception of the president of the student coöperative government, which shall be rated as seven points. (2) A pupil may not hold more than one major and two minor point-rated offices at a time. (3) A pupil may not be a member of two school varsity teams which are practicing at the same time, but he may be on two teams which fall in the same semester whose seasons do not overlap. (4) A pupil may participate in activities according to his scholastic standing determined by the subject average of the preceding semester and shown by the scale of distribution of points.

A pupil who has accepted a position with a point rating and has filled this for one month shall not resign this position and accept another during the same semester.

A pupil who does not satisfactorily fulfill his position as officer in any organization may be removed from said office by a majority vote of the extracurricular activity committee.

No pupil shall be excused from school work during school hours without special permission from the principal.

Any exceptions to the above regulations must be approved by the faculty members of the extracurricular activity committee.

Subject average distribution of points: Subject average of *A* may hold 18 points; *B*, 15; *C*, 12; *D*, 10; *F*, 5.

Scale of point-rating distribution: seven points, president of the student coöperative government. Major, five points: (1) executive committee of the student council, (2) presidents of the three upper classes; (3) members of athletic squads during playing season; (4) principals of opera; (5) principals of public performances, school plays, etc. (dramatic team); (6) Business managers of all organizations and teams; (7) Members of debating team; (8) members of the magazine and newspaper staffs; (9) members of typing team; (10) president of girls' athletic association; (11) secretary of girls' athletic association. Minor, three points: (1) president of Boys' Literary Society, (2) members of all class teams, (3) members of Cafeteria Club, (4) members of Rhythmic Club, (5) members of declamation team, (6) members of reading team, (7) members of library page association, (8) Presidents of Senior Hi Y and G-Y Clubs, (9) All other officers of the Girls' Athletic Association. Subminor, two points: membership in any recognized organization sponsored by the school with the exception of class organization.

North Central High School, Spokane, Washington. The following rules and regulations govern the student organizations of this high school:

Section I — Restriction of Membership

1. The rules and regulation committee shall, for purpose of regulation of club memberships, publish at the beginning of each semester a list of active organizations that shall be known as the restricted membership list.

2. In determining whether an organization shall be placed on the restricted membership list, the rules and regulation committee shall take into consideration the nature of organization, the restriction in number of members, the number of social meetings during a semester, and the time required for pursuance of active membership.

3. No student shall hold membership in more than two organizations on the restricted list.

4. Any student desiring to become a member in a third society on the restricted membership list must present his resignation to one of the two clubs in which he is already a member no less than one semester before he can be accepted as a member in the club which he wishes to join.

5. The rules governing restriction of membership shall take effect at the beginning of the spring semester 1922.

6. Any student holding membership in more than two organizations in the restricted membership list at the time the above rule becomes active shall be required to choose at once the two organizations to which he wishes to belong.

7. Within the first three weeks of each semester the faculty director of each school club shall present to the rules and regulation committee a signed statement giving the list of members of the club he directs.

The restricted membership list for the spring semester 1926 shall be: aquatic, art, engineers', English, golf, Grub Street, S. P. Q. R., Lincolnians, mathematics, Masque Society, radio club, San Souci, Spanish, Vox Puellarum.

Section II — Officers

1. No student shall at one time hold more than one of the following positions: President of any club or class organization except Senior *A* class, officer of the girls' league, director of any department of the girls' league, officer of the boys' federation, director of any department of the boys' federation, manager of an interscholastic sport, editor-in-chief or business manager of the news staff.

2. No student shall at any time hold more than two secondary offices. Secondary offices shall be interpreted to mean offices not named in Section I, Article 2.

3. The faculty director of each club shall present to the rules and regulation committee a list of the officers of his club as soon as the election for each semester has taken place.

Section III — Meetings and Entertainments

1. No club shall hold any meeting without the presence of a faculty director.

2. No club shall hold a meeting at any time previously engaged by another club where there is conflict of membership, unless by special permission of the faculty director of the club concerned.

3. No club shall present a public entertainment or program unless it has been prepared under the personal supervision of the faculty director.

4. Any club presenting a program at which anything occurs, either in the audience or elsewhere, which would reflect upon the honor and good name of the school, is deprived thereby of the privilege of presenting any public entertainment for two semesters thereafter unless such occurrence can be clearly shown to have been neither directly nor indirectly attributable to the club's management of the program.

Section IV — Charters and Programs

1. The rules and regulation committee shall be empowered to organize or disband, after careful investigation, any club connected with North Central High School, subject to approval of the principal.

2. The faculty director of each club shall present to the rules and regulation committee a copy of the constitution and by-laws under which the organization operates.

3. Within the first two weeks of each semester the president of each club shall present to the rules and regulation committee a statement certified by the director of the general program of work to be followed for that semester.

The Organization of New Clubs. — Careful supervision of the organization of new clubs has been developed in large high schools as they have built up their widely extended list of activities.

1. *Fremont High School, Oakland, California.* The following form is in use:

Application for Club Organization

(No insignia, pin, or dues are permitted without the permission from the Superintendent's Council.)

DATE

FACULTY SPONSOR

Name of Club

Purpose

Conditions of Membership .....

Place of Meeting Time .....

We, the undersigned students of Fremont High School hereby make application for the organization of Club.

SIGNATURE CLASS ADVISER'S NAME

1.
2.
3. etc.

SOCIAL DIRECTOR FACULTY SPONSOR

File application with Social Director PRINCIPAL

2. *Lower Merion Junior High School, Ardmore, Pennsylvania.* The senate controls the organization of new activities. The following form is used:

A club to be known as ..... is hereby chartered an organized body belonging to the Lower Merion Junior High School, and is entitled to the privileges outlined in its constitution, subject to the following conditions and rules:

1. A sponsor acceptable to the principal must be selected. This sponsor must be present at all meetings.

2. The purpose of the club is .....

3. All meetings and programs are open to the teachers.

4. No dues or assessments shall be collected from the members, and no bills incurring a debt shall be contracted by the society, or by a representative thereof, without the special permission of the principal. All funds will be deposited with the general student senate.

5. The right to revoke or amend this charter is reserved, should the welfare of the school, in the judgment of the principal, render such a step necessary; and the constitution and by-laws of all societies must conform to the latest provisions, or amendments to the charter of the senate.

DATE

.....

RECORDING SEC'Y PRESIDENT OF THE STUDENT SENATE

PRINCIPAL OF JR. H. S. PRESIDENT OF THE CLUB

Limiting Participation by the Point System. — 1. *Mount Clemens High School, Mount Clemens, Michigan.* An excellent example of the plan is the distribution into majors and minors used at Mount Clemens. This plan is widespread.

There is in effect in Mount Clemens High School the following schedule of points to limit the students' participation in extracurricular activities.

Each activity is assigned a definite number of points on yearly basis and no student is permitted to accumulate more than twenty points within a single year. (In rare cases a graduating

senior might be permitted to exceed this number.) Each student must plan his work for the year. Any adviser sponsoring an event has to ascertain from the file in the principal's office the number of points accumulated by that student so far this year — to determine whether he is eligible for further participation in such events. No student is permitted to take part in more than one major and one minor event at a time, and no athlete may be in more than one other activity during any athletic season. The following is the schedule of points:

Major: student treasurer, 14; editor, *Mirror,* 12; chief reporter, 10; business manager, *Mirror,* 10; advertising manager, *Mirror,* 10; student athletic manager, 10; football, 7; basketball, 7; debating, 7; stage manager, 7; chief usher, 7. Minor: senior class president, 5; junior class president, 5; principals in operetta, plays, 5; ushers, 5; *Mirror* staff not listed above, 5; baseball, 5; girls' teams, 5; track, 4; all class officers not listed, 3; any other parts in plays, 3; chairmen standing committees, 3; committee membership, 2; any other parts in plays before adult audience, 2; stage crew, 5; president of recognized school clubs, 5; band, 5; club membership, 3.

The Activities Period. — It is rapidly becoming established practice to set aside a definite time for the activities. Three high-school programs are reproduced to show the actual practice in this important matter.

Atchison High School, Atchison, Kansas. The activities period is thus described:

"Educators are agreed that student activities are an important part of secondary education. By participating in the student life of the school, students receive valuable training that cannot be secured in the classrooms. Student activities that are properly directed produce social training that leads to wholesome citizenship. They tend to develop the best qualities inherent in each individual and produce a genuine enthusiasm for all work connected with the school.

"The student activity program of the Atchison High School is so important that an Activities Period of forty-three minutes is devoted to it each school morning. The faculty activity director and assistant have charge of the activity program, and a faculty sponsor is present at all student meetings.

"Merit points are given for participation in student activities. At the close of the senior year a student is awarded

for his activity work a maximum of one credit of the thirty-five required for graduation. One-tenth of a credit is given for each ten merit points earned. Active work in each organization must be carried on to the satisfaction of the faculty sponsor and the principal before credit is awarded."

Nampa, Idaho. On Tuesday, Thursday, and Friday of each week, assemblies are held during the activities period. Monday and Wednesday are club days.

Monday Clubs: Spiz, Ice Breakers, Famous Fives, current events, Latin, Blue *N*, press, library, Good Games, travel, boys' glee, bird, boxing, first aid club for boys, expression, Rod and Gun, tennis, kodak, J. C. O. C., radio, home economics, girls' first aid.

Wednesday Clubs: first aid for girls, science, Good Games, Masqueraders', Theory of Games, story tellers', nature, historical pageantry, Savoir Faire, sales, boys' glee, poster, original plays, girls' rifle, girl reserves, junior chamber of commerce, debating, part of Savoir Club.

Muskegon High School, Muskegon, Michigan. All clubs meet after school on Tuesday. We want to encourage each student to be a member of a club; but by our having the clubs on the same night, no student can have too many activities. There is room for a greater variety of helpful clubs and if a pupil has an interest that would be helpful to others, that pupil has a right to get help in organizing.

Each club has a faculty adviser who is present at all meetings, who passes on the action of all committees, and who is ex-officio member of all committees. The adviser of each club is required to fill out a sheet for the office, giving definite data about the organization.

Serving of refreshments at regular meetings is discouraged, but they are served occasionally at the discretion of the adviser.

No dancing is permitted in school meetings of the organizations, except in case of parties at the gymnasium.

Monday: senior girls' glee club, boys' Hi Y, orchestra, each week. Tuesday: house of representatives, senate, Carmenta, first and third week; French, second week; Spanish, fourth week; biology and bird, commercial, boys' glee, art, second and fourth week. Wednesday: class meetings, second and fourth week; boys' glee club, first and third week; senior Girl Scouts, 7 P.M. each week; Girl Reserves, first week; girls' athletic association, third week; band, after school. Thursday:

student council, second and fourth week; radio, senior girls' glee club, evening each week or after school; *Said and Done* staff, first week; orchestra, after school. Friday: reserved for assemblies, band, after school.

The Placing of Responsibility for School and Social Affairs. — *High School and Junior College, Kansas City, Kansas.* A form is reproduced to indicate the check upon finance, chaperons, student committees, etc., for special programs:

FORM FOR SCHOOL AFFAIRS

(To be filled out and submitted to the chairman of the social advisory committee as long before the date set for the affair as possible.)

Name of group giving the affair:
Kind of affair:
Purpose:
Date: Hours:
Place: Price of Admission:
Guests:
Expenses: Receipts:
(to be added later)
Music:
Decorations:
Refreshments:
Printing:
Miscellaneous:
Program: (If printed, to be attached to this sheet)
Chaperons: (signatures of those who will be present to be written below)

NAME	ADDRESS	PHONE NO.
Parents:		
Teachers:		
Pupil committees in charge:		
Door keepers:		

(*Signed*)

CHAIRMAN OF COMMITTEE

FACULTY SPONSOR

West High School, Rochester, New York. Principal Bennett's letter to his teachers places a responsibility and extends a privilege: "In order that our teachers may share in the responsibility, as well as in the opportunity offered by attendance at and supervision of the social affairs of our students,

the faculty is divided into groups and to each group is given the responsibility for all social events occurring within one designated month. This means that it is expected that the teacher will personally attend all such affairs during the month, will advise in planning for them, will be responsible for their general tone and for the proper observance of all social customs and will know that there is proper chaperonage until all pupils have left the place of gathering. It is hoped also, that teachers will attend not only these designated occasions but any and all others in which they may be interested; that is, the appointing of groups does not take away the opportunity for any teacher to attend any affair. It is expected that the teacher will provide a substitute for any occasion when that teacher cannot be present."

Special Dangers and Difficulties in the Administration and Supervision of Extracurricular Programs. — This chapter well may include a survey of the expert opinions of many high-school principals whose success in extracurricular programs has been notable, covering the special dangers and difficulties as they have encountered them in actual practice. Replies to the question: "What special difficulties and dangers have arisen in your extracurricular program?" concern the following:

1. *Principal.* Principals complain of the lack of proper balance in the distribution of their time. They see overemphasis of the incidental and trivial, with consequent lack of opportunity to foster the fundamental and consequential. There is overloading at times, parents often are not in sympathy with the activities, the question of authority is sometimes vexatious, and proper coördination is exceedingly difficult.

2. *Teachers.* There is undubitably poor leadership resulting in inadequate teacher sponsorship. It is no light task to arouse the interest of teachers in extracurricular activities and fit them to the supervision of those activities. In the ranks of the teachers there have been in times past the envious and the jealous, the seekers after personal popularity, the well-meaning but overzealous, the ill-prepared and uninterested, and those not even up to the physical mark for good class work without a load of extracurricular responsibility.

3. *Pupils.* Twenty-five principals mention overparticipation as the bane of the extracurricular program; not less emphatic are those who complain of lack of interest and underparticipation on the part of pupils. Bad disciplinary cases, the clash of personalities and interests, waste of time and the scattering of effort, lack of willingness to accept responsibility, many foolish acts growing out of misplaced loyalties are some of the dangers with which wise and patient principals have learned to cope.

4. *Social Problems.* Dancing appears to be an insolvable problem in many high schools. Evening meetings are difficult to control. Snobbishness is not unknown. Pupils are away from home too much. Persons outside the school interfere, often with the best of motives, but more often probably for purely selfish reasons.

5. *Buildings, Equipment, and Regular Work.* The program is overcrowded, and it is impossible to meet the needs of all groups for properly equipped rooms with stage, piano, curtains, etc. Time is always lacking. Equipment is moved from room to room, and the building at times is not under proper care. The regular work suffers, especially when "big events" are under the high pressure of intensive preparation.

6. *Extracurricular Activities.* It is a task to start worthwhile activities and to keep them so. Students are not likely to know high and acceptable standards. There is at times too great an emphasis upon the purely social, upon matters which lack real values, upon athletic competition, and the promotion of incidental and worthless affairs. Happy the principals who report no special dangers and difficulties. Guidance of utmost value is contained in the comments of many of the principals who answered this question.

D. M. Hibner, Ray, Arizona: The faculty adviser is sometimes not a natural leader; yet in a crisis he is asked to guide. When the guidance is poor, it is difficult for the organization to get back to the "final authority" and get going again.

Principal, Mobile, Alabama: Proper supervision is always a problem — we need to elect teachers of extracurricular activities as we do for subjects. Clubs, etc., should be about as permanent a part of organization as studies, I think.

William M. Hyman, Woodland, California: Our enrollment is 460.

About 140 of our pupils leave directly after school for home. Those cannot take part in such activities. Teachers with heavy loads should not be given any extracurricular activity. Lighten the regular teaching load of any teachers whom you expect to work on activities outside of regular teaching periods. Otherwise, aside from these points and the point that some pupils are tired before you commence to train them, we find extracurricular activities valuable.

E. H. Snow, Lower Merion Junior High School, Ardmore, Pennsylvania: We have the difficulty of getting all members of the faculty to enter the program with equal spirit and confidence. They too often do not exercise their maturity as friendly guides and coworkers with the students. The greatest danger is the supervision and control of the overambitious who would run away from the procession.

Superintendent C. F. Gaddy, Marshville, North Carolina: I have found it difficult to secure teachers who are able to do their classroom work and at the same time to promote one of the special activities. I always keep the special work in mind in employing teachers. It is difficult to find time in our crowded programs for the special activities. This difficulty I have largely overcome by setting apart one period each day for these activities. There is a danger that, without close supervision, these extra activities will usurp the time allotted for other work. It is hard to maintain the proper balance between all activities of the school.

F. G. Kennedy, North Central High School, Spokane, Washington: Difficulty of finding teachers capable and at the same time willing to sacrifice their energy and extra time, without pay, to the direction of extracurricular activities. Lack of clear authority to regulate many purely social organizations centering in the school, but not of it or under its control. To devise worthy programs of activity which at the same time will be acceptable to boys and girls.

Charles L. Smith, Belfast, Maine: None as yet except the difficulty of getting enough faculty interest to promote as many as we should like to promote.

H. F. Vallance, Indianola Junior High School, Columbus, Ohio: Difficulties: The first and greatest was to get the proper sympathy, understanding, and coöperation from the teachers. This took a long and tedious grind, but we think that in most cases we have ultimately succeeded in fairly satisfactory degree. The next difficulty was and is to secure the proper intelligence and effort expenditure in preparation of programs and projects for the various activities. This is our greatest problem in this connection.

Dangers there are, but we have not suffered from them. The chief one, I fear, is that the purposes of this sort of activity will not be properly appreciated and understood and that the wrong emphasis may produce harmful results. We have not discovered any as yet. Waste of time is the chief concrete danger.

Superintendent Frank Mitchell, Poplar, Montana: Unless carefully watched, teachers are apt to neglect regular work in the promotion of extracurricular affairs.

Payne Templeton, Flathead County High School, Kalispell, Montana: Keeping extracurricular heroes from getting too conceited; making them realize that they are still merely human beings and subject to the rules and regulations which govern other folks; keeping certain activities, such as the athletic and dramatic, where they belong; overparticipation on the part of a few who are continually seeking the limelight, and underparticipation on the part of those who need extracurricular training.

H. S. Bonar, Richland Center, Wisconsin: Fortunately we have not had special difficulties. I think there is a danger of overemphasis if not properly organized and restricted. The time element must be carefully evaluated and the type of activity must be controlled. The greatest danger I have experienced is that of some teacher getting too enthusiastic for some notion she has relative to extracurricular activities and her tendency to promote same beyond the control you think best.

A. W. Scott, Girls High School, San Francisco, California: The greatest difficulty is lack of school time for frequent meetings, owing to crowded condition of school, and exigencies of program.

J. F. Wellemeyer, Kansas City, Kansas: Overcrowding the program. Our calendar will show a major activity program nearly every week exclusive of athletic games. We recognize this but go right forward, because we are trying to substitute for the fraternities and sororities banished last year.

T. J. McCormack, La Salle, Illinois: The danger of congestion. The general assembly programs, lectures, class meetings, meetings for civic and community inspiration, etc., take up too much time. It is my opinion that only three or four movements like those for thrift, honesty in examinations, for higher scholarship, etc., can be thoroughly carried out in one year.

Grant Beebe, Lane Technical High School, Chicago, Illinois: The only difficulty is that pupils who excel in a special activity, such as music or athletics, have a tendency to neglect their other work.

R. F. Hannum, Ottumwa, Iowa: Occupies too great a share of the time and attention of certain few superior students. Patrons complain that schools keep their children away from home too much.

A. J. Burton, East High School, Des Moines, Iowa: It requires constant attention in an extracurricular program to prevent the overworking of a few students while many are neglected. I believe this to be the most difficult problem in extracurricular work.

Gustave A. Feingold, Bulkeley High School, Hartford, Connecticut: The special difficulties that might arise are that a few pupils may load themselves down with too many offices, for the good of both their leadership and their scholarship.

J. W. Moore, Richard J. Reynolds High School, Winston-Salem, North Carolina: The main trouble comes when those children who take part in these activities think that the activities are more important than the main work in school. The difficulty is to keep the proper proportion in school life.

W. O. Hampton, New Hanover High School, Wilmington, North

Carolina: One has to watch and direct the enthusiasm when approaching a championship in sports and music lest it demoralize the school.

Principal William M. Bennett, West High School, Rochester, New York: Dancing. Found necessary to limit it. Cannot control large numbers or the general public to insure wholesome conditions. After evening basketball games, pupils go on to private dance parties for which the school assumes no responsibility, but for which parents often mistakenly suppose it does. Years ago we found that full student control of finances was unwise and unsafe. It is no longer a problem.

D. H. Halloway, Boise, Idaho: Overemphasis on some, such as athletics. Our matinee dances lack the thrill of the evening dress affair. Many of our extracurricular activities do not make the appeal that commercial activities do. This failure is partly because students have been told that these activities are better and safer for them than commercial activities are. Young people rebel against anything that is advertised as being either remarkably good or safe. The value of extracurricular activities has been painted in such glowing terms that some students resent it because all of them, *i.e.*, activities, cannot be done during class time. Students who need activities mostly do them so poorly that they allow them to be done by students who do not need them.

H. G. Schmidt, Belleville, Illinois: Waste of time, lack of real values.

Wilbur J. Rockwood, Everett, Massachusetts: Care must be taken against caste or clannishness. Then every extracurricular activity must be *worth while* and *kept so*. Unless carefully watched some activities will degenerate into merely pleasant kill-times.

H. U. Hunt, Sedalia, Missouri: We have curricularized most of our activities. I believe it worth paying for and worth the cost of hiring a teacher trained for the work.

C. M. Sims, Piqua, Ohio: None. I find that the more responsibility you place on the student body with the proper advisement the better the whole system works.

H. L. Miller, Wisconsin High School, Madison, Wisconsin: None. We find it a problem to limit the number of strenuous sports a growing boy may enter. But it is not difficult to handle it with good men in charge.

CHAPTER XXI

PROBLEMS OF SCHOOL CREDIT FOR EXTRA-CURRICULAR ACTIVITIES

Changed Status. — In 1896, a principal, driving home the idea of the hideous waste of school time and energy involved in Friday afternoon rhetoricals, declared before an institute of rural teachers that, when the literary society came in at the door, scholarship went out at the window. In 1926 a principal of a city high school of two thousand students said that more than half his time was devoted to his extracurricular activities and that it was the most fruitful part of his efforts. This is perhaps a fair measure of the toughening of the fiber in the content and management of extracurricular activities in a span of thirty years. From a status of fleeting attention and temporary interest on the part of the students, unrecognized or restricted and repressed by the teachers, and merely incidental, subordinate, and casual in the thought of the principal, these activities have compelled recognition as something to be promoted, measured, valuated, recorded, and transmitted with the accuracy and care of a record in mathematics or foreign languages. After the best manner of a play, this tatterdemalion of the first act, after grievous struggle, emerges in broadcloth and patent leather at the close.

Need and Justification for Careful Valuation of Student Effort. — The intrinsic worth of extracurricular activities justifies the closest possible measures of student effort in them. In student thought they are coördinate in importance with classroom instruction; and since they often require as much or more of a student's time and energy, he sees no adequate reason for withholding credit. So important are the activities in fixing ideals and habits, in conditioning the outlook upon life, in determining the relations with one's fellows, and in providing a definite and direct contact between pupils, parents, teachers, and school, that the degree of participation is, after all, the best measurable standard of social and moral growth. They

touch more pupils in a vital way, arouse more and keener interests, and satisfy more pupil needs and desires than many regular departments of curricular materials. They have become the avenues of expression of student loyalty, idealism, and service.

Extracurricular activities give a better line on the individual than the curricular in that they reveal more unerringly his character traits, social attitudes, habits of attacking problems, abilities in sustained effort, and intellectual qualities. Therefore much depends upon them as the bases for personal recommendations, quality estimations, and the determination of the presence or absence of traits of many kinds.

Moreover, efforts in extracurricular activities are as susceptible of evaluation and marking as is classroom work, perhaps more so. Certain it is that the school paper is well edited or not, the character in the play is well or poorly portrayed, the debate or the game won or lost, the music successfully or unsuccessfully presented, and the club program runs smoothly or haphazardly. There is tangibility and definiteness in the outcomes of the activities.

School credit tends to standardize the activities and to give them respectability and status; further, curricularization brings them directly under school and teacher control, thereby making it natural and in order to use regular faculty members as sponsors, trainers, and coaches. Finally, credit satisfies the intense desire of the adolescent to receive recognition for all that he does.

High Talents and Narrow Interests. — Standards for passing from grade to grade, from elementary school to junior high school, or from junior to senior high school are framed not to promote or hold back students on the basis of the mastery of certain bodies of curricular materials, but they constitute presumably the best measures possible of the probability of successful work in each succeeding grade. College admission requirements, whether based upon formal examinations in sixteen subjects or four, upon accredited papers, psychological examinations, or any combination of these, are intended to prognosticate successful scholarship in the higher institutions and not to measure up in definite units the quantities of informa-

tion acquired in the lower schools. High-school courses of study and activities have been infinitely broadened and enriched. Specialized schools and colleges have been added to the universities; and corresponding departments have been added to the colleges, until music, painting, sculpture, ceramics, architecture, dramatics, physical education, costume design, home furnishing, fisheries, forestry, the speech arts, journalism, poetics, short story, stenography, accounting, and scores of other technical specialized curricula have been built up. Tantalizing problems of adjustment have arisen. If students are to be transferred from the specialized activities in high school to the technical, specialized department, school, or college of the university, upon the basis of proficiency in the old college entrance subjects, inevitably their promise of success will be measured by their *weaknesses* and not by their interests, talents, or strongest attributes. On the other hand, if students are to be judged on the basis of their abilities, talents, and interests, new measures of promotion must be formulated and utilized. If training of special talents and skills is a legitimate activity in higher education, the perfect control of the voice and bodily movements, artistry at the piano and organ, mastery of the techniques of portraiture, sculpture, design, and architectural drawing — all are worthy activities. These require highly developed talents and strong, narrow interests of long standing, reaching back into the elementary and high-school years. In the lower schools, however, they are often extracurricular in nature, and the best work in them is so performed. It would seem that close valuation of performance in these activities would, therefore, be the surest guides in estimating the talent and interest required for the advanced specialized work. Specifically this means that the activities in the junior commercial club and the responsible and satisfactory accounting of finances of athletics or the cafeteria are better criteria of success in business administration than a *C* grade in a unit of ancient history. Dependability, careful attention to the details of practice, and fine performance in the high-school glee clubs, orchestra, or band are better measures of probable success in the department of music in the college of fine arts than a passing grade in elementary algebra. Satisfactory performance

in the artists' club, the poster club, and on the decorating committee for school and stage gives a far better line on future success in painting, sculpture, and design than a freshman unit of physiography. Whether men and women can be developed into physical education majors is tested by their proficiency in football, baseball, basketball, archery, hockey, track, tennis, golf, and other extracurricular activities and surely not by prolonged wrestling with Burke's "Speech on Conciliation" or Emerson's essays.

These statements are written not in disparagement of the curriculum but solely to emphasize the fact that college and university admissions offices, high-school principals, and certificating officials have available in the extracurricular activities of the students data which may be refined easily and quickly into reliable measures of a student's ability to do college work in specialized fields.

Nor are invidious comparisons drawn or intended. The standardized curriculums of the high school are planned in part to serve as selective agencies that pass the intellectually keen on to the university. But very great skills and talents do not involve equally great abstract intellectual strength. The thoroughly trained intellect, the master of history, English, mathematics, is not equally gifted in music, painting, and architecture. The converse holds equally true. Who shall say which types of mind, talent, and training make the greater contributions to personal happiness and social gain? In a complex social, economic, and industrial order, no shred of ability or talent should be wasted.

Measures of Character Traits. — What is included in a recorded grade in algebra, English, or history? One of the present writers had occasion to analyze the elements which go into the setting of final grades, with the following result:

"The chief reason that high-school marks have served for college and university admission so well in the modern accreditation system is not, by any means, that they represent an objective measure of the students' mastery of a specified section of the high-school curriculum. To be sure the mark represents some one's judgment of such mastery, and in addition the final recorded grade represents, in part at least,

the teacher's estimation of the pupil's mental ability; represents, that is, his ability to pass examinations, the qualities of his memorization, reasoning, and generalization, his attitudes, motives, and interests, his energy, determination, and persistence, his uprightness and citizenship from the school standpoint, and his relationships with the class, teachers, school, and the community. Just to the extent that the high-school mark represents a complex of these factors is it pertinent as a guide to the probable college and university scholarship record. By the same token, the inclusion of these elements in the high-school grade constitutes its chief weakness as a reliable guide in predicting college and university work, for they have been incidental, occasional, unpremeditated, and entirely unscientific."[1]

Complete breakdown of admissions machinery has marked the recent development of huge student bodies in college and university. Marking in high-school classes is notoriously unreliable, because of the wide variation in marking in different departments; to the no less wide variation in marking in different subjects within the same department; to the wide variation in the percentages of pupils passed, failed, dropped, or marked incomplete, by individual teachers in the same or different departments; to the variations due to the time of day in which classes meet, or the different terms or semesters of the year, and even to changes in textbooks, methods, objectives, shifting attitudes of pupils, and health conditions of teachers. Frank recognition of these weaknesses has led to a search for other and better measures.

In spite of the great variety of experiment and discussion concerning this subject, the results, so far as the general forms which have developed is concerned, show a remarkable similarity in conclusion as to the points of emphasis. And it did not take long for every institution to see the usefulness of the blanks drawn up in obtaining more trustworthy information.

With the immense increase in the size of student bodies, other measures and factors of prediction have become imperative. In 1919, Columbia University worked out and adapted the first comprehensive trait-estimation inquiry blank.

[1] From an unpublished manuscript.

Mr. .:..... has applied for admission to Columbia College. We are very desirous of having information regarding the following list of qualities. In estimating his rating in each, will you kindly take as the standard the boys graduating from secondary schools the country over, making due allowance for any decided difference from the general level which may characterize your own school.

Put a cross (X) in the appropriate spaces to indicate the rating of the candidate in the several qualities, and mail to the Director of Admissions,

	Above the Average			Below the Average		
	Markedly	*Distinctly*	*Doubtfully*	*Doubtfully*	*Distinctly*	*Markedly*
Native Ability						
Industry and Faithfulness						
Originality						
Integrity						
Straightforwardness						
Clean-mindedness						
Fair Play						
Public Spirit						
Interest in Fellows						
Leadership						

I certify that the candidate possesses in my judgment the qualities listed above to the degrees there indicated.

I certify that he is a person of good moral character.

I recommend him as a young man of good ability, well prepared to do college work.

If the candidate is not a member of your present graduating class, has he, to your knowledge, been registered since graduation in any institution of higher education? If so, in what institution?

Has the candidate any outstanding qualities or achievement or any record of accomplishment over unusual obstacles?

SIGNED.....

PRINCIPAL

So rapid has been the spread of this type of supplementary record that in 1925 of 319 colleges and universities that replied to a questionnaire study of the problem of college admission, 159 reported that they asked certificating principals for an estimation of the working character traits of pupils seeking admission.

A survey of many of these inquiry blanks indicated that estimations of the following working character traits were being asked for by various institutions: alertness of mind, ambition, application, capacity for work, coöperation, energy, enterprise, enthusiasm, imagination, industry, initiative, interest in school work or intellectual interest, judgment and common sense, keenness, leadership, originality, perseverance, resourcefulness, and vitality.

Upon these same inquiry blanks, information upon the following moral character traits was sought: clean-mindedness, fair play, good breeding, good manners, honesty, integrity, manliness and womanliness, moral character, modesty of behavior and dress, public spirit, reliability, respect for authority, sincerity, straightforwardness, and truthfulness.

It is recognized that if a boy or girl is lazy, heedless, careless, frivolous, flighty, has no discoverable worthy ambition, motive, or purpose, it would be better for college failure to take place before, rather than after, admission. Any measure that will give advance information upon these traits will save time, money, and needless grief. It is through extracurricular activities that students exhibit, practice, and develop these qualities. All of which justifies close attention to the valuation of the extracurricular program of every student.

Other Measures for College and University Entrance. — The dependence of college and university admissions officers upon the records made by applicants in the extraclassroom activities of their preparatory school is illustrated by the three following supplementary admission blanks. The first is an interesting variation of the blank that was first developed at Columbia University. The second has been widely used by Lafayette College. The third is a direct request for information in regard to the candidate's record in extracurricular activities.

(*a*) Mr. ..... wishes to enter Colgate University. If his own statements and the recommendations received are satisfactory, we shall ask him to have his school record sent to us.

We shall be grateful if in the meantime you will give us your estimate of his personal qualities. Taking the average graduate of our secondary schools as the standard, kindly indicate by a cross (X) in the proper column the rating which you would assign in his case to each quality.

	ABOVE THE AVERAGE			BELOW THE AVERAGE		
	Much	*Somewhat*	*Possibly*	*Possibly*	*Somewhat*	*Much*
Native Ability						
Mental Alertness						
Scholarly Disposition						
Industry and Faithfulness						
Integrity						
Straightforwardness						
Cleanness of Life						
Fair Play						
Interest in Fellows						
Leadership						

I certify that the candidate possesses in my judgment the qualities listed above to the degrees there indicated.

I certify that he is a person of good moral character.

I recommend him as a young man of good ability, well prepared to do college work.

SIGNED .....
PRINCIPAL

SCHOOL .....

ADDRESS .....

(*b*) Mr. ..... has applied for admission to Lafayette College. We desire to have information about certain personal qualities which are large factors in determining a student's success in college work. In estimating his rating, please take as the standard a normal group of one or two hundred boys graduating from secondary schools in the Middle States. In a normal group, at least fifty per cent should be classed as "average."

Put a cross (X) in the appropriate space to indicate your rating. Kindly mark the three main qualities, numbered with Roman numerals. The subheads are interpretative.

	I. School Attitude	II. Personality Morality	III. Social Qualities
	1. *Attendance* 2. *Daily Prep.* 3. *Promptness* 4. *Alertness in Class*	1. *Integrity* 2. *Loyalty* 3. *Straightforwardness*	1. *Fair Play* 2. *Public Spirit* 3. *Interest in Fellows* 4. *Leadership*
Superior Above Average Average Inferior			

By underline, indicate his participation in activities: Religious, Debating, Dramatic, Athletic, Musical.

Do you know of any physical or moral defects likely to make him undesirable as a college student?

Remarks:

If you have given psychological tests, kindly give us the man's score.

The candidate made a score of in the psychological test.

His rank at graduation is in the quarter of a class of students in the average of all scholarship grades for the entire secondary school course.

I certify that the candidate possesses, in my judgment, the qualities listed above, as indicated.

I certify that he is a person of good moral character.

I recommend him as one who has sufficient ability and preparation to do college work.

SIGNED....

PRINCIPAL

DATE. SCHOOL.....

(*c*) The University of Chicago published in October, 1923, in the "Report of the Committee on Selective Admission," the most thoroughgoing study ever attempted of the problem of admissions. This committee has recommended that admission be based upon three elements: the scholastic record, character and promise, and the health record. That the university may give complete consideration to every candidate, four types of information are required: (1) The school authorities are asked to submit at least six months before the date planned for entrance to the university a preliminary report showing the complete scholastic record to date of application, evidences of personal qualities, the psychological test score when available, an appraisal of the pupil by the principal, and an appraisal by teachers who know the candidate well; (2) detailed personal history is required from the candidates; (3) a health report is sought from the family physician; and (4) the final certificate of graduation and scholastic report on work finally completed.

The principal's appraisal is put in the form of nine questions. They are well worth quoting here: (1) In what ways and to what extent has the candidate in his high-school career exhibited serious intellectual purpose? (2) How often during the last two years has it been necessary to admonish the candidate to greater application to his studies? (3) Indicate the field in which the student has done an appreciable amount of voluntary supplementary reading during the senior year in high school. (4) Indicate the candidate's participation in extracurricular activities during his high-school career. (5) What, in your opinion, are the candidate's real purposes in seeking admission to college? (6) Are there special reasons why the candidate has selected the University of Chicago? (7) What is your opinion of the candidate as a wholesome and desirable member of a school community? (8) In what ways and to what extent has the candidate been influential among his fellows? (9) Are there special considerations not involved in previous questions that will hinder or help the college work of the candidate? If so, what?

Just as searching and pertinent are the questions asked of the candidate in his application blank. They cover the educa-

tion and occupation of parents, religious affiliation, degree of self-support and plans for financing the college course, subjects and causes of failure and conditions in high school, future plans, favorite amusements, use made of vacation periods, "hobby," student activities, titles of books read within year, names of magazines and newspapers regularly read, accomplishments that have given greatest satisfaction, and a clear-cut and businesslike story of the life of the candidate.

When vitally important matters of college admission are frankly predicated, not only upon classroom scholarship but on extracurricular activities as well, the latter must be evaluated closely with the best scientific procedures. No longer can they be considered casual and incidental.

Scholarship and Extracurricular Activities. — Principals have been quick to catch the significance of close relationship between scholarship, service to the school, and performance in extracurricular activities. Highest honors in many schools are based upon definite standards attained in each of these fields. The following are examples of superior practice in interrelating the activities which contribute to the socialized student:

The Service League, Everett, Washington. This league is open to students of the college year, senior, or junior classes who have accumulated the required number of points and who have not been rejected by the faculty and executive council for conduct unbecoming to a service league member. One hundred points, from at least three activities are required, only eighty of which may come from the scholarship honor rolls. A favorable vote by the faculty and Service League counts 25 points, the semester honor roll counts 20, and the quarter honor roll counts 5. Service to the school and participation in its extracurricular program are graded from 15 points down. A proud record of nearly fifteen years attests the wholesome emulation engendered in the student body.

The Torch Societies, Seattle High Schools. These societies recognize the same threefold participation in school activities. Good school citizenship is taken as a primary essential for membership. Some variation exists in counting points among the high schools. The membership of the Torch Society at Roosevelt High School follows:

First half sophomores are eligible who have 28; second half sophomores, 43; first half juniors, 58; second half juniors, 74; first half seniors, 90; second half seniors, 107. Permanent possession of the Torch pin, 124.

Points are earned in scholarship upon the basis of a semester mark of *A* counting 5; *B*, 3; *C*, 2; *D*, 0; and *E*, a minus 1. Practically everything in the way of service and participation in extracurricular activities carries some point credit. A long list of major activities each earns two points each semester and a much longer list earns one point each.

Graduation Honor Rolls, Fremont High School, Oakland, California. Membership requires high performance in scholarship, conduct, and activities. The system of conduct points is based upon conduct penalties and awards. At the beginning of each term, each student shall be considered to have 100 points to his credit. The vice-principals fix the penalty points according to an approved penalty rating plan. Many school honors are not open to students whose minimums are 85 points or fewer, and minimums of 75 points are required for graduation, athletic teams, etc.

Points in school service and student body activities are carefully graded. The highest award is 25 points for President of the Student Council, and point values go down step by step to one point each for committee membership, corporal in the R. O. T. C., and member of the fire patrol.

The basis for the graduation honor rolls are: (*a*) Plain seal requires a scholarship of 1.9, an average of 100 conduct points per term, and 15 points in activities. (*b*) Gold seal requires a scholarship of 1.3 or less, an average of 105 conduct points per term, and 30 points in activities.

The Merit Point System, Flathead County High School, Kalispell, Montana. This system was worked out with exceeding care. Its essential features, purposes, and requirements are set forth in the introductory statement and the five points which follow. All service and participation are graded from 10 points down:

"This plan is known as the 'merit point system' for Flathead County High School. It will be the means of determining those students who are properly entitled to a place on the Flathead honor roll. This is to be accomplished by the award of

'merit points' for work done outside as well as in the classroom. A proper balance is maintained between extracurricular and curricular activities, so that each student will constantly seek to raise the grade of his curricular work. In brief, this plan will afford the means whereby each one will be the better enabled to secure recognition in whatever line of endeavor he may be engaged. Incidentally, this will serve as a check upon those students having a tendency to undertake too many extracurricular activities.

"1. Seventeen points per semester shall be required for the Flathead honor roll and twenty-seven points per semester for the Flathead High honor roll.

"2. Merit points gained for extracurricular activities shall in the total not exceed those gained in the grade credits.

"3. A student shall be required to participate satisfactorily in one or more extracurricular activities per semester to be eligible for the Flathead honor roll; satisfactory participation shall be determined by the faculty member who is sponsor for the activity.

"4. No student shall be permitted to engage in more than two major activities during any semester.

"5. *A'*, *A*, *B'*, *B*, and *C* shall be given 5, 4, 3, 2, and 1 merit points respectively, per semester."

School Awards. — The recognition of athletic prowess by the presentation of expensive fobs, sweaters, and blankets has practically disappeared. Inexpensive certificates, letters, and numerals with the privilege of wearing the insignia of the school are so widely used for a large number of activities as to be practically universal.

1. *Lower Merion Junior High School, Ardmore, Pennsylvania.* The three certificates granted illustrate the spirit back of such awards.

(*a*)

This certifies that ....
is entitled to wear the Orange and Black Monogram
of the School as awarded
for

Subject to School's Regulations

(*b*)

This certifies that
is duly elected and authorized to serve as senator from room.... for this year of 19.. ...and is entitled to all honors, authority, and distinctions of the office.

Subject to Senate's Charter

(*c*)

This certifies that .....
has served as a member of Lower Merion Junior High School .. .. for the year 19.....
In testimony of the contribution
has made to our school in spirit and interest this certificate is granted.

(Insignia privilege under school regulations.)

2. *Stewart Junior High School, Tacoma, Washington.* An experiment in a citizenship award based upon a searching inquiry to be answered by the individual student and passed upon finally by the civic council is being tried out with the utmost promise of success in building up school morale.

APPLICATION FOR CITIZENSHIP AWARD

.....SEMESTER
.....YEAR

Name Date
Roll-Room number Grade

ATTENDANCE

1. Number of days absent this semester
2. Number of days absent due to illness
3. Have you made up your work satisfactorily?
4. Number of times absent from club
5. Number of times absent from .....council.

PUNCTUALITY

1. Number of times tardy to school
2. Number of unexcused tardinesses to class

SERVICE

1. Of what club are you a member?
2. Record of service to school or community

THRIFT, TIME, AND ENERGY

1. Have you tried to make the best use of your time?
2. Have you tried to make the best use of your energy?

HEALTH

1. Have you any remediable defects? .....
2. Have you made satisfactory arrangements covering them? .....
3. Have you kept your clothing clean?
4. Have you kept your body clean (showers)? .....
5. Have you shown the proper respect for school and community property? .....
6. Do you try to face difficult situations bravely?
7. What have you done to improve or maintain your health?

SAVING

1. Have you a bank account? ..... Where?
2. How frequently do you bank? .....
3. Do you frequently make unnecessary expenditures?

CHARACTER

1. Has your conduct been commendable in roll room? Class? ..... Halls? Lunch room? Assemblies?

RELIABLE

1. Have you been truthful?
2. Have you been honest? .....
3. Have you handed in work on time or made satisfactory arrangements?

COÖPERATION

1. Have you helped to maintain the good name of the school? Club? ..... Class? Roll room?
2. How have you helped? .....
3. Have you assisted willingly in school activities?
4. What have you done?

COURTESY

1. Have you been courteous in both word and deed?
2. Have you looked for the good in others?

INDUSTRY

1. Have you worked to the best of your ability?

1. Students may obtain application blanks for citizenship awards from Mr. Gorow.

2. Students fill out blanks three weeks before the close of the semester. Have all blanks O. K.'d by roll teachers. Hand in all blanks in alphabetical order. Each blank should show: name, grade, roll room.

3. List of candidates are then posted in the office, by roll rooms, and grade. Copy also given to each teacher.

1. Roll-teacher's approval
2. General adviser's approval
3. General council's approval

REMARKS:

Class Prizes. — The recognition of individual effort by giving credit to the entire class is not new in high-school administration. The combination of class awards and the point system in evaluating the worth of service and participation in extracurricular activities, however, is new and offers interesting possibilities for building up school spirit, particularly in smaller high schools.

Twin Falls, Idaho. The Citizen Cup at Twin Falls is in competition under the following rules.

The class winning the highest number of points will be presented with the class citizenship cup on which is engraved its name. The class holds it for one year.

1. Honor roll, 25 points, for each percentage of class members on honor roll each period.

2. Football, 20. All men going out and remaining during the year in football count 20 for class.

3. Basketball, 20; tournament, 50. All men going out for basketball and remaining during the year count 20 for class, and in addition the class winning the class tournaments wins 50 for class.

4. Baseball, 20; tournament, 50. The ability to win points for class in baseball will come under the same requirements as football if we do not have interclass baseball; otherwise, it will come under the same requirements as basketball.

5. Track, 20; tournament, 50. Same requirements as baseball.

6. Debate, 20. Students passing the first tryout for Debate team win 20 points for class.

7. Declamation, 20. Students who pass the first declamatory tryout win 20 for the class.

8. School plays and operettas, 10. Students who make final cast win 10 for class.

9. Yell king, dukes, and gatekeepers win 16 for class which they represent.

10. Season ticket percentage, 50. Class holding highest percentage of season ticket owners wins 50.

11. Attendance percentage, 25 per period. Class with highest percentage of perfect attendance wins 25 per period.

12. Blue Triangle percentage, 50. Class having highest percentage of members in Blue Triangle wins 50, percentage to be figured at the end of the first period.

Oconto Falls, Wisconsin. The "school spirit cup" contest is based upon a plan which was adopted in 1924 to stimulate and give recognition for extracurricular activities and scholarship. A cup was donated by the Booster Club of the school to be known as the "spirit cup." The cup to be given to the class which obtains the highest number of points throughout the school year. The cup is to remain the property of the school, being awarded each year and engraved with the name of the class to which it is awarded. The tabulation of points is under the direction of the Booster Club. The points are awarded under the following system.

Members on the football squad for entire season: 1, 20 points; 2, 15; 3, 10; 4, 5. Class with most men through season wins first place. Basketball points: same as football. Track points: same as football. The same system applies to girls' glee club, boys' glee club, operetta, high-school orchestra, and band.

Debate tryouts: first place, 20; second, 15; third, 10; fourth, 5. Winners selected on basis of class membership. Class with greatest number of speakers in tryout wins first place and so on. Declamatory tryouts: same as debate. Oratory tryouts: same as debate. Student honor list: first place, 20; second, 15; third, 10; fourth, 5. Honor roll students eligible for this list. Points awarded after each monthly report. Class with most members on honor list winners as per above.

Boys' and girls' literary societies: first, 20; second, 15; third, 10; fourth, 5. Winners selected upon basis of membership in respective societies. If any two classes have 100 per cent membership, the class reporting first is awarded first place.

Various school organizations memberships: first, 20; second, 15; third, 10; fourth, 5. The places under this heading are to be determined on basis of total memberships of several students of the classes in the various school organizations. This means that participation of each and every student in any and all school organizations recognized as organizations shall receive credit as such toward the school spirit cup.

Stunt rankings: first, 20; second, 15; third, 10; fourth, 5. The above ranking includes class stunts previous to debate or contests of any kind.

The Point System. — Applications of the point system to scholarship and school awards have been discussed in this chapter. So rapidly has this plan of recognizing service and participation spread throughout the country that thousands of high schools apparently are applying it in some of its many forms. Accounts of the point systems in various high schools have been published and widely copied. Two schemes, well developed and adapted to the best school practice, are given here in full to illustrate the principles of administration, organization, and evaluation of student effort involved.

1. *Olympia High School, Olympia, Washington.* The Associated Student Body Point System:

THE A. S. B. POINT SYSTEM

This system aims to supervise the activities of the students of Olympia High School by limiting the number of activities one person may carry, by encouraging more to participate in activities, and by correlating the activities with scholastic work. The system shall be subject to change by the Executive Council on recommendation of the standing point system committee. This standing point committee shall be composed of one of the representatives from each class to the executive council, the vice-president of the A. S. B., who shall act as chairman, and one faculty member appointed by the principal. No student shall carry at any one time more than 45 points, provided that student is passing in three subjects. The standing point system committee shall have the power to further limit the activities of students. Secretaries of all school organizations and classes shall furnish the point system committee with names of all committee members upon election or appointment. A card for each student shall be filed in the office showing the number of activities carried.

THE POINT SYSTEM

First major activities, 30: A. S. B., athletic manager, president of girls' club, president of Olympus, *Annual* editor, paper editor. Second major activities, 15: A. S. B., assistant treasurer, chairman of standing committees except athletic manager, secretary; yell king; athletics, members of first and second teams; debate, (league) members of; G. A. A., president; girls' club, big sister director; chairman, school director, fashion show chairman, lyceum course chairman, other officers, standing committee chairman; junior class, president; plays, leads in; senior class, president. First minor activities, 10: A. S. B., class representatives to executive council vice-president; yell queen; classes junior and senior, committee chairman, debate members, other officers; dra-

matic club, president; freshman class, president; girls' club auxiliary, president; Hi Art Society, president; Hi Y Club, president; Knights of Big O, president; Knights of Oyster, president; Olympus, (*Annual* and paper) advertising manager, circulating manager; radio club, president; sophomore class, president; tennis club, president; Torch Society, president. Second Minor activities, 5: A. S. B., members of standing committees, G. A. A., manager of teams; members of class teams; girls' club auxiliary, other officers; standing committee chairman; girls' club, standing committee; Hi Art Society, other officers; Hi Y Club, committee chairman, other officers; Knights of Big O, other officers; Knights of Oyster, other officers; oratory participants; plays, advertising managers, minor parts, property managers; radio club, other officers; tennis club, other officers; Torch Society, other officers.

2. *Shortridge High School, Indianapolis, Indiana.* The example covers the rules and regulations governing extracurricular activities.

ADMINISTRATION

1. There shall be appointed by the principal a member of the faculty who shall enforce all rules and regulations governing extracurricular activities.

2. Extracurricular activities shall be known as those activities for which no credit is given toward graduation.

3. Censors for various activities shall hand to the faculty representative lists of the members and officers on blanks provided for that purpose and inform him whenever changes are made. This information shall be recorded on permanent record cards.

4. The administrators shall advise pupils when limitations have been exceeded and require evidence from them of having made whatever corrections were necessary.

REGULATIONS

The purpose of regulations is twofold: to prevent overzealous pupils from carrying too much work and to make it possible for more pupils to assume positions of responsibility and so enjoy the benefits that accrue therefrom.

1. No pupil shall be permitted to carry more than thirty points during a semester.

2. A pupil who on his last report has two or more *D*'s in full-time subjects shall be debarred from activities until the next report.

3. (*a*) Pupils on major athletic teams or squads shall be limited to such during season. (*b*) A pupil shall not be permitted to be on two or more athletic squads concurrently. (*c*) A pupil during his high-school course shall be limited to one captaincy of one of the four major athletic teams — football, basketball, baseball, and track.

4. Pupils who conduct themselves unsatisfactorily may be debarred from activities.

POINT SYSTEM

(Maximum 30 points a semester)

President of the senior class, editor-in-chief of the *Annual,* parts in the senior play, 18 points.

President of the junior class, editor-in-chief of an *Echo,* vice-president, secretary, treasurer of the senior class, representative in the constitution oratorical contest, literary editor of the *Annual,* 15.

Vice-president, secretary, treasurer of the junior class, chairman of the junior vaudeville committee, chairman of the senior play committee, business manager of the senior play, chairman of the class day committee, 12.

President of the following clubs: senate, Crescendo, fiction, junior drama league, physiography, True Blue, chairman of a junior vaudeville subcommittee, ædile in Roman State, 10.

Presidents of Cercle Français, the senior and junior mathematics clubs, members of the junior vaudeville committees, vice-presidents of the True Blue Club, censores in Roman State, 8.

Vice-president, secretary, treasurer of all clubs except True Blue Club, membership in fiction club, membership on an *Echo* staff, all other officers in Roman State, 5.

Minor officers in all clubs, president of the press club, 3.

Membership in clubs, 1.

The present tendency indicates that, in the future, participation in extracurricular activities will be based upon a point or credit system. This tendency may develop in three or four different directions, but the objectives are identical in all cases. In the first place, a number of administrators are going to require extracurricular "credits" for graduation in addition to the requirements in the academic branches. In other words, the school will demand that the graduate of the high school shall have exhibited some interest in the wide range of extracurricular activities and shall have achieved in the actual practice of citizenship, as well as secured credit in the theoretical study of government which is required for graduation at the present time.

Second, extracurricular activities are being evaluated in points according to the importance of the activity and the amount of time which is required of the students participating. In such cases there are usually a maximum and minimum number of points which may be earned in any semester. Participation is often dependent on scholarship, and students with excep-

tional scholastic records are allowed to carry more "extra" responsibilities. This system encourages better scholarship and rewards class achievement as does the third plan, which is rapidly assuming national importance. In schools organized on this basis the extracurricular activities are divided into major and minor groups. Students are permitted to participate in as many major and minor interests as their scholastic record will justify, according to the standards which the faculty and students have instituted in the school.

Any critical study of student participation in extracurricular activities indicates that the solution of this problem is one of the most important administrative duties of the high-school principal. It is necessary to promote student interest in a program which is broad enough to include every citizen of the school. It is important that the range of activities be extended in response to the requests of the students, in so far as they have shown themselves capable of carrying additional responsibilities. Some measure or scale must be thought out which will evaluate the worth of each of the activities to the student and to the school. Each student should be limited in the number of activities in which he may participate in any semester or year, and this participation should be regulated to a large extent by the scholastic record of the pupil.

An analysis of the point system as a means of controlling student participation indicates that its greatest danger is in its premature development in the high school. As soon as this administrative program had been worked out in a few high schools, executives who appreciated the value of having all students take part in the extracurricular activities inaugurated the program of having every student in at least two activities as a minimum requirement. Such procedure is not based on student interest or initiative, and the prime motive in the extra-class work is forgotten. Such a solution is not in harmony with modern educational thinking and was not in the minds of the men who originated the point system. The student's choice, under these conditions, is indicated only in the *selection* of one of the proposed clubs and not in the *organization* and *development* of an association which will satisfy a recognized need in the lives of a small group of students. Teachers are often assigned in the same manner; and when this is the case, it is

rare, indeed, that a majority of them are not handling at least one group whose interests are foreign to their own. How much inspiration is there in this type of guidance?

The point system, with its ideal of every student active in the extracurricular program, must be a matter of conservative development on the part of the administrator. It should come as the last step in the organization of a complete club program. The institution of the point system under any other conditions is mere formalism and crucifies the spirit. Overparticipation of certain members of the student body may be limited at once, but an extracurricular program including every pupil must be based upon student interests and developed through student initiative. The greatest danger in the administration of extracurricular activities is in the construction of a program for regulation of student participation. Those who understand adolescent psychology will recognize that it is humanly impossible to administer a student program of activities which has not developed through student leadership, in response to an enthusiastic request from a vitally interested group. When enthusiastic boys or girls have identified themselves with the group of their choice, they are no longer individuals but members of an organization, and they take pride in their efforts to maintain the standards of the society. They are superbly loyal, and their later life as citizens in the community reflects the ideals of citizenship here developed. No administrative "assignment" can accomplish these objectives.

School Credit for Participation in Extracurricular Activities. — The problem of granting credit for the successful termination of a particular extracurricular activity has been much discussed in recent educational meetings and literature. Such a plan has been only gradually accepted by leaders in the development of student activities. Every one admits that these activities take a great deal of time and considerable effort, and that many students exhibit real traits of leadership and citizenship in carrying out their programs. It is probable that in the immediate future the schools generally will recognize achievement and that careful note will be made of the service of each student, and it is not improbable that students will be graduated from high school with a part of the minimum of sixteen (four-year high school) or twelve (senior high school)

units earned through extracurricular activities. Moreover, it may develop that more and more students will be required to have completed a definite amount of extra classroom work, in addition to their academic work, to receive a diploma. A very practical solution is to require sixteen units for high-school graduation, fifteen earned in academic subjects and one made up of fractional extracurricular credits. In case no extracurricular work is presented, sixteen academic units are to be required.

Principal De Garis Reeves of Everett, Washington, has recently completed a survey of the problem of credit for extracurricular participation in twenty high schools of Oregon and Washington. His report contains a clear statement of his findings and a definite recommendation for standardizing the giving of such credit toward graduation requirements.

" First, let us consider the status," he writes, " of these activities as indicated by the answers to a questionnaire submitted to twenty of the largest high schools of the state in the following cities: Aberdeen, Auburn, Bellingham, Centralia, Chehalis, Hoquiam, Olympia, Puyallup, Spokane, Seattle, Tacoma, Vancouver, Walla Walla, Wenatchee, Yakima, and two Oregon schools: Salem and Medford. The following activities were reported by these schools, with the credit allowed them per semester unless otherwise specified:

	Credits			No.
Subjects	Min.	Max.	Mode	Schools
Band	$\frac{1}{2}$		$\frac{1}{2}$	12
Orchestra	$\frac{1}{2}$		$\frac{1}{2}$	19
Glee	$\frac{1}{4}$		$\frac{1}{4}$–$\frac{1}{2}$	19
Football	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{1}{4}$	8
Baseball	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{1}{4}$	6
Track	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{1}{4}$	7
Tennis	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{1}{4}$	4
Basketball	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{1}{4}$	7
Honor Society	0	0	0	9
Service	0	$\frac{1}{2}$	0	9
Student Council	0	$\frac{1}{2}$	0	9
Plays	0	0	0	8
Dramatics	1	1	1	5
Debate	$\frac{1}{4}$	1	1	16
Clubs	0	0	0	4

"In answer to the question: 'What is the maximum total credit allowed to these activities?' (on a 32-credit basis) two give no credit, thirteen give two credits, one gives three credits, four give four credits, and two did not answer.

"It will be seen that a large majority recognize music either as a regular part of the curriculum or by credit; athletics is taken care of as well as debate and dramatics. These have a bearing on the content of the established curriculum and do not introduce any new elements in it.

"What are we to do with those activities that have an extra-curricular effect, such as class activities and officers, student councils, managing publications, carnivals, dramatics, campus supervisors, locker supervisors, student body officers, lost and found, and messenger and courtesy service, ushering, committee work.

"The high school of Winfield, Kansas, has in operation a plan which is definite and has in it, I believe, something worth our consideration. A merit point record card is kept for each pupil. He is rated in each activity in which he engages on a *A*, *B*, *C* scale, each grade being assigned certain merit points. Ratings are recorded by the students in charge of the activity and also by the coach or adviser. If a student annexes eighty points during his high-school course, he is allowed one of the sixteen credits required for graduation. I suggest the following as a working plan:

"1. That credit be allowed one-fourth to 1 point per semester according to number of hours devoted per week, for band, orchestra, glee club, chorus.

"2. That one credit per semester be allowed for debate done in regular class, and one-half credit for participation in major part of a state series.

"3. That one-fourth credit be allowed for participation in a play, if approved, and marked as English credit. That fractional credit be granted to dramatics and declamation as they merit.

"4. That one-fourth credit be allowed for each branch of major athletics per season, to a maximum of one, and recorded under physical education.

"5. That credit for editorial work on school publications,

according to the hours involved be allowed and recorded under English or journalism.

" 6. That of the 32 credits required for graduation one be allowed for the purely extracurricular activities to those who have acquired a credit from the semicurricular group; otherwise that a maximum of two be allowed. This could be worked out in the following way:

" The acceptable activities could be listed. A student rating card could be kept and marked by a coach or adviser, as follows: excellent, 5; good, 4; fair, 3; passable, 2; unsatisfactory, 0.

" Assuming that a student should participate in three activities during the year and should be rated fair or good, he could earn at least 10 points per year, possibly 15. In four years he could earn 40 credits.

" Allow one of the 32 credits toward graduation for 40 credits. This might be reduced to 20 if desired. Schools might feel the need of a scheme that would establish a maximum of participation."

For many years credit toward graduation has been allowed in the Everett High School, of which Mr. Reeves is principal. In the " Courses of Study and General Information " for 1913–1914, the following regulations appear for the first time: " Thirty-two credits are required for graduation. A credit is a full study for one semester. One-fourth credit each semester may be earned by doing a specified amount of work in any of the following special lines: music, gymnasium, debate, declamation, dramatics, etc. Not more than eight such fractional credits may be counted toward graduation."

These regulations were later revised to read: " One-fourth credit each semester may be earned by doing a specified amount of work in any of the following lines: music, gymnasium including athletics, debate, declamation, dramatics, editorial and reporting work, etc. Not more than eight such fractional credits may be counted toward graduation."

These regulations were still further revised and enlarged: " Fractional credits are given in the following subjects: music, gymnasium, athletics, debate, declamation, dramatics, editorial work, etc. A total of not more than three fractional credits may

be counted toward graduation, provided that at least one of these credits is in music. No more than two fractional credits, exclusive of music, may be offered for graduation." In addition, from 1917 to the present, credit for outside music has been granted under the conditions prescribed by the state board of education.

It is interesting here to note the number of curriculum subjects today which were extracurricular a decade ago. Mention has been made of music, art, journalism, and debating. Either in whole or in part these subjects are curricular in practically every large high school in the United States. It takes no great stretch of the imagination to visualize the high school of the future as an institution with no extracurricular activities but a far richer program of curricular activities and interests. Under these conditions all work of the student would be of credit value, but as long as some activities are considered "extra," the students will have to continue to serve for the joy and pleasure of participating. It is no doubt true that it is a valuable lesson for the students to serve without credit compensation, but it is equally significant that activities gain in prestige as soon as they are placed on curricular status.

That the universities are willing to promote the process of standardizing extracurricular participation for credit toward high-school graduation is strikingly shown by the action of the faculty of the University of Washington on March 15, 1927, when the revised admission requirements were adopted. These requirements are based upon the three years of senior high school or the last three years of the four-year high school in communities where there are no junior high schools, and they provide definitely for the acceptance of fractional credits earned in extracurricular activities. The exact statement reads:

"A student having graduated from an accredited high school is required to present twelve units of work done entirely in the tenth, eleventh, and twelfth grades. Of the twelve units, not more than four may be in courses primarily designed for ninth-grade students. One unit may be made up of fractional credits earned in music, physical education, debate, dramatics, and in other subjects accepted by the high school for graduation. The twelve units shall be distributed as follows: (*a*) Not

more than three units in technical or vocational subjects (except for the College of Business Administration, as noted below). (*b*) At least eight units from academic groups (English, mathematics, natural science, social science, foreign language) so chosen as to include two units of English, but nine academic units are required for all students who do not present a unit of fractional credits in other subjects accepted by their high school for graduation."

Many colleges and universities, under the progressive leadership of such institutions as Columbia University, the University of Chicago, Stanford, Dartmouth, and others are, by their new entrance requirements, very definitely influencing the status of the extracurricular activities in the high schools. These colleges and universities are asking the principal to indicate the interest and special talents of boys and girls who are recommended for admission. This has impressed high-school administrators with the value of a record card of the achievements of each student in the extracurricular field. A number of high schools had developed these cards prior to any suggestion from the universities, and they are now taking as much time of the personnel department or office force of the administrator as the tabulation of academic grades. In addition to the personnel department and the main office, the boys' and girls' advisers and the officers of the honor societies have special forms for recording of students' interests and achievements.

These records, even where they are not used in determining the student's fitness for graduation, are of great value and credit to the student in that they are the basis of vocational and educational guidance and indicate his eligibility for school honors. The principal, when asked to recommend a boy or girl for a position, may find more valuable information from the "personnel card" of the student than from the permanent grade card. The faculty, if there is not a special personnel department, will find this activity record of great service in guiding the pupil in his selection of class work and in his choice of a vocational interest. The boys' and girls' advisers in consulting with students and in guiding them into new fields of service and responsibility frequently have occasion to refer to the student's extracurricular record. The honor society is now

organized to reward service, leadership, and character as well as scholarship, and so both the permanent grade card and the achievement card are of value in determining the recipients of school honors. In view of these facts, it is apparent that the administration of the extracurricular activities involves careful, concise, and complete tabulation of every interest and activity of every student. It is important in a critical study of this nature to point out that various groups of students may be used in this work of checking records. Thus they may become accustomed to evaluating the contributions of each activity to the school, and so gain a concept of what constitutes a well-rounded or normal individual in modern high-school life.

CHAPTER XXII

FACULTY PARTICIPATION IN AND RESPONSIBILITY FOR EXTRACURRICULAR ACTIVITIES

Magnitude of the Task. — The social efficiency of pupils is the measure of educational effectiveness. Principals cannot minimize and teachers cannot ignore this broad generalization. The high schools have passed out of the stage of curriculum worship and of sacrosanct subject matter. The real business of high-school life is, to be sure, the teaching and learning of fundamental knowledge and practice in activities fundamental for personal and social need, but the notion as to what constitutes fundamental knowledge and activities has undergone extreme changes in the last quarter-century. Extracurricular activities are not to be denied; they have a legitimate and regular function to perform; they are full of possibilities for character and social responsibility. In large measure parents and patrons praise or blame according to the effectiveness of the extracurricular program. To them it is often more important than class work or general administration and supervision; for they understand the purposes, the means, and the outcomes of this program far better than the purposes, means, and outcomes of the purely academic program. These activities have grown far too great for the principal and his office staff to organize and direct; it has come to be a part of the semester assignment and the day's work for each teacher to bear some part of the extracurricular burden.

The Social Task of the Modern High School. — Since the outcome of high-school education is recognized as a social outcome, it follows that the task of the high school is in essence a social task and that a social viewpoint is required for the successful performance of the whole teaching process in a modern high school. The best instrumentality developed down to the present time in high-school procedures for the accomplishment

of many of these social outcomes is the extraordinary spread of extracurricular activities. Hence it follows that the classroom teacher has an essential part to take in any such program.

The Social Viewpoint of the Teacher. — The attitude of the teacher toward the social obligation involved in his work is the resultant of a series of highly complex influences. His home may or may not have confirmed in him a deep sense of social responsibility. Since he finds himself in teaching, the home influence is likely to have been positive rather than negative in this regard. His educational training, especially the professional part, in case he has been out of school ten years or more, is likely to have given him little sense of social obligation. Emphasis upon social responsibility has come into college and university teaching in the very recent past. Previous teaching experience may have helped to develop a nice sense of social responsibility, especially if the first few years of teaching chanced to be in a congenial group of fellow teachers in a progressive, high type of school, and under competent sympathetic leadership. The attainment of this social sense has been made needlessly difficult for thousands of high-school teachers through ill-advised extracurricular programs for ill-prepared student bodies made by energetic, well-meaning, and ambitious principals who had hazy notions of what it was all about. Because of vivid memories of past disastrous experiences, a sense of intense weariness and a suspicious, cantankerous spirit appear to make up the attitude of many teachers toward the yearly assignment of extracurricular tasks. A few there are who by temperament find it practically impossible to participate in effective extracurricular activities; they are as hopeless from the standpoint of the needs of the modern high school as was the teacher who could not discipline in the old type of school when " lickin and larnin " went hand in hand.

The modern teacher with a social viewpoint knows how to train his pupils in solid curricular materials and drills them hard in the essentials. He recognizes that the task is only partially completed at this point; therefore he consciously sets up citizenship ideals and habits as worthy outcomes of his teaching and seeks to develop proper social attitudes for every occasion. Such teachers recognize the educational possibilities

of the entire range of school activities in making socially vital every pupil contact within and without the school.

Activities and Needs. — The initiation of new activities year by year has led to the recognition of corresponding felt needs. These needs have found expression in demanding additional services from every high-school employee, particularly the principal and the teachers. Organization and direction belong to the principal; coaching positions and sponsorships go to the teachers as additions to the regular teaching load. The new organic law makes possible the modern high school. Every teacher must accept responsibility for some measurable part of the extracurricular burden. The principle has become established and finds expression in such statements as the following, from the "General Rules and Regulations" of the La Salle-Peru Township High School, La Salle, Illinois:

"The salaries paid to teachers are considered to apply to the whole time of their contracts, and not to five days of the week only; therefore, at any time during the regular school year and on any day whatever of the year, teachers are expected to assist cheerfully and as a matter of duty in the performance of any school work which may be assigned to them.

"The extra duties assigned to teachers are assigned purely as a matter of business, and may be assigned to the same teacher more than one year in succession or more than once in the same year. Such duties will be assigned as the needs of the school demand, and not by rotation."

Types of Organization. — Three types of organization of teacher participation in the activities program are coming into extensive use. The first is widespread at present. The principal lays out the scope of the extracurricular activities program, determines as best he can the demands for teacher guidance, and then makes the assignments with the thought that all teachers shall participate in this work according to their interests and abilities. The second plan has been notably successful in some high schools. One teacher, especially equipped and adapted, gives entire time to this work. A variation of this plan is to have from two to four teachers who give from one-fourth to one-half of their time. The third plan involves an

activities, committee of the faculty which studies needs and makes assignments, with the approval of the principal, and involving the services of the entire faculty. A large part of the work of this committee has to do with the division, adjustment, and shifting of the burden, that there may be, in part at least, an equitable distribution of the work.

The Teacher's Responsibility. — Where sponsorship is good, the activities flourish; where sponsorship is poor, they languish. The academic mind conceives the task of education solely as passing the torch of learning whereby this generation trains the oncoming generation to pass the same information in exactly the same way to the generation to come. Writing in *The High-School Principal,* of the task of changing the academic mind to the social mind, the present writers indicate the special problems which the teachers themselves present:

"This development will test the skill and capacity of the principal as nothing else. Such a program never springs full-statured into being in any high school at the 'Let there be extracurricular activities' of a high-school principal. Every principal who has given effort to the development of a social program recognizes the danger points and the pitfalls which have harmed or made difficult the progress of these activities. Loyalty, idealism, and service are matters of slow and laborious growth, and the very elements in the school community which make a program of activities possible are the ones which often hinder their initiation and development.

"Teachers are already overworked, or think they are. They may have no vision of the educational gains and are likely to think that the time and effort required will pay no dividends in better future citizenship. Many have a legitimate desire to lead their own social life and to choose their own companions for leisure and recreation hours. With a few, the rise of activities gives peculiar opportunity for the play of envies, jealousies, and animosities. Here and there are teachers imbued with the idea of service and pay on the hour-basis, to whom the handling of extracurricular activities takes on the nature of 'overtime' without extra pay. The building of a social mind in the faculty is an essential preliminary."[1]

[1] Pp. 180–181.

The Teacher and Supervision. — It is for the teachers to put in practice the philosophy and idealism of the administrator, and here is the weakest link in the development of extracurricular activities at the present. There is, perhaps, a majority of the teachers in the American high school that approves the program of extracurricular activities and is able to recognize worth-while educational values in practically all of the students' interests. There is a large minority, however, that does not indorse this point of view. It is maintained by this latter group that there are too many activities now and that the policy should be one of restriction rather than expansion. Such teachers have never seriously considered these activities from an educational point of view but have weighed them from the standpoint of the teacher's daily load and the salary scale rather than the needs of adolescent youth. There are some teachers in any system who have had unfortunate experiences as sponsors or have seen others fail in the achievement of worth-while objectives in a particular organization or in the entire program of a high school.

This situation makes it necessary for the principal to give extracurricular activities one of the important considerations of the teachers' meeting and of a series of professional meetings, if they are necessary. The whole-hearted support of the faculty is essential to success in the administration and supervision of extracurricular activities. The attitude of the faculty is based upon the reaction of each teacher for the particular task he has been assigned and upon the manner in which extracurricular activities has been correlated with the school program by the administrator.

The Principal and His Teachers. — Happy the high-school principal who has a wholesome social philosophy, who knows how to apply it to his current educational problems, and who knows how to communicate it to the members of his staff. Upon his shoulders rests the responsibility for the building of an *esprit de corps* which lifts his teachers to high professional ideals of service, loyalty, and standards of attainment. He is the expert in human relationships who guides his teachers and pupils and handles the adjustments with parents and community. The principal's office is the center; he and his group of assistants are responsible for the spread of duties and the

definite assignments of the teachers. With these responsibilities upon him, if the principal is to lead his leaders, he must possess the qualities of tact, sympathy, and personality; he must be a student of modern high-school aims and purposes; he must have broad social vision; he must inspire trust and confidence; and he must foresee the outcomes of his efforts in terms of physical, social, moral, and civic efficiency in the student body. Granted these qualities of leadership, the faculty attains slowly to the coöperative ideal, that complicated give-and-take which involves the intricate relationships of principal, faculty, students, parents, and many other groups.

Qualities of the Successful Teacher. — Many rating sheets set up the indispensable and measurable qualities required for success in the high school. In 1925, the writers secured the opinions of 191 high-school principals, scattered throughout the United States, in regard to the qualities upon which they estimated the values of their teachers. These ratings, arranged in the order in which they were emphasized by these principals, constitute as usable and convenient a rating scheme as any of the well-known forms. The outline appears in *The High-School Principal.*

1. Teaching ability, (*a*) scholarship as demonstrated in the classroom, (*b*) evidence of professional growth, (*c*) attitude toward work, (*d*) skill in presenting subject.
2. Scholarship, (*a*) training for the work, (*b*) use of correct English, (*c*) development of habits of study, (*d*) development of ability to think and reason.
3. Coöperation, (*a*) personal conformity, (*b*) constructive helpfulness, (*c*) loyalty in channels of organization.
4. Personality, (*a*) personal enthusiasm, (*b*) attitude of students, (*c*) attitude of patrons.
5. Discipline, (*a*) base of obtaining coöperation of students, (*b*) constructive helpfulness in general control.
6. Results, (*a*) indirect help given class, (*b*) development of class as a whole, (*c*) individual student development.
7. Community spirit, (*a*) community helpfulness, (*b*) coöperation with parents.
8. Management, (*a*) organization of work, (*b*) regularity of handing in reports, (*c*) organization of activities that are assigned.

The greatest success in sponsoring extracurricular activities calls into play many of the qualities named in this list and requires still others. Vision breaks down the limits to usefulness

comprised within the individual classroom. The academic subject of major curricular interest is only in a sense paramount; there are other responsibilities and qualities in every modern socialized high school. Here is the opportunity to utilize sympathy, adaptability, energy, system, optimism, enthusiasm, belief in boys and girls, and the soundest philosophy of education and of life. Techniques and temperament play important parts in the success of sponsors. Teachers must believe the activities which they sponsor to be worth while, and they must bring to their task a special interest and talent. A modern writer has formulated the fundamental characteristics of good sponsorship; with certain variations and rearrangement, they are as follows:

(1) A knowledge and appreciation of adolescence. (2) A belief that the halting efforts and the mistakes of youth have educative values. (3) An appreciation of extracurricular activities. (4) A mastery of one or more of these activities. (5) Knowledge of the bibliographical material covering the sponsor's activity. (6) Skill in effective organization methods for the particular activity. (7) Knowledge of educational trends as they affect the activities, the curriculum, and the school. (8) Open-mindedness and fairness. (9) Skill in promotion of the activity as an aid to the curriculum. (10) Ability to lead out pupil initiative and imagination. (11) The cultivation of mass or group participation. (12) Real concern for the securing and holding of individual interest. (13) Willingness to enlist community resources for betterment of pupil and activity. (14) Desire to know family and community conditions, and to build upon them or to make allowance for them. (15) Adult leadership always in the background. (16) Ability to substitute for undesirable manifestations others that are wholesome. (17) Engaging social personality.

The Principal's Viewpoint of the Sponsorship Problem. — Asked to indicate the greatest dangers and difficulties in the development of the extracurricular program, a number of principals of progressive, modernized high schools named the teacher problem. Typical answers to this question are set down here for the guidance of overenthusiastic principals who might easily wreck a fine extracurricular development through neglecting to properly appraise the special difficulties of taking their faculties along with them step by step:

1. Adequate teacher sponsorship is principal difficulty.

2. Teachers properly trained to handle extracurricular activities are scarce. This difficulty the teacher-training schools should help to solve.

3. Difficult to find suitable teachers as sponsors.

4. Difficult to sell idea to "old-line" teachers or to get them to wax enthusiastic.

5. To get teachers who have the time and the inclination to help sponsor the various activities.

6. Tendencies of some teachers to let them drift rather than to lead and direct them.

7. The first and greatest difficulty was to get the proper sympathy, understanding, and coöperation from the teachers. This took a long and tedious grind, but we think that in most cases we have ultimately succeeded in fairly satisfactory degree.

8. The greatest danger I have experienced is that of some teacher getting too enthusiastic for some notion he has relative to extracurricular activities and his tendency to promote same beyond the control the principal thinks best.

9. Difficulty of finding teachers capable and at the same time willing to sacrifice their energy and extra time, without pay, to the direction of extracurricular activities.

10. Lack of teachers who understand how to lead and manage a club, resulting in loss of interest.

11. Lack of proper leadership on the part of the instructors in developing the ability to make worth-while programs and in carrying them through.

12. Proper supervision is always a problem. We need to elect teachers of extracurricular activities as we do for subjects. Clubs, etc., should be about as permanent a part of organization as studies, I think.

13. I have found it difficult to secure teachers who are able to do classroom work and at the same time promote one of the special activities. I always keep the special work in mind in employing teachers.

14. The faculty adviser is sometimes not a natural leader; yet in a crisis he is asked to guide. When the guidance is poor, it is difficult for the organization to get back to the "final authority" and get going again.

15. We have the difficulty of getting all members of the faculty to enter the program with equal spirit and confidence. They too often do not exercise their maturity as friendly guides and coworkers with the students. The greatest danger is the supervision and control of the overambitious who would run away from the procession.

16. The chief difficulties faced at first were of subtle antagonism on the part of a few academic-minded faculty members who felt that the activities were a waste of time and that they would result in a lowering of standards. This difficulty has been gradually overcome until it is scarcely ever felt at the present time. The feeling is quite generally expressed now that the activities program deserves all the time it receives, as forty per cent of our community is either foreign born or of foreign-born parentage.

The Experienced Teacher and Extracurricular Activities. — Every study shows that the attitude of the "old teacher" is the crux of the entire problem. If the mind is closed and stays closed, the program either never gets started or is wrecked before it has a fair chance. If the mind is open, the "old teacher" is by virtue of experience, skill, acquaintance with the school and community, loyalty, and leadership, the strong right arm of the principal. Be it said to the credit of the old teachers, it is possible to make them over, or better still, to have them made themselves over with the right attitudes, viewpoints, temperament, training, appreciations, and social and psychological concepts. It is granted that these mature teachers had little or no training in the social adaptation of studies and school to pupil needs, that they have maintained in their high-school teaching the faith in the curriculum imbibed in the college atmosphere where that strange exotic grows: "If you know your subject, you can teach it," and that many have a blind spot exactly where recognition of modern social demand should be.

Faculties should devote time to serious professional study. Frequent carefully planned and prepared programs bearing upon the clubs and interclub relations, the next steps in the activities program, and the relation of the activities to the larger purposes and interests of the high school, will win needed sympathy for the aims and ideals of the social program. Earnest coöperative study of aims and purposes, the machinery of organizing and directing, and the gains to students, school, and faculty, by using every available means for "training in service" and for adult education, such as the newest professional books and magazines, the extension resources of college and university, the public library, and special reports, problems, and topics — all these functions should be directed personally and in best professional spirit by the principal. Then if the activities come only as fast as the teachers grow in ability, experience, and idealism, leaders will be found adequately to direct their own and the pupils' participation.

The Young Teacher and Extracurricular Activities. — The young teacher presents primarily a problem of choice, and only incidentally a problem of training in service. In recent

years, there has developed an important joint responsibility for wise choices of beginning teachers involving the board of education, the superintendent, and principal on the one hand, and, on the other, the academic department, the professional department or school of education, and the placement bureau, within the teachers' college, college, or university. The one who suffers most directly from poor choices is the principal; therefore his responsibility is greatest and his judgment most to be respected. The principal does not want an overserious, scholastically unregenerate, and hopelessly academic young graduate. Still less does he want one who is flighty, flippant, or combustically enthusiastic at any slight suggestion. If possible, still less does he want the graduate who is superior, supercilious, and "snippy" when asked to take work outside of the classroom.

The saving graces of inexperienced youth which bear abundant promise of fine social service and success are self-confidence, an active mind, eagerness, energy, optimism, and the spirit of adventure. All of these serve well the purposes of the principal in building the sponsorship body of his school. When the new teacher possesses in addition a fine social environment in the home and has had a rich and satisfying social experience during four years in high school and four years in college and university, here are elements of strength and usefulness far more valuable than any possible experience which students only a few years earlier could have enjoyed.

In addition, training courses for high-school teaching are infinitely better. Rich opportunities for vicarious experience and participation in high-school practices are widely available in teacher-training institutions. The hope of extracurricular activities lies in the fact that secondary teachers of the United States are being better trained and are developing a stronger professional spirit. Because of these two facts, the specialized coach is rather definitely a thing of the past and the teacher coach is becoming universal. This insures the correlation of the extracurricular program with the work of the classroom. It means, further, that the supervisors of extracurricular activities will have had courses in educational psychology, educational sociology, adolescence, the work of the high-school principal, secondary education, and practice teaching, under real leaders

of adolescent boys and girls, and will be enthusiastic over the possibilities of achieving results in harmony with the present-day philosophy of education in the theoretical and practical work of the American high school.

The training of teachers for specialized work in extracurricular activities is one of the important movements of the last decade. Practically every college and university is developing coaching courses in all of the major activities, and many of the minor interests of high-school students are being investigated by teachers in training who are not particularly gifted in the major fields. This has come largely because the high-school principals are interested in securing teachers who have a vision of the value of extracurricular activities and are willing and eager to guide students in their interests and enthusiasm. As a result, teachers of secondary education are devoting much time to instilling in all prospective students a philosophy of extracurricular activities in harmony with the twentieth-century ideal of education. No attempt can be made in such courses, because of limited time, to analyze all the contributions of the various forms of students' activities. Those students who are planning to make some phase of the extracurricular program their major interest in the secondary school usually find time to register in a course in extracurricular activities and to do intensive reading and carry on some investigations in the field of their interest.

Successful teachers in the secondary school today must have some hold on students outside the classroom. This requires (1) a talent or an interest in some phase of their outside activities, (2) enthusiasm in joining with them in these pursuits, (3) personality and ability as a leader, and (4) an understanding of the ideals of the institution and the opportunity that is presented to make the product of his or her group a real contribution to this idealism.

Difficulties and Dangers in the Sponsorship Problem. — When the development of the extracurricular program is pushed too hard and too fast, the attitude of the faculty is likely to be that it involves merely so much additional, exacting, uncongenial, and profitless labor. The time requirement of one or more hours a day in addition to a full teaching load raises the

question of lightened teaching schedules or increased compensation, each of which means higher costs per pupil and more taxes. To get a sufficient number of teachers with the attitude of social workers may mean overworking some of the most willing and most efficient members of the corps. This unfortunate outcome arises not only from the number of activities sponsored by one teacher but from the inherent time and energy demands of certain of the activities. No way has been found to solve one of the great problems which blocks the development of a fine spirit in the teaching corps of the typical high school. It is a fact that the load which some teachers carry in the supervision of these activities takes three or four times the amount of time contributed by others. Many from choice are carrying several major activities and devoting hours of time after school and in the evenings to this work, while others are hesitating about assuming responsibility for one minor interest of the students. It is usually detrimental to the school program, it is true, for the latter type to attempt to guide the students. Even in cases where the teachers are willing to coöperate to the utmost of their ability, there are examples of great disparity in the amount of time which they are asked to devote to their extra work. In a study under the supervision of the writers, it was determined that in fifty-one high schools of the West the teachers last year gave nineteen years of time in perfecting and producing the school plays. The amount of time which the dramatic coaches in these high schools give to their work, in comparison with that given by the sponsors of the debating clubs, should be compensated in the right to use school time for part of their intensive training of individuals or to receive a bonus of three hundred thirty dollars to five hundred fifty dollars per year in addition to their salaries. This is not only true of dramatics but of all other major activities as well.

Sponsorship and Student Gains. — The entire system of administration and supervision of extracurricular activities is a success in any school in which the students have been trained to take the initiative in outlining their school and extracurricular policies and assuming responsibility for their achievement. Good citizenship must be the goal in the high school

and the foundation upon which is based the supervisory program of the students. It is only as they come to measure their actions by the standards of good citizenship that one may expect to see them work out projects under the supervision of their sponsors, with the coöperation of their fellow students.

There is a very delicate shade of meaning between the words " supervision " and " leadership " when one speaks of students. The same may be said of teachers also. It is with students, however, that one is inclined to think of leadership and followship; and the term " supervision " seems out of place. The development of a student project has a great deal of supervision by students as well as the teacher sponsor, and the success of the project is as much dependent upon one as the other. If the teacher is a real supervisor, the students will be in charge of the work and learning to lead and direct as well as follow suggestions.

No more important contribution may be made to the extracurricular program of a school than that spirit of coöperation which extends from the head of the school to the smallest freshman. It is not a question of whether the administration or supervision of these activities is a function of one of these groups. There must be a principal at the head of the school with a philosophy of education, one who can visualize in the citizens of tomorrow the mature traits which he is trying to develop in the youth of today through a program broad enough to include a theoretical background of citizenship and the practical training necessary to make present habits life ideals. The teachers must be able to appreciate the values of both the curricular and extracurricular activities in the achievement of the ideals of the administrator and be ready, willing, and capable of developing the students to the greatest possible efficiency in making the Seven Cardinal Principles of Education a reality. The students should be given every opportunity to assume responsibility for the management of the affairs of the school to as great an extent as they show themselves capable. They should guide certain activities and follow in others. The good follower is as essential as the good leader. Each one should be given some administrative and supervisory duties no matter how trivial they may seem.

Extracurricular activities are in the early stages of development and any system which may be studied will not be found perfect. It will never be perfect and no rules or constitutions will ever make it so. There will be great improvements in the situations in many of the high schools in the next few decades; they will come as the result of a changed point of view on the part of administrators and teachers as they work for the realization of the objectives of education in a cosmopolitan student body. Citizenship in the high school of today and the state of tomorrow is dependent upon the vision of high-school administrators and the spirit and enthusiasm of teachers, sponsors, and coaches.

The Compensations of Sponsorship. — Teachers are not slow to catch the significance of the advantages which accrue to them personally from active, voluntary, and thoroughgoing participation in the social program of their schools. (1) They may gain new interpretations and specific enrichment of their academic subjects in the atmosphere of a socialized classroom. (2) They are able to carry outside their classrooms the richest contributions from their stores of academic materials, and give to them modern applications in a laboratory of social interpretations and relationships. (3) Not only are there sidelights in abundance upon their subjects, but through a multitude of humanizing contacts, they gain similar sidelights upon the character of their students. (4) The more frequent, less formal social contacts offer many chances to play as well as work with their pupils and fellow teachers. (5) There are the joys of social service and the consciousness of duty well done, consummations which, despite the cynic's ban, have been the solace and compensation of the elect through all human history.

The Oversocialized High School. — Is it possible that there can be an oversocialized high school? Sad experience on the part of sincere, earnest teachers bears witness that there are many of them. Scores of ill-considered, *copied* activities have been thrust into high schools, with no careful initiation. Undesired by teachers, received with indifference by students, criticized and condemned by parents and patrons, they have left a record of failure. From whatever source they come, whether from principals ambitious for recognition, teachers unwisely

enthusiastic, parents who are anxious to shift over another home responsibility to the school, the propagandist representing some national organization, the local go-getter, the booster organization bent on gaining control of the avenues of communication afforded by the school, or the local newspapers whose publishers never lose sight of the ultimate outcomes of sponsoring contests of every sort within the schools — such activities disrupt the plans for the orderly development of the extracurricular program, and, by unbalancing relative interests and activities, break down faculty morale and the spirit of coöperation.

CHAPTER XXIII

PRINCIPLES AND PRACTICE IN THE EFFECTIVE CONTROL OF EXTRACURRICULAR FINANCE

Scope and Importance of Extracurricular Finance. — The increase in the organization, complexity, and magnitude of extracurricular activities has kept pace with, or far outstripped, the increases in numbers, size of student bodies, curricular offerings, buildings, and grounds of the high schools themselves. Every new or larger activity involves the collecting, handling, and disbursing of constantly increasing sums of quasipublic money. The responsibility for safe handling of school-activities money involves at least three groups: (1) the citizens and taxpayers, patrons of the school, the board of education, and the superintendent; (2) the principal and the teachers; and (3) the students and their parents.

In many schools, a policy of economy is forced because of lack of funds, because of untrained and inexperienced teachers, and because of inadequate equipment in the way of athletic fields, grandstands, gymnasiums, and auditoriums with stages, etc. The number of such high schools is rapidly disappearing. More often high schools have embarked upon extensive money-earning campaigns for the purchase of a piano or a pipe organ, stage curtains, lighting equipment, and other stage accessories, gymnasium seating, and many other advantageous materials not available as regular equipment furnished by the board of education. The need for a definite policy of financial control is emphasized by the study of the total receipts of the student bodies of thirty-three high schools in Washington in 1921–1922 as reported in the unpublished thesis of Mr. Harry S. Ganders. Fifteen small high schools had an average income of $509.13; twelve medium-sized schools averaged $1,037.50; six large high schools averaged $4500, and one of the latter had total receipts of $19,000. The average for the thirty-three

high schools was $2,023.21. Great advances in the totals of extracurricular moneys have come in the last five years. Country high schools with two hundred and fewer students often have incomes ranging from $2000 to $5000 from these sources. In large high schools, a popular opera put on for two or three nights may be presented to from 3000 to 5000 people and draw $1500 to $2500. A championship football game may draw a paid audience of 5000 and more, and the receipts may run as high as $10,000. The annual revue, vaudeville, jinx, or circus may have paid admissions running as high as from $500 to $1000 each night. Where the income from the book store, cafeteria, associated students fee, etc., is included, the cash income may run higher than $50,000 a year.

Sources and Practices in Raising Money. — There is no phase of the administrative program of the modern high school that merits closer study and analysis than the sources of the finances of extracurricular activities. It has been brought out that even the smaller high schools are handling large sums of money. These funds come from many sources; but the main channels of revenue are such extracurricular activities as (1) athletic games, (2) dramatics, (3) musical programs as operettas, cantatas, and concerts, (4) vaudevilles, (5) fairs and circuses, and (6) season tickets, covering admission to athletic games, plays, concerts, operas, etc.

Other important sources of revenues are: (7) the general student fee levied upon every student for the financing of various activities, (8) membership dues and assessments for the club and other similar activities, (9) subscriptions to the school paper and annual, (10) sale of advertising space in the school paper, annual, and various printed programs, (11) direct appropriations from general school funds by the board of education, (12) when under the management of the associated students, the receipts from the book store, café, etc., (13) the charges for admission, music, food, etc., at parties held under school control, (14) contributions and donations for special student activities, (15) funds collected and disbursed for purposes of charity and good cheer, such as Thanksgiving and Christmas baskets and presents, (16) special payments for the support of such service organizations as the Junior Red

Cross, (17) motion picture shows, (18) candy sales, (19) fines, (20) tag days, (21) sales of paper, junk, etc.

There is much to commend the plan of the general student fee which will give free student admission to all games and programs and provide funds for the support of all approved school activities. This does not mean that admission to athletic contests, plays, and concerts will be free to the general public; but it does mean that as far as the students are concerned, the entire expense of the year will be levied and collected at one time rather than scattered among many organizations and activities and collected at different times. Many practical difficulties will confront any student body attempting to put this plan into full operation at one time. An interesting variation of this general student fee is represented by the "activity pass" at Oconto Falls, Wisconsin. The student chooses and signs and pays for the games and other events which he will attend. His pass provides for class, club, and organization dues, and free admission to any or all of four football games, six basketball games, two track meets, two debates, one oratorical contest, one declamatory contest, and one extemporaneous contest.

In the interests of complete democratic participation by all students, it may be that in the future these activities will be supported by the school district, but at the present time the administrator is faced with the problem of checking the receipts of every student activity and budgeting the amount to be allowed each organization so that it may carry on its year's program. This sum may be turned over to the treasurer of the groups allowed to draw on it.

Costs of Extracurricular Activities. — Attention has been called to the study of extracurricular receipts in 33 Washington high schools by Mr. Harry S. Ganders. Miss A. L. Dement found in a study of ten high schools, receipts ranging from $1500 to $22,000, and the cost per pupil participating, varying from $4.49 in the least expensive program to $27.88 in the most expensive.

The most recent and comprehensive study by Mr. H. C. McKown and Mr. M. B. Horner reported in the *Twenty-Fifth Yearbook of the National Society for the Study of Education*

covers the per capita costs of extracurricular activities in 268 high schools ranging from 30 pupils to 4700 pupils. These high schools were in three nearly equal groups according to size, 500 pupils and fewer, between 500 and 1000 pupils, and 1000 pupils and more. Extracurricular receipts in these high schools ranged from $300 to $125,000 with a median of about $4000. In five of these high schools extracurricular activities cost less than $1 per pupil per year, in 51 high schools the cost was $12 per pupil and more, and the median for the 268 high schools was between $6 and $7.

The activities vary widely with respect to the degree in which they are self-supporting. Mr. Harry Ganders, in the study reported, worked out the percentage of the high schools in which many of the activities were reported as paying their own way. The following are a few of his findings in 52 high schools:

Activity	Number of schools reporting	Percentage of schools self-supporting
Basketball (boys)	47	83
Basketball (girls)	41	68.2
Plays	39	84.6
School parties	39	69.2
Boys' track	37	62.1
Paper	28	68.5
Orchestra	28	57.1
Annual	26	53.8
Glee Club	23	60.8
Girls' Club	13	69.2
Boys' Club	13	84.6

Methods of Handling Funds. — That there has been inefficient handling of funds is patent. In schools poorly organized, no one knew where money came from, where it was kept, or where it went. There were in some schools from twenty to thirty student treasurers with cash balances ranging from a few cents to hundreds of dollars. Accounts were scattered, with much duplication of spending authorization, with no uniform reporting and no auditing.

Advisers, principals, coaches, members of student council, or student managers were responsible for ordering the equipment for athletics, music, and dramatics. In many cases the management was in the hands of faculty and students. This

lack of a definite policy for handling student finance resulted in excessive expenditure of money by individuals and groups, duplicate purchases by different organizations, and waste of supplies and abuse of equipment.

In good schools everywhere, haphazard financial control has passed. It was realized that the practice of having a separate treasurer for each organization was inefficient and would not be tolerated in the business world. It is essential for the principal to know precisely how each organization stands financially at any time. This is impossible where there is no system of receipts and filing bills, no ledgers or cost books, no daily balances, and no time when all the records are up-to-date. Of such situations Principal W. M. Bennett of West High School, Rochester, New York, writes: "Loose handling of money is unbusinesslike — not permitted in any well-organized business; places too great temptation when innate moral responsibilities are not well developed; bad examples are contagious and contaminating."

An apparent dilemma arises in the control of these student funds. Entire student control is unwise, for lack of training and petty graft may easily lead to gross dishonesty and crime. Entire faculty control is unwise, for it means loss of opportunity for training of students in handling financial affairs. Here are rare opportunities to teach the responsibilities involved in the earning, possession, control, and spending of money.

From recent studies in student finance there seem to be three methods of control in the better high schools of the United States. (1) The principal has direct charge of the finances of all organizations. If there is a student treasurer, this officer has a desk in the office of the principal. (2) These matters are handled by a member of the faculty. This is usually the boys' adviser, if there is such an officer in the school. (3) The entire problem is taken care of by the commercial department, and the commercial teacher is the teacher director. It would seem from this survey that the tendency is to supervise the financial activities of high-school students very carefully. It is recognized that there are valuable educational experiences for the students in having a part in the control of school finances, but it is also admitted by leading administrators that

careful supervision is fundamental if the greatest contributions to responsible citizenship are to be attained. The administrative policy of every high-school executive must include a program of financial control to safeguard the interests and the integrity of the students. The students may be given a large amount of the control of their finances if real guidance is in evidence. Under such a system there is training for all the students as well as for the directly responsible few, since they learn to appreciate the necessity of sound business principles in the conduct of any business enterprise.

Reports of High-School Principals upon Financial Control. — The following question was asked and replies received from more than one hundred principals of modern socialized high schools throughout the country: " How have you solved the problems of financial control? " Three answered that they had not solved them. Few are giving any large control to students, although three report that they have treasurers for each activity and a central bank; three report that they place the responsibility upon the student union or council. Many principals hold this responsibility directly in their own hands, sometimes using an office clerk, a faculty manager, the vice-principal, or student officers as responsible assistants. The board of education holds this responsibility in three high schools.

Teachers are in large part the fiscal agents of their schools; principals report as follows: faculty treasurer in 24 high schools; commercial department responsible in 11; faculty advisers, 7; faculty treasurer with student assistant, 5; faculty manager for every activity, 3. The best expert opinion and the most modern practice is here set forth:

D. M. Hibner, Ray, Arizona: Each organization is responsible to the student body treasurer, who is responsible to the principal. All checks are written by the secretary of the organization, O. K.'d by the adviser, and countersigned by the principal.

Richard R. Balkema, Weatherwax Senior High School, Aberdeen, Washington: Student board of control. President and secretary elected by student body and a representative elected by each class, the principal a member. A faculty financial adviser supervises expenditures and checks all signed by principal. All moneys of all school organizations checked through adviser.

L. A. Williams, Caldwell, Idaho: Student council theoretically controls by official actions; but actually the principal has absolute control, because nothing can be bought for the student body without a requisition signed by himself, and everything must be paid for by checks signed by himself. This is thoroughly understood by all merchants of the town.

Fulton Gale, Moscow, Idaho: Have not solved them entirely. The director of each organization is responsible and must see that a financial statement is submitted to office semiannually. All goods ordered by student organization must order only on requisition from office. Big problem is to get merchants not to extend credit to any organization that asks for it.

L. W. Hanna, Centralia, Illinois: We maintain a centralized accounting system and a *single* fund. Each organization maintains its own funds but deposits them in one account. Autonomy in spending is retained by the organization subject to the approval of the sponsor. The principal countersigns all checks.

T. A. Zornow, Madison Junior High School, Rochester, New York: All school enterprises and projects are financed from a general school fund. All financial returns from any special efforts that are carried through, contribute to this fund. Financial outlays are controlled entirely through the school office.

Clarence P. Quimby, Manchester High School, South Manchester, Connecticut: Faculty treasurer — pays all bills for all clubs, classes, and every student activity (including athletics) from a voucher signed by the club officer (a student) and the principal of the high school.

Wellington Pegg, Wenatchee, Washington: Close faculty supervision, said faculty members principal's appointees, and they must file a satisfactory financial report before their last warrant is issued to them. The principal is treasurer of athletics, and together with a faculty manager there is close check on this largest financial item.

Superintendent C. F. Gaddy, Marshville, North Carolina: The handling of all school finances is left with the principal of the school. All salaries and bills are paid from my office. I keep an itemized statement of all receipts and disbursements and present this at the end of the year. Our school is in the county system, and all school funds are secured by vouchers. All money collected from various local sources is spent at the discretion of the principal with a statement showing how it was spent. Personally, I prefer that this duty of handling finances be placed on a member of the school board, but that has not been done. Our greatest problem is the securing of funds for financing our work. Our tax rate is high, and we can only hope to increase the capital.

William M. Hyman, Woodland, California: Yes, we have a splendid system. Last year we handled almost seven thousand dollars derived from our activities. My vice-principal is custodian of all the money. His signature must be on all checks. I have a faculty adviser for each class and each activity. These advisers approve expenditures of their classes or activities. I also have a financial manager who plans the financial campaigns of our different activities and oversees expenditures.

We have a student-body treasurer who keeps accounts and draws checks approved by advisers. Checks are signed by custodian. All money received from every activity must be deposited in general fund. Each activity or class has a separate account. Each organization has its funds kept intact, and it cannot be drawn on without the consent of that organization, approved by the adviser.

H. U. Hunt, Sedalia, Missouri: We handle all of our funds in a single account. Have a faculty trustee who spends one-half time with this. All funds deposited with him and all checks written by him after voucher for payment has been approved in the office. Financial statement published. Trustee under four-thousand-dollar bond.

F. G. Kennedy, North Central High School, Spokane, Washington: Accounts of organizations of all kinds bearing the school name are centered in a treasurer, who is a member of the faculty. Uniformity in books, voucher system of payment, checking by individual treasurers, all contribute to an orderly, systematic financial control.

Leland P. Brown, Olympia, Washington: Very largely. We have a central clearing house, with both a faculty and student treasurer, and one set of books for the whole school, with separate accounts for each activity.

A. W. Scott, Girls' High School, San Francisco, California: Through the school treasurer, a member of the faculty. All money received from entertainments of any kind is turned over to her, and she pays all bills, after they have been approved by the principal.

Smith Thomas, Hutchinson-Central High School, Buffalo, New York: The problems of financial control are regulated by a faculty finance committee made up of seven members and a student board composed of the captains and managers of our athletic teams, the editors and managers of our school publications, the presidents of our orchestras and decoration club.

James C. Moore, Central High School, Bridgeport, Connecticut: All money is deposited with our school treasurer (vice-principal), and all checks are made out by him for treasurers of organizations. All expenditures must be approved by the adviser of the activity. Every organization is expected to be self-supporting.

Winfred C. Akers, Brookline, Massachusetts: The only financial problem of any size with us is in connection with athletics, in which oversight is exercised by a faculty manager, and the headmaster is treasurer. The vice-principal is treasurer of the school paper, and in every organization that handles money there is a faculty member to supervise and check up.

William M. Bennett, West High School, Rochester, New York: A faculty treasurer and assistants for the student association. Faculty members working with students wherever moneys are handled. Faculty advisers of all class and other school organizations. Class treasurers' and activity managers' accounts audited by faculty advisers. *All* funds deposited with faculty treasurer, all drafts on funds warranted by student council or by faculty advisers.

Assistant Superintendent Charles R. Foster, Pittsburgh, Pennsylvania:

All money is handled by a central treasurer, a member of the faculty, who is bonded and whose accounts are audited by the accounting department of the board of education.

Karl D. Waldo, Aurora, Illinois: We have faculty advisers as treasurers and all funds centered in one man, head of commercial department, who is banker for all. No one gets money or bills without voucher from him signed by faculty adviser.

Belle Bryan, Ord, Nebraska: The head of the commercial department serves as financial secretary and handles all school finance, class organizations, and all high-school activity funds. The treasurer of each checks and balances accounts with her. To pay accounts, a pay order is issued, certified by the treasurer of the organization, and a check drawn.

R. F. Hannum, Ottumwa, Iowa: We have a school treasurer (head of commercial department) to whom all organizations turn over funds. Expenses are incurred only on approval of business manager who issues warrant in duplicate to treasurer, who issues check. All checks are brought to principal for final signature with accompanying warrant.

H. F. Vallance, Indianola Junior High School, Columbus, Ohio: We have an advisory committee which passes on all important financial matters, both raising and expending. All club and class financing is done by the respective group under supervision of the faculty adviser. All school activities' finances are in the hands of a school treasurer, who pays all accounts when properly approved. All bills are approved by the teacher who has immediate knowledge of the expenditure and by the principal. It has been found better to except the financing of our school publication from the above rule. Its finances are handled by a special treasurer. Its bills are paid by him on approval of the faculty adviser and the principal.

Charles D. Everett, North High School, Columbus, Ohio: We have a school treasurer, who is the custodian of all school funds, and all organization officers must account for all moneys handled by them temporarily until they come into his hands. An auditing committee audits all books and accounts including those of the school treasurer. Our athletic association now has in banks or building and loan associations a fund of more than thirty thousand dollars raised by the school as a building fund for permanent concrete bleachers, which will be built in the near future. Besides, we have spent more than six thousand dollars in the past two years, of our own money, for the improvement of our athletic field. The board of education has been unable to do more than to provide the field itself as a part of the school grounds.

Grant Beebe, Lane Technical High School, Chicago, Illinois: All money is paid in to the school treasury, which is in charge of a teacher who keeps the books and pays the money into the school bank account. Money can only be checked out on orders approved by the principal or assistant principal and checks countersigned by them.

Charles O. Wright, Atchison, Kansas: We have a school treasurer and bookkeeper who had charge of the commercial department. No students bank money, though they may keep records and accounts. When

money is taken in, it is turned over to the school treasurer, who issues a receipt for the money. All money drawn from the treasury is on a requisition which must be approved by the principal. The school treasurer keeps the funds separate on his books and once a month makes a financial report to the principal, or he makes one oftener if asked. The entire money is banked on one account at the bank. In this way one fund may be overdrawn temporarily, and the financial side is handled by this arrangement. Each request for money must be signed by the sponsor of the activity as well as by the principal before a check is issued by the school treasurer. This system works the best from the point of view of the school and the point of view of the bank.

W. R. Thomas, Miami, Florida: Commercial department head as comptroller — under bond — student manager makes requisition — faculty adviser approves — comptroller pays. Audit by regular auditing concern.

V. M. Wiest, Holdrege, Nebraska: Have a student fund for all student activities. All funds have to be deposited to the credit of this one fund. We have a centralized system. One bookkeeper has charge of all funds. Different organizations keep the same account as if they had deposited the money in a city bank. When they want money, they present a check with a bill showing what they are going to spend the money for. Then the treasurer will write them a check on the city bank.

S. H. Lyttle, Saginaw, Michigan: Through the student union. By this plan all receipts are pooled and disbursements made as needed. The pooling of receipts makes it possible to support worthy but unprofitable (financially) activities. In our plan it costs each student one dollar per semester to enjoy the privileges of the union.

D. W. McCoy, Springfield, Illinois: We tax on the gross receipts of all public entertainments to the amount of three per cent. This takes care of all our problems. We have a school treasurer through which all money must go, and all bills are paid by order through him.

Ralph W. Hedges, Warren Harding High School, Bridgeport, Connecticut: Every activity must and does pay its own way. We have an excellent moving picture machine, splendid gymnasium, where afternoon dances may be held, as we do not sanction evening dances. Our athletic field is enclosed. All of these factors help in financing our various activities. We have no central system of financial control, but for the most part the commercial department takes care of details. Our athletic committee operates on the budget system. Our musical organizations spend whatever they can themselves raise, etc.

Payne Templeton, Flathead County High School, Kalispell, Montana: We have a student treasurer, under bond, who keeps the books of all organizations; all warrants must be signed by him and the faculty sponsor; his books are audited every month by the head of the bookkeeping department. The student council makes out a budget at the beginning of the year, and this is really adhered to. Occasionally money is transferred from one heading to another, but not without the vote of the student council and the thorough consideration of the matter.

Superintendent W. J. Lowry, Whitehall, Montana: Not completely

solved though we use a "central pool" plan. We are trying to get our board to finance all recognized extracurricular activities and do away with admission fees altogether.

Business Methods and Student Participation. — There are many systems of handling the financial matters of a high school, but this study is concerned primarily with the administration of this important matter in so far as it involves the students. It was formerly the custom to allow the student body treasurer to accept all receipts and certify all expenditures. As has been indicated, the principal of the high school, in these days of high finance, is inclined to administer the financial program either directly or indirectly. If financial matters are centralized in the principal's office, he usually signs all requisitions and checks, supervises the banking of the receipts of all activities, and looks over monthly or weekly reports of the financial situation of every organization in the school.

When good business methods are in use, the finance plan involves the following elements: (1) a carefully prepared and followed budget; (2) officials, representing (*a*) the school board, (*b*) the principal and assistants, and (*c*) the student staff; (3) a system for the receipt of funds; (4) a system of disbursements; (5) an adequate order system; (6) bookkeeping system; (7) regular statements of accounts, daily balances, or weekly or monthly reports on prescribed forms; (8) audits by competent inspectors under direction of board of education; (9) system for printing, distributing, selling, and accounting for tickets.

The students may be given a great deal of responsibility in this work if they are carefully supervised and taught that the correct and prompt accounting of all financial responsibility is essential in life and in business. The effects of such a program is in evidence in the entire student body. It is just as true that, if one phase of the financial situation is not carefully checked, there is usually slackness throughout the institution.

When a principal took over the administration of a large rural high school, he found the following situation: (1) The school had a yearly budget of approximately $6000; (2) there were no records in the office of any kind to guide him in determining the financial situation; (3) unpaid bills from the year

before to the amount of $1200 were presented; (4) the annual of the year before showed a loss of more than $600, of which $300 had been collected by the business manager and spent as private funds; (5) it was only after visiting all the banks that he was able to determine that the school had a balance in the treasury of $24.50. It does not require this astounding statement to convince any one that unsupervised student control of such a yearly budget is unbusinesslike and unjust to the students. In this case a student treasurer was allowed to continue; but the principal kept the books in his office, checked the banking of all receipts, and countersigned the checks which were written on this account. At the end of the first year all bills had been paid, and the indebtedness reduced to less than $100. This saving of $1100 to the student body was an important item, but far more significant was the development in that student body of an understanding of the value of businesslike administration of their finances. The entire student body became interested, because reports were made to them by the student treasurer at regular intervals.

There are two general methods which concern the handling of funds and accounts in the high school where students have responsible parts to play. There are many adaptations of these plans, but in general every plan may be reduced to one or another of these forms. Before outlining these plans it might be well to mention that any plan will be a failure unless it satisfies the following conditions: (1) The plan must meet the need of the particular school. (2) The plan must have the whole-hearted support of the student body. Because a certain plan is successful in Berkeley does not necessarily mean that it will be successful in Butte. And even if the plan is ideal for the school, unless there is student coöperation and support, the whole affair will be a failure. It might be mentioned that the transition from one or no plan to a new method should be carried on with the maximum of tact and as much student coöperation as is possible.

The two general methods are these: (1) to leave all matters of finance in the hands of the students, but with supervision, direction, and uniformity of method, or (2) to provide for a central treasurer (faculty member) to whom all funds must be delivered and who shall handle all accounts. In general the

first method has been entirely successful in schools where the students are already putting forth a determined effort to handle the problem themselves. With a little direction and supervision the finance problem can be utilized to be a source of actual realization of the aims of education. The second method has been adopted by many of the large high schools and seems to be more efficient in these schools. It is criticized for taking so large a responsibility out of the hands of the students and depriving them of the natural extracurricular interest.

The method of supervision and direction works out very acceptably when connected with the commercial department of the high school. There is a wonderful opportunity for a real piece of work if the head of this department is capable of directing without bossing, of supervising without constantly watching. There is no set standard that can be presented. In general the supervision and direction policy will work out best if the students actually want and request it. To bring the students to the point where they desire the supervision is the task of capable teachers; it can be done.

The following concrete examples of money control illustrate the schemes of student participation and money checks in thoroughly organized financial systems.

Indianola Junior High School, Columbus, Ohio. Money receipts come from the school operetta, play, athletic ticket sale, pencil sale, printing, and other school activities. Moneys are deposited in the bank several times each week, and balances are constantly available. All payments are made by check upon the approval of the principal or vice-principal, and the books are audited by a committee of teachers.

Lincoln High School, Seattle, Washington. The plan of handling finances has the following features: There are a boys' general fund and a school general fund. Money from school activities is closed into the school general fund. The boys' general fund is really handled by the boys' association under the direction of their adviser. Receipts from baseball, football, track, are closed into boys' general fund. Class money left over is closed into the school general fund. Organizations: The activities at Lincoln are all self-supporting, even the school paper. Profits of lunch room are divided between girls' and boys' associations. Requisitions for expenditures by one

organization or club are made out to the school treasurer elected by students; and the requisition must bear the signatures of teacher, principal, and adviser before legal authorization of money can take place, *i.e.*, from school general fund. Each school organization puts the money into the school general fund. The adviser of the boys' association makes out requisition for football equipment expenditures from the boys' general fund. Deposits from activities are closed through school treasurer into general fund. Withdrawals are made upon school treasurer by faculty adviser of the particular activity. He makes out withdrawal form in a justifiable fashion bearing necessary signatures and O. K. before check can be issued.

Roosevelt High School, Seattle, Washington. Characteristic features concerning school finance at Roosevelt High School are as follows: A school treasurer is appointed by the principal at the request of the school board. The school treasurer is under bond and the finance books are audited by the comptroller of the district. All school funds are kept under one bank account. Each club or activity handles its own finances, *i.e.*, orders for money are withdrawn through one channel, but to be *bona fide* must bear signatures of activity adviser, principal, and school treasurer. Money is deposited through the same channel. The deposit slip bears the name of the organization, the particular high school, depositing officer, and the date of deposit. Duplicate deposit slips are kept by members in charge of activities so that there is no misunderstanding and due credit may be given. A faculty man is in charge of money collected from admissions — football, operetta, — and all tickets which he in turn must deposit through the treasurer to the credit of school bank account. Subscription money for school paper and annual is handled through the roll rooms. Each roll room representative must check back to the " center." Nearly all the activities of Roosevelt are self-supporting except tennis and a few others. New deposit slips are made to the bank each day, and the total deposit equals sum of activity deposits. The school treasurer is a faculty member, but he delegates many duties to student assistant. All deposits are handled by students, checked, received, and counted.

Washington High School, Milwaukee, Wisconsin. Every or-

ganization has a student treasurer under the supervision of a faculty director of that organization. The organization treasurer receives all moneys and makes all expenditures. All moneys are deposited with a central banker. All expenditures are made by voucher. The voucher with the original bill attached is presented to the faculty director for approval. It is then presented to the principal for signature. After that, the voucher goes to the school treasurer, who draws a check to the order stated in the voucher. The student treasurer makes out a monthly financial statement, which goes to the central banker and which there is compared with the account carried by the organization. The monthly report of each organization is sent to the principal's office. The principal keeps these monthly statements on file.

A semester report of all moneys received and expenditures is made for the secretary of the board of education and forwarded to him. At the end of the year the accounts of large organizations, such as the athletic club, cafeteria, and book store, are audited by public accountants.

Shortridge High School, Indianapolis, Indiana. All funds in which Shortridge High School or any of its individual parts are interested are placed under the care and supervision of the business manager of the Shortridge High-School Book Exchange. Thus the responsibility for the care of these funds is fixed in one individual. In order that the school shall be protected at all times against a financial loss due to the carelessness or dishonesty of the business manager and his assistants, the former gives a surety bond to the amount of $10,000.

All cash coming from individuals in payment of debts, and all cash collected by classes, clubs, and other institutions for deposit, is receipted on an Egry registry, the original copy of the receipt being given to the party turning over such cash for deposit. This cash and all other cash coming from the sale of books and supplies to the pupils is recorded on a cash report taken semiweekly. These cash reports are entered in cash books from which the various items are posted to their proper accounts in a general ledger.

All small disbursements are written up on the Egry register and recorded on the above-named cash reports, and later en-

tered in the cash books. The balance of each cash report is checked with the cash on hand at the close of the day on which the report is taken. All expenditures of class funds must be accompanied by an order properly approved by the faculty censor of the class.

All larger disbursements are paid by checks protected by a check writer. All checks must be signed by the business manager or one authorized assistant. All checks are numbered and are entered in a check register.

All financial books of the school are audited annually by the Indiana state board of accounts, a report of the audit being left with the principal.

The receipts from the various athletic activities are collected by the athletic director and are turned in, with a detailed report, to the business manager. To prevent the use of more funds by any athletic activity than is reasonable and deserving, a budget system has been planned that specifies the amount of money that may be used by each activity during its season. The athletic director is under bond to the amount of $5000, and the athletic fund is also audited annually by the state board of accounts.

Mt. Clemens, Michigan. The following memorandum is sent to all advisers of Mt. Clemens High School organizations and student treasurers:

1. Any money collected by any organization in this high school shall be deposited with the faculty treasurer. A receipt will be issued therefor.

2. A yellow order on the faculty treasurer book will be issued the student treasurer of each organization in the school.

3. To spend money or buy anything, the following is the procedure. (*a*) The committee desiring the material will obtain from the faculty adviser a written statement of the needs, duly signed by the faculty adviser. (*b*) This will be taken to the principal, who will issue a requisition on the local merchant therefor. (*c*) The committee may then proceed to purchase what is called for, leaving the requisition with the merchant. (*d*) The merchant will forward this requisition back to the high school with his bill. The student treasurer finding no discrepancies will issue a *yellow* order on the faculty treasurer for the amount shown minus the allowed discount and will sign the order. (*e*) The student treasurer will then transmit this order together with bill and requisition to the faculty treasurer for the necessary check. (*f*) The faculty treasurer will issue the check and mail same to the merchant.

4. No money will be paid out from the general fund that has not been through this procedure.

5. All functions are to be self-sustaining in themselves, and no function should under general circumstances anticipate funds from future events to pay for current affairs of a separate nature.

6. Ordinarily money will be dispensed on the first and fifteenth of each month unless undue urgency exists.

7. The merchants will be notified that they accept school accounts at their own risk if the proper requisition does not accompany the order.

The statements presented indicate that in these large high schools sound business methods have been inaugurated with a large degree of participation by students as treasurers, bookkeepers, etc. The instructions to the student organizations, the treasurers, bookkeepers, sponsors, and advisers, the requirements of regular financial reports, audits by faculty finance committees, certified accountants or state officials, and the safeguarding of all money step by step as it flows through the high school indicate that no slipshod methods are longer tolerated in high-type schools.

Moral Responsibility and the Danger Points. — The responsibility of the principal is first in importance. His interest and scrutiny must never be relaxed. It is obviously impossible for the principals of large high schools to attend personally to all matters of finance; hence the necessity for delegating many powers to faculty members and students. The commercial department has at its door a rich laboratory for the training of its students in actual business transactions of considerable magnitude. The responsibility for full development of student initiative and for the very best of accounting systems rests upon the head of this department or some assigned instructor. Moral issues of far greater consequence than the losses of money due to misappropriation of funds are involved. It is stupidity of the most asinine variety for school officials to fail to set up adequate safeguards for the protection of the good name and honor of every pupil and teacher, the principal, and the school. Any accounting system which fails to create confidence and assurance that all transactions involving the handling of money are honestly and efficiently carried out, is a disgrace to the high school and an ever-present question mark as to the intelligence and moral standards of the principal.

Every intelligent and responsible official knows precisely

where lie the dangers in extracurricular finance. The place where the money comes first into the hands of the representative of the school, either pupil, teacher, principal, or other employee is the first, and in many respects the most important of these danger points. All the sad experiences of lost and stolen tickets, unchecked gate receipts, access of unresponsible persons to this money before checking the amounts against tickets sold, etc., the insinuations growing out of the disparity between the money turned in and the estimated crowds in attendance at school affairs, — these grow out of inadequate safeguards at the *selling point*. The second danger lies just at the point where the money passes into the accounting system. Connivance, once developed, wreaks havoc here. The third danger lies within the accounting system. Thoroughgoing and careful scrutiny of all accounts at frequent intervals is both fair and honest to those who keep the books. The fourth danger lies just at the place where expenditures of school funds are approved. By no means should students have power to authorize purchases, and it has been an unhappy arrangement in many high schools for teachers to have that unrestricted prerogative. If unqualified graft involving petty sums or rebates and discounts on personal expenditures has not been the outcome, at least the senseless and unjustifiable squandering of school moneys has been the too-frequent experience. The fifth danger is just where money is paid out. All the precautions of the central treasurer, the approved itemized bills with discounts plainly stated, and the principal's signature upon the checks are required as matters of ordinary good business procedure.

High-School Buying and the Business Man. — The authorization to buy is the crux of the relation of the high school to the business community. Unless authorization is centralized, reputable merchants, entirely friendly and honorable in their dealings with the high school, are compelled to carry ten to thirty small accounts from the many school organizations, clubs, activities, teacher sponsors, student committees, and the like. Constantly under such a system, " bills unaccountable " find their way to the office, and no one can be found who authorized or made the purchases. It is a matter of common experience that high-power salesmen, unscrupulous dealers, and unprin-

cipled agents have put over bad deals at every opportunity in the past, practically looting various funds, giving private refunds and rebates, making presents to purchasing committees, etc. Decent regard for good business ethics has changed all this in thousands of high schools; and not one dollar of any school fund can be carelessly, thoughtlessly, or dishonestly expended. Accurate methodical business methods and centralized responsible control have everywhere solved the problems of expending the immense sums of high-school money.

Accounting Systems and Model Forms. — The complete accounting systems for the control of extracurricular finances of large high schools are as systematically organized as the business of a bank or store. Small high schools have rapidly come to use accounting systems adapted to their needs. It would be an impossible task to reproduce here a complete set of the blank forms used in any large high school. Rather an attempt has been made to show a few forms which are worthy of study for their simplicity and adaptability to their various purposes.

1. *Deposit Slip. Roosevelt High School, St. Louis, Missouri.*

DEPOSITED BY

The

SOCIETY TREASURER

SOCIETY DIRECTOR

with

ROOSEVELT HIGH SCHOOL SOCIETIES

Edith M. Hewitt, Trustee

St. Louis, Mo., 192.....

Gold

Silver

Currency

Check

2. *Cafeteria Manager's Daily Statement, Kansas City, Kansas.*

HIGH SCHOOL CAFETERIA

KANSAS CITY, KANSAS

Date

Manager's Daily Statement of Cash Receipts

..... Lunch Period
Lunches
Candy

Total
Signed

BOOKKEEPER'S STATEMENT

Currency
Gold
Silver
Total Checks

Total
Signed

3. *Athletic Manager's Report, Deering, Maine.*

Report of manager of team
of the game played between
and Deering High School at
on 192

RECEIPTS

Advance Sale	$....
Gate	
Guarantee from opponents	
Incidentals, (itemize)	
.....	
Total	$.....

EXPENDITURES

Mileage for	men	$.....
Car fare for	men	
Guarantee to visiting team		
Referee, (name)		
Umpire		
Field Judge		
Linesman		
Police		
Incidentals, (itemize)		
Total		$..

Profit or loss on game
Signed ...., Manager
Approved Director

4. *Triplicate Order Blank, Township High School, Joliet, Illinois.*

ORDER BLANK

Joliet, Ill., ... 192

Please ship at once and charge to our account the goods enumerated and described below.

JOLIET TOWNSHIP HIGH SCHOOL
Per

Order
No. 11602 Requisition No.
Method of Transportation
Other Instructions:

NOTE: — Only written orders when properly signed are valid. Bills not conforming to these requirements may not be approved for payment. Bills are approved for payment at the regular monthly meetings of the board of education. To receive prompt attention bills should be rendered immediately when goods are shipped.

QUANTITY	DESCRIPTION	ARTICLE	PRICE

5. *Order Blank, Smith-Cotton High School, Sedalia, Missouri.*

No.

Sedalia, Mo., 19.....

In account with
Please Pay to the Order of
for the following items:

.. ..

We hereby certify that the above account is correct and authorize the Trustee of the Smith-Cotton High School to pay the amount of $..... and charge the same to the account of
..

APPROVED:

....
Sponsor President

....
Principal Treasurer

Paid ....., 19 Check No.....

6. *Washington High School, Milwaukee, Wisconsin.*

REPORT OF GENERAL BOOKKEEPER

For Month Ending ———————————

No.	*Organization*	*Overdrawn*		*On Hand*	
1	Bookstore				
2	Cafeteria				
3	Candy Stand				
4	Athletic Assn.				
5	Scroll				
6	Contingent Fund				
7	Alphanean Literary Society				
8	Class of Even Years				
9	Class of Odd Years				
10	Alumni Assn.				
11	Boys' Glee Club				
12	Girls' Glee Club				
13	Band				
14	Orchestra				
15	Girls' Club				
16	Washington Players				
17	Flower Fund				
18	Radio Club				
19	Philomathean Literary Society				
20	Junior Literary Society				
21	House Fund				
22	Nature Study Club				
23	National Honor Society				

REPORT OF GENERAL BOOKKEEPER

For Month Ending ———————————

No.	*Organization*	*Overdrawn*		*On Hand*	
24	Jewelry Fund				
25	Picture Fund				
26	Bicycle Club				
27	Entertainment Fund				
28	Mathematics Club				
29					
30	Elliott Club				
31	Girls' Athletic Assn. (Wahiat)				
32	Coterie				
33					
34					
	Balance				
	Totals				

Balance per Cash Book, $———

———————————

Bookkeeper

Balance of Cash in Bank $———

———————————

Treasurer

7. *Trial Balance, East High School, Aurora, Illinois.*

TRIAL BALANCE FOR MONTH OF NOVEMBER

Cash	$2098.06	
Athletic Association		1908.42
Band	.91	
Cap and Bauble		80.15
Curtain		19.64
Class '25		245.32
Class '26		77.03
Class '27		199.00
Section *D*		2.15
Delphi		24.83
Engineering Class (Society)		9.71
French Club		34.01
Faculty Forum		57.09
German Club		14.89
Girls' Commercial Club		22.01
Girls' Club		59.62
Girls' Glee Club		4.85
K. D. Waldo Treasury		107.30
Latin Club		5.41
Library Fund		7.75
Loans		
Music Account		5.04
Orchestra		.90
Operetta		26.15
Revenue and Expense		49.87
John Rolfe, Scholarship		6.88
School Paper		74.68
Spanish Club		47.61
Speculum '25		1.84
Speculum '26		6.22
	3098.97	3098.97

.....
Treasurer

8. *Registration of Events, Fremont High School, Oakland, California.*

REGISTRATION OF EVENTS

Date .....

Date Reserved — Organization .....

Type of Event — Place — Time: From — To

Purpose of Event

Guests

Chairmen: Head Chr'm, Reception, Refreshments, Others; Decoration, Program, Cleanup

Faculty Sponsors

Plan of Event .....

Invitation or Publicity Arrangements

Refreshment Arrangements, Cost, etc.

Transportation Arrangements (Chaperons) .....

Estimated Expense Method of Financing

FINAL REPORT:

Gross Proceeds ..... Expense Net Proceeds

Disposal of Surplus .....

Suggestions for Next Time

Persons deserving Special Mention

Approved: Submitted .....

Class Supervisor

CHAPTER XXIV

EXTRACURRICULAR ACTIVITIES IN THE ELEMENTARY SCHOOLS

The Extracurricular Program. — This chapter has to do with extracurricular activities of the elementary school as distinguished from the junior high school, and attempts to cover the essential feature of these activities as they have been developed in the eight-year elementary school. A large part of the data presented was drawn from a survey of the elementary schools of Seattle, which was carried out in 1926 by the writers with the assistance of sixty-two Seattle elementary school principals.

Professor Cubberley in *The Principal and His School* devotes an important chapter to the problem of building up a school spirit, which he defines as "a certain subtle something which motivates and gives purpose and life to the work of the school." In the extracurricular program this school spirit has in large part its genesis. These activities copied from the activities in college and university or in high school, or built up as purely elementary school activities to meet special needs of the school, or developed in response to outside pressures to meet community needs, have become certain measures of the life, growth, and vitality of the school. They have become indispensable parts of the work of any school which accepts its social responsibility. Since self-activity runs throughout the modern elementary program, it follows that the distinctions which sharply divide curricular from extracurricular activities in the high school break down and disappear in the elementary school. Since this is true, it follows that the extracurricular program, aimed consciously toward the predominantly social desiderata of acceptable habits, considerate thinking, and commendable attitudes on the part of the pupils, is the important measure of the initiative, thought, and enthusiasm of the principals.

Social programs of the junior high school have been stressed throughout this volume. Social development in the grades of the elementary school appears to be no less possible. Inherent in the contacts of the elementary organization are the same fine opportunities for every desirable outcome of the socialized school. These studies indicate that training for the life abundant starts with the kindergarten and not with the ninth, or even with the seventh, grade.

Range of Extracurricular Activities in Elementary Schools. — In the *Twenty-Fifth Yearbook of the National Society for the Study of Education,* Professor E. K. Fretwell lists and discusses the activities which he studied in six-year elementary schools. He found that these activities fell into three categories: (1) classroom activities, (2) activities which involved the entire school or which extended over several grades, and (3) school and community activities. Squads or committees made up the personnel for the room activities and included housekeeping committees, welfare committees, help-study committees, social committees, guides, safety patrols, bulletin-board committees, and success squads. The range of services performed by these groups appears to be exceeded only by the ingenuity with which names have been chosen to distinguish them. Professor Fretwell found that the entire school activities were comprised within four large interests: (1) traffic squads, (2) clubs, (3) newspapers, and (4) assemblies.

The yearbooks of the National Association of Elementary School Principals, edited by Arthur S. Gist, reveal in part the professional development of the principal of the modern elementary school. The studies and discussions of such groups as the National Associations of Classroom Teachers are devoted in large measure to the social program. Many studies of elementary school problems seek the solution of the social-adjustment difficulties of pupils. The old-time elementary school with its narrowly prescribed and inflexible curriculum, its overmethodized procedures, its stilted and unnatural language forms, and its harsh and repressive discipline, has disappeared as completely as the old-time unsocial high school.

In the following tables, the range of extracurricular activities

in the Seattle, Washington, elementary schools, in 1926, is presented. Table I summarizes the service and citizenship activities; 39 of the 62 principals have in their schools traffic and safety squads involving 6304 pupils; 48 principals have lunch and milk squads with 4891 pupils; 42 principals have definite citizenship activities enlisting 10,905 pupils; 45 principals employ some form of student participation in government in which 4,184 pupils are taking part, and 32 principals have boys' and girls' clubs with 2896 members. One school reports an associated student body with 117 members in the seventh and eighth grades. An interesting study is the distribution of these activities by grades. From the first grade these children are learning service and citizenship by actual participation in acts of service and by constant practice in the often exacting work of being the best possible kind of citizens.

TABLE I. RANGE OF SERVICE AND CITIZENSHIP ACTIVITIES AS REPORTED BY 62 ELEMENTARY PRINCIPALS

	Traffic and Safcty	*Lunch and Milk*	*Citizenship*	*Student Participation Government*	*Boys' and Girls' Clubs*
1. In Active Operation					
Yes	39	48	42	45	32
No	22	10	14	14	27
2. Grades Covered					
8	32	44	33	36	28
7	31	40	34	30	26
6	25	25	34	23	15
5	21	20	33	17	6
4	18	19	33	14	5
3	17	19	33	9	3
2	18	19	27	7	2
1	17	19	24	7	2
3. Number of Pupils Participating	6304	4891	10905	4184	2896

Two types of activities are reported in Table II. Fifteen Seattle principals are experimenting with scholarship and honor groups, and 2389 pupils are recognized as members of these groups. The development of music is noteworthy and promises much for the cultural and ethical futures of the participants, since 1428 pupils are members of 55 orchestras, 1055 pupils are members of 13 choruses, 740 boys are in 26 boys' glee clubs, and 654 girls are in 20 girls' glee clubs.

It is not uninteresting to note how widely the grades are represented in these musical activities. Two schools begin musical training with the first grade, and one ambitious school has an orchestra for the second grade. It is especially interesting to observe how the number of orchestras jumps at third-grade age and continues to mount steadily till the sixth, seventh, and eighth grades are reached. It is also noteworthy that the mixed chorus, though its total registration is large, is considerably less popular than the choruses for boys' or girls' voices exclusively.

TABLE II. RANGE OF SCHOLARSHIP, HONOR, AND MUSICAL ACTIVITY AS REPORTED BY 62 ELEMENTARY PRINCIPALS

	Scholarship and Honor Society	*Orchestra*	*Chorus*	*Boys' Glee Club*	*Girls' Glee Club*
1. In Active Operation					
Yes	15	55	13	26	20
No	47	4	47	32	37
2. Grades Covered					
8	11	47	8	26	18
7	11	49	8	23	17
6	9	51	7	11	9
5	7	48	5	3	4
4	4	32	3	1	1
3	3	18	2	0	0
2	1	1	2	0	0
1	1	0	2	0	0
3. Number of Pupils Participating	2389	1428	1055	740	654

Table III is devoted to the summary of athletic activities in the Seattle elementary schools. Soccer and baseball are played in nearly all schools, with a wide and important development of track, handball, and volley ball. Basketball and indoor baseball are not widely developed, owing to the lack of proper facilities. In addition to the seven forms of athletics named in Tables III, swimming, tennis, captain ball, girls' baseball, touch football, and tumbling were named by one or more principals.

TABLE III. RANGE OF ATHLETIC ACTIVITIES AS REPORTED BY 62 ELEMENTARY PRINCIPALS IN SEATTLE

	Soccer	*Basket-ball*	*Base-ball*	*Track*	*Hand-ball*	*Volley Ball*	*Indoor Base-ball*
1. In Active Operation							
Yes	60	8	58	28	29	13	9
No	1	54	3	38	29		
2. Grades Covered							
8	54	7	52	24	26	9	9
7	54	7	52	24	27	8	9
6	56	5	50	23	20	4	8
5	33	0	31	19	8	4	7
4	12		14	4	5	3	4
3	3		4	0	0	2	0
2	1		2	0	0	0	0
1	0		0	0	0	0	0
3. Number of Pupils Participating	2340	274	2215	868	704	376	1104

The newspapers, debating, literary clubs, dramatics, and academic clubs are reported in Table IV. It is exceedingly significant that 1170 pupils in 30 schools are doing newspaper work, a large part of which consists in gathering school news, writing it up, and editing it for the neighborhood newspapers. In addition to the literary and dramatic activities listed in Table IV, libraries, assemblies, good readers, and little players

also are mentioned. There is no wide development of academic clubs, although reading, correct English, civics, stamp, home economics, balopticon, current events, business, good speech, hiking, book, poetry, health, and radio are named in addition to the three activities listed.

TABLE IV. RANGE OF EXTRACURRICULAR ACTIVITIES IN LITERARY, DRAMATIC, AND SUBJECT-MATTER ORGANIZATIONS, AS REPORTED BY 62 ELEMENTARY PRINCIPALS IN SEATTLE

	LITERARY AND DRAMATIC				SUBJECT-MATTER CLUBS		
	School Paper	*Debating*	*Literary Clubs*	*Dramatic Clubs*	*Thrift*	*Nature*	*Bird*
1. In Active Operation							
Yes	30	18	18	4	22	11	11
No	34	39	33		39	50	51
2. Grades Covered							
8	21	15	14	3	14	4	3
7	14	18	11	2	13	4	3
6	12	5	6	1	13	4	4
5	11	2	7	1	14	6	3
4	9	1	2	1	11	6	4
3	7	0	2	0	11	5	7
2	5	0	0	0	10	1	4
1	2	0	0	0	10	1	3
3. Number of Pupils Participating	1170	627	2167	155	6246	885	595

Certain activities are primarily community activities; but since they involve pupils of the elementary schools, they easily become an important part of the activities of the schools. In Table V, the spread of the Boy Scouts, Camp Fire Girls, and Girl Scouts through the elementary schools of Seattle is indicated. In addition to 1718 members of these organizations, four schools report sewing groups, and two each report Girl Reserves, Fire Flies, and Cubs.

Of the 18,000 pupils in the fifth, sixth, seventh, and eighth grades, 13 per cent are members of the Boy Scouts, Camp Fire Girls, and Girl Scouts, and very few pupils are now not enrolled in one or more of the other activities.

TABLE V. RANGE OF COMMUNITY ACTIVITIES AS REPORTED BY 62 ELEMENTARY PRINCIPALS IN SEATTLE

	Boy Scouts	*Camp Fire Girls*	*Girl Scouts*	
1. In Active Operation				
Yes	41	37	6	
No	23	24		
2. Grades Covered				
8	22	18	6	
7	23	19	6	
6	18	18	5	
5	3	5	0	
4	0	0	0	
3	0	0	0	
2	0	0	0	
1	0	0	0	
3. Number of Pupils Participating	794	829	95	

Objectives of Extracurricular Activities in the Elementary Schools. — The supreme objective in the elementary schools, as in the junior and senior high schools, is the *good school citizen.* The attributes of good citizenship have been defined as obedience, courtesy, fair play, honesty, coöperation, self-control, service, industry, health, and promptness. The promotion of extracurricular activities places in the hands of elementary principals and teachers the most effective means of developing a sound public opinion in the school and a healthy school spirit, in the atmosphere of which these qualities have a fair chance to grow. Elementary principals sense the importance of these contributions as the following analysis indicates:

Sense of responsibility, named by 21 principals; spirit of coöperation, 13; higher standards of citizenship and initiative, 11; honesty, 10; social consciousness, 8; pride in school and community and school spirit, 7; community interest and loyalty, 6; sense of fair play, self-reliance, and sportsmanship, 5; self-control, ideals of conduct, industry, and leadership, 4; group living, spirit of helpfulness, practice in good habits, reliability, service, team work, and thought for the group, 3; discipline, sense of duty, good home activities, interest, poise, respect for authority, self-discipline, socialization, truthfulness, and unselfishness, 2; joy of accomplishment, athletics, attitude, self-confidence, courtesy, dependability, ease, fellowship, frankness, freedom of expression, generosity, honor, ideals, use of leisure time, morale, motivation, obedience, orchestral training, respect for honest effort, self-guidance, trustworthiness, usefulness and vision, 1; did not answer, 7.

The following are typical, thoughtful answers to the questions, "Which of these gains are essentially gains in moral character? Why do you think so?" These opinions of competent elementary principals when worked out in the elementary practice are sure foundations upon which to build a greater extracurricular program in the junior and senior high schools:

A. Better citizens — training in service, honesty, truth, thrift, industry — all contribute to a better moral character.

B. It seems to me that these clubs should teach the children along the lines of generosity, fair play, consideration of others' rights and privileges, a helpful community spirit, the art of getting along together. It seems to me that these qualities are essential in the upbuilding of moral character.

C. Responsibility, honesty, trustworthiness, helpfulness — because all contribute to the formation of character and there is no character that is not moral.

D. (1) A community interest develops loyalty. (2) Activity removes the temptation to get into trouble. (3) Athletic development tends to teach necessity for living. (4) Athletics and club work develop spirit of fair play and coöperation. (5) Activities develop feeling of responsibility toward a group. Honesty is taught.

E. Self-discipline. I do not see how there can be any self-control that does not have a moral foundation. Pride in school or home or community. On a broad basis any training that produces a better pupil must induce a gain in moral character.

F. Initiative. Sense of responsibility. Any power which

comes to a child along the lines mentioned gives him added confidence in himself, and not only makes him a greater positive influence for morality, but gives him greater self-respect and greater power to withstand temptation.

G. All gains to the pupil are essentially gains in moral character. They have a definite responsibility which must be assumed and carried to a definite completion, and for its well-doing they are accountable to the teacher or one in control. All of these things seem also to help in making pupils like school better. That seems a great gain.

H. The civic clubs in the various rooms. The boys' and the girls' clubs of the seventh and eighth grades. The things the clubs stand for reach to the home and community as well. The pupils look forward to the time when they may become members and know they must show in their community life as well as school life that they will be eligible and worthy. Anything that teaches children to mingle with their fellows, to realize the necessity for organization, to recognize the necessity for authority, to bow to leadership, and to be influenced by a desire to choose the *best* leader — rather than the *friend* does much to develop character.

I. School spirit, helpfulness, coöperation, initiative, self-reliance, discipline, socialization, respect for authority, team work, honesty, and fairness — anything that helps a boy or girl to develop physically or socially helps a child morally. Dr. Horn says that a child must first be a good animal. Moral character is the sum total of one's activities, habits, and attributes conducive to good manhood or womanhood. Through helping others we develop the spirit of service which strengthens the individual in his habits, sociability, and conduct. If our activities are not conducive to moral character, I question seriously whether we should be justified in giving them recognition in our schools at all.

The New Discipline. — Discipline in the modern elementary school is far better than formerly, but very different. It is less assertive and less obvious, although, paradoxically, many more individuals have responsibility for it. Control remains firmly in the hands of competent principals and teachers, but pupils have an important share in the government of the school and

bear a heavy weight of personal responsibility for the good name of the room and the school. When after thoughtful discussion, pupils make intelligent choices of their leaders, these leaders become dependable guardians of peace and order. Table I on page 470 indicates that in one city school system 2896 pupils belong to boys' and girls' clubs, the chief service of which is better discipline; 4184 have a part in student self-government; 6304 are engaged in traffic and safety work; and 10,905 have a share in the program of better school citizenship.

Definite plans to carry the program into rural schools are indicated by the provision for a rating on school citizenship upon the report cards of the pupils of King County, Washington. County Superintendent A. S. Burrows has followed the Upton-Chassell "Short Scales for Measuring Habits of Good Citizenship" in the preparation of his explanation, and lists ten elements of good citizenship: (1) effort, (2) obedience, (3) coöperation, (4) courtesy, (5) self-control, (6) school service, (7) thrift, (8) dependability, (9) good workmanship, (10) extra activities.

Superintendent Burrow's analyses of coöperation, courtesy, self-control, school service, and dependability are high spots in the philosophy of the new discipline:

A. Coöperation (1) to work and play in harmony with others, (2) to refrain from insisting on your own preference when it interferes with the good of the group, (3) to be helpful in group activities and school enterprises, (4) to do your part in making the recitation profitable and interesting, (5) to accept suggestions in a courteous manner, and profit by them, (6) to help carry out worth-while suggestions made by others.

B. Courtesy (1) to have a spirit of helpfulness toward others, (2) to be tactful, saying or doing nothing that will unnecessarily pain others, (3) to be attentive when some one else is talking, (4) to be polite in speech and action, (5) to be painstaking in directing strangers and others, (6) to be pleasant in greeting, (7) to avoid interrupting others needlessly, (8) to avoid whispering when it will annoy others, (9) to cause no unnecessary confusion, (10) to avoid crowding or pushing in front of others when passing through doorways or halls, (11) to re-

gard older people with deference, (12) to give heed immediately when addressed.

C. Self-Control (1) to keep your temper, to refrain from quarreling, (2) to give undivided attention to the work you are doing, (3) to do the thing you know you should do even if it requires perseverance, (4) to be pleasant in a difficult situation and when you cannot have your own way, (5) to refrain from answering back or sulking when reproved, (6) to do your best and not worry, (7) to refrain from complaining over trivial things.

D. School service (1) to take pride in your group and the school, and try to foster the right kind of school spirit; (2) to take pride in the appearance of school property, doing your part to keep it in good order; (3) to support the right and oppose the wrong; (4) to report wrong doings to the proper authority but to distinguish carefully between tattling and voicing an honest protest against dishonesty, unfairness, cruelty and the like; (5) to honor those who have rendered distinguished service; (6) to assist heartily in measures to prevent the spread of disease and sickness; (7) to assume willingly school and class duties and obligations, such as serving on committees appointed to promote school interest.

E. Dependability (1) to refuse to receive credit for work done by others, (2) to tell the truth without evasion or compromise, (3) to keep appointments and other agreements, (4) to take care not to promise more than you can fulfill, and fulfill all you promise, (5) to be reliable in the performance of errands, (6) to be quiet and orderly, whether the teacher is in the room or not, (7) to assume responsibility for making up work after an absence, (8) to do your best, even though the task is disagreeable, (9) to return loaned articles promptly and in good condition.

The New Methodology. — Reference to elementary method is justifiable here, in that the philosophy of the extracurricular activities in the junior and senior high school is predicated upon precisely the same principles which control the best elementary teaching. In fact, the principles stated in the preface as the foundation of this volume, coloring the development of every phase of the study, were in a large part first developed in mod-

ern elementary practice and adapted later to the new program of the high schools. The curricular and extracurricular flow inevitably together when the following principles are applied: 1. Pupils learn through what they do. 2. Pupil self-direction is as important as getting things done. 3. Activities should grow *out of* or *into* real life, and there must be a real-life background for athletics, clubs, assemblies, entertainments, etc. 4. Pupils perform best with some help, but not too much. 5. Activities are most educative when they are natural and suitable to time and situation. 6. Small units are best. 7. Sharpest learning grows out of frequent change and much physical activity. 8. The activities set up controlled situations in natural laboratories.

Limiting and Hindering Factors in Elementary Extracurricular Activities. — Psychologists call attention to the relatively short span of interest among elementary pupils, which both accounts for and justifies frequent changes in club membership. Likewise, standing committees should be few in number and appointed for short periods. Club officers should have short terms; one month probably is long enough. In an attempt to find the basic limitations in the elementary extracurricular program, two questions were asked the elementary principals of Seattle: (1) "What difficulties, useless expenditures of time and effort, and other losses are you sure have come from the activities?" (2) "What activities are worthy in themselves but questionable as school enterprises? Why?"

An analysis of the answers to the first question is included in this summary with the number of principals naming each criticism or comment.

No losses, 24. Interests and energies shunted into unimportant activities, 6. Lack of supervision, too many interruptions of teachers and pupils and regular work has suffered, pupils do not feel and assume responsibility, 6. Too much freedom allowed, initiative not wholesomely developed, and activities forced rather than developed out of need, 4. Poor organization due to carelessness on part of principals and teachers, source of worry to teachers and principals, and means chosen not best for desired ends, 3. Numerous, dissociated unrelated stimuli, wrong children selected, time lost, wrong emphasis, trivialities magnified, and too intricate and varied organization for pupil government, 2. Pu-

pils overloaded, untrained teachers become overenthusiastic, improper and harmful leadership, and teachers do not take their share of the burden, 1. Did not answer, 14.

It may profit the student to read several carefully considered replies of these elementary principals to the question of difficulty and loss in the elementary program:

A. So much interest in activities has sometimes resulted that regular work has suffered. Pupils sometimes lose their sense of the relative importance of certain activities and regular work.

B. Our losses if measured by course of study would be considerable; if measured by the development of the children's attitude, it would be very slight.

C. We have no activities which we do not consider worth while. The only difficulty is training the pupils for the part they are to take.

D. Improper or harmful leadership is the most harmful of all the influences.

E. Too intricate and varied organization for pupil government. Principal leaves too much to pupil government. Teachers are disturbed by many clubs in a building. Pupils may become too engrossed in outside activities.

F. I am not sure. However, this problem is worthy of close study. I believe there are serious losses due to numerous, dissociated, unrelated stimuli. Just now I know an eighth-grade girl who has lost interest in her piano lessons although she has pronounced talent here. She is a Camp Fire Girl and engages in extracurricular activities at school. There is much evidence of inability to direct herself intelligently.

G. I do not think there has been "useless expenditure, etc." — nor loss. They do involve expenditure of much time and effort. Disappointments usually come from overexpectation of visible results.

H. The greatest difficulty lies in finding a wise director. Not all teachers are tactful enough to direct. If in the hands of a tactless teacher, they are a menace to good school organization. Some teachers are good promoters with no "terminal facilities." They should make haste slowly in activities.

I. Teachers and principals dislike planning and carrying out

extracurricular activities, for it means more careful planning and a greater responsibility. Pupils have to be watched, lest they use their liberties as license. I am not sure there are any *real losses*.

The following is a summary of answers to the question, whether extracurricular activities are worthy in themselves but questionable as elementary school enterprises, with the number of principals naming each.

There are none, 11; Camp Fire Girls, 11; Boy Scouts, 10; pupil government and pupil courts, 6; banking, 2; boys' and girls' clubs without a definite function, athletics controlled outside the school, community activities in general, honor societies, moving pictures, subject matter clubs, paper sales, and pageants which take much time; did not answer, 1.

Contributions of the Elementary Extracurricular Program. — A study of the following tables indicates that the reaction of the Seattle principals is constructive and positive rather than negative and resentful.

Gains to the School

School spirit and loyalty, 12; discipline easier, 10; motivation better, 5; social atmosphere better, 5; closer relationships, 5; school surroundings better cared for, 3; good sportsmanship all through school, 2; better interest, 1; control more normal, 1; safer, 1; parental relations better, 1; no answers, 5.

Gains to the Teachers

Relieved of much work, 15; get into close contact with pupils and homes, 6; know pupils better, 5; pride in work, 3; pupils share responsibility with teachers, 2; better standards for judgments of work and character of pupils, 2; delegate responsibility, 2; awaken sympathy with student effort, 2; recognize and use superchildren, 2; playground supervision, 1; discipline better, 1; lighten the load, 1; no answers, 5.

Gains to the Principals

Relieved of much work, 13; know pupils better, 11; save energy, 3; unity in building, 3; closer to homes, 2; human manager instead of part of a machine, 2; satisfaction of a job well done, 2; know teachers better, 2; time saved, 2; lighten their load, 1; understood by pupils, 1; no answers, 5.

Gains to the Pupils

Sense of responsibility, 30; leadership and initiative, 24; pride and appreciation of home and community, 21; respect for law and standards of citizenship, 20; spirit of coöperation and team work, 13; school spirit

developed, 11; motivation and interest in work, 10; practice in life situations (school life) and courtesy and respect for others, 9; altruism and ideals of conduct, interest in school, respect for delegated authority, and opportunity for self-expression, 7; discipline less obvious, sense of fairness, honesty, and self-control, 5; helpfulness, self-reliance, and good sportsmanship, 4; loyalty and reliability, 3; knowledge, leisure time profitably filled, moral uplift, and poise, 2; health, judgment, outlook, respect for work, accomplishment greater, socialization, time saved, thoughtfulness, truthfulness, trustworthiness, and unity, 1; no answers, 5.

This is the most significant table in the chapter and indicates the immense importance in direct character and emotional training involved in the extracurricular program.

That there may be opportunity to study the attitude of the principals of large city elementary schools, a number of answers to the question, "What gains to school, teachers, principal, and pupils are sure to come from the activities? Be specific," are here given:

A. A sense of responsibility gained, fair play, self-control, dependability, honesty, trustworthiness, spirit of helpfulness, etc., throughout the whole list of moral qualities. I cannot think of any quality which goes to make up character which is unaffected.

B. Our school has become a self-respecting community. Individual responsibility has helped morale. School pride developed. Children have brought in constructive suggestions for improvements. Teachers find children interested, busy, courteous. They do not have time to be annoying, no discipline is easier, and children are thinking for themselves. Committees have lightened detail work of principal.

C. The greatest gain in my estimation is the power gained by the pupils in handling their own affairs and in taking responsibility. In handling some of these activities, pupils have developed to a remarkable degree qualities which there had never before been any evidence that they possessed.

D. Pupils *live* rather than prepare to live. School becomes much more a definite part of the community life. Pupils learn to take responsibility and appreciate more their part of the school job. Principal becomes more of a human manager than a machine. Teachers are able to delegate responsibility and duties which they formerly performed.

E. Develops a splendid school spirit of helpfulness and co-operation, initiative, self-reliance, student discipline. Many of the routine duties are carried on by students under teacher supervision. Gives teachers and principals a means of getting directly into contact with the children's social life. Respect for delegated authority. Team work, honesty, and fairness.

F. An increase in interest usually results. This increases amount of work done by pupils and makes discipline easier. It broadens pupils' field of interest. Certain ones make children understand school and home better; therefore they appreciate them more. Children gain pride in school and community.

G. The teacher has a closer acquaintance with pupils, and he is better able to judge executive ability. Activities awaken sympathy with student effort and give occupation to the super-child. The principal has a close acquaintance with teachers and students and this makes for unity in his building. He has the opportunity to call attention to world happenings and business methods; he gets the student's point of view and broadens his own. The pupil gets an added interest in school and all its functions. He learns to appreciate effort. He acquires respect for all labor; he gains self-confidence; he broadens vision and develops respect for opinion of others. Glory in joy of accomplishment. Closer tie between pupils working together on some specific undertaking.

H. Gains to the school and pupils: The school gains by offering boys and girls the opportunity to participate in organizations which lead to unified school spirit and attitude. These organizations, particularly the boys' and girls' corporations, offer a wide variety of opportunities for pupil participation in school management and government and naturally develop within a pupil a great deal of initiative and respect for community service. Advantages to teachers and principal: Of course, we all know that any activity which employs the time and thoughts of the pupils in a constructive way is of great advantage to teaching corps from the standpoint of discipline. Then, too, the pupil participation in the school organization relieves the corps of a great many distracting responsibilities.

I. To school: Activities lessen the number of disciplinary problems; they produce spirit of loyalty and school pride;

they help materially in caring for physical surroundings of school; they are an incentive to higher scholarship standings. Teach good sportsmanship. They give teachers social contacts with children and establish friendly relations between teacher and pupils and between principal and pupils. They help pupils to learn sense of responsibility, they give pupils opportunity to learn real citizenship by participating in life of their own community. They teach helpfulness for others and democratic comradeship.

Relation of Elementary Extracurricular Program to Junior and Senior High School and to College and University. — The problems of social and civic adjustment are much the same from the first grade into the graduate school, varying only in the degree of maturity of the individuals to be socialized. Important outcomes accrue to the high schools because most of the elementary pupils are working in some form of school service and they come up to the high school with rich backgrounds of coöperative living. The task is not to build from the ground up, but to capitalize every ideal, skill, and body of knowledge that previous experience has made possible. It is a great mistake for the high school to assume ignorance or ineptitude on the part of the incoming freshmen. They are likely to have records of several years of training for honor scholarship, developed talents in music and art, physical expertness because of years of athletics, skills in literary work, dramatics, and debate, membership in academic clubs, and participation in community activities of many kinds. At the beginning of their high-school careers, these pupils know how to organize, coöperate, follow leadership, and take and carry responsibility. It may have been in the first grade that the mayor of a " school-city " searched the sidewalks for banana peels that no old ladies should fall and be hurt, but he carried that spirit of coöperation, dependability, and reliability throughout the grades, the high school, and the university. The " old grad " at times bewails the passing of " college spirit "; the college roughneck and the college hazer have practically disappeared; sporadic outbreaks are likely still to occur when a few self-appointed entertainers, usually from small unsocialized elementary schools and undeveloped high schools, carry to the campus those peculiar notions

which stamp them indubitably as " hicks." College and university freshmen with ten years of social responsibility are not going to tear the campus to pieces. Any cross-section study of the extracurricular activities in the best type of elementary schools will reveal life, vitality, growth, and soundness through and through. This doubtless is the foundation fact which makes possible the orderly and coöperative living together of huge high-school, college, and university student bodies.

CHAPTER XXV

PROBABLE FUTURE DEVELOPMENT OF EXTRA-CURRICULAR ACTIVITIES TO MEET NEW DEMOCRATIC AND SOCIAL DEMANDS

Projecting Present Practice into the Future. — Participation in the organization and management of the high school as a social unit is as valuable for social training as the curricular materials. Under proper safeguards, larger degrees of student participation will come everywhere. In thousands of high schools, talk about social duty has given way to social participation. This will continue until all high schools are socialized. Practice is an essential part of training for social efficiency. More opportunities for practice will be developed in all types.

Since social groups develop naturally at school, a more comprehensive social program is inevitable. The individual student projects himself into play, the debate, the newspaper, the band, the team, the assembly. His part is vital to him, to the activity, and to the school. A constantly widening range of worth-while activities is the answer to the problem of the multitudinous and differentiated interests, talents, and desires of the ceaselessly augmented student bodies.

Economic and academic demands will force a rapid pace of development of new activities. College admissions officers and employers in industry and commerce look to the individual records in extracurricular activities as measures of determination, resourcefulness, pertinacity, special endowments, peculiar strength and promise, and many other desirable qualities. Likewise they look for the evidences of weakness of mind, body, and character which are sure to mar future performance.

Personal Satisfaction as Promise of Stability. — With the expectation that those activities which give to outstanding principals the greatest satisfaction are likely to be most enduring, the following question was made a part of the question-

naire study which has been reported throughout this volume: "Which activities have given you the greatest personal satisfaction? Why?"

Practically every extracurricular activity has been named by the one hundred and more principals who answered the question. The student council was named by seventeen principals. Musical activities and athletics were each named by sixteen principals. It is evident that more principals find their greatest personal satisfaction in the club programs; for in addition to the sixteen who named the musical clubs, nine others named the entire club program, seven the boys' Hi Y, four the Literary Clubs, and three the Camp Fire Girls and the Girl Reserves. No less than twenty clubs are named by the principals.

Closely following are the various organizations designed to promote student responsibility for good government. In addition to the seventeen principals who named the student council, seven named their plans for student participation in government, and five named the activities of their girls' clubs. The boys' clubs, home rooms, senate, legislative student union, board of control, students' associations are all working well in various schools.

Many principals are finding great personal satisfaction in athletics, publications, literary activities, assemblies, recreation programs, and scholarship societies. It is a safe assumption that all these activities will continue to grow and to hold larger places in future school programs. Some of the individual answers to the foregoing question are here given:

Superintendent W. J. Lowry, Whitehall, Montana: The student council affords me the greatest personal satisfaction, because it functions so smoothly and efficiently and because the students respect it so highly.

E. H. Snow, Lower Merion Junior High School, Ardmore, Pennsylvania: My student senate, because of the efficient way in which it has served as an organizing force between the faculty and the students. Our weekly chapel and assembly, because of its great success and fine influence on our student body and because it has been so clearly a successful demonstration of undergraduate control and handled with so little faculty guidance.

Francis L. Bacon, Newton, Massachusetts: Legislative, all-school organization. Greatest opportunity to place responsibility, develop leadership, best school spirit coördination, faculty, pupils.

R. M. Marrs, South High School, Omaha, Nebraska: This is a difficult question to answer, since there is great satisfaction growing out of all activities. I believe, however, if any one stands out above the rest, it is the student council organization, because we have deliberately made it the "master wheel" in the entire organization and it furnishes real opportunity for citizenship practice.

H. F. Vallance, Indianola Junior High School, Columbus, Ohio: The student council and its traffic commission, because these seem most nearly to accomplish the purposes for which formed — though I admit that this is the first year we have regarded them a real success — and because these activities seem best to be developing student coöperation and to offer the best training in citizenship. I have also taken great pride in the development of our school paper, our dramatics and musical special offerings to the public, because these, in addition to the good they do the school and the participants, enlist the coöperation of the community better than anything else we have attempted.

A. J. Burton, East High School, Des Moines, Iowa: The work of the student council has given me the greatest personal satisfaction. Through its work we have seen the general attitude of the school as a whole changed toward various things. Just to illustrate. There was a time when there were many spots on our main corridor floor because gum was thrown on the floor and walked upon. Today rarely ever is anything of this kind seen. Another very valuable project from the student council was the manners committee's work. This committee was asked for by the students. It published a set of cards which were given out during one semester and discussed in the home rooms. The home-room representative made a report to the committee; the next semester the committee revised the cards, and they were printed in our school print shop. At the beginning of the next semester they were given out, one card each Monday morning. They were discussed in the home room the same morning. The rules of conduct as printed on these cards might be better stated than they are, but their value lies in that they were made by the students for students.

D. M. Hibner, Ray, Arizona: Student body organization, glee clubs, Spanish club, debating league. Citizenship training and self-responsibility comes to them most naturally. They practically take care of themselves.

James C. Moore, Central High School, Bridgeport, Connecticut: Dramatics and musical productions. We produced *The Red Mill* this year. There are large coöperative efforts involving several different departments, art, music, dramatics, finance, and advertising, and the production is worth while for the pupils. A large number of pupils participate.

C. H. Scherf, Fergus County High School, Lewiston, Montana: The dramatic clubs. They have done more than anything else to give the student a chance for self-expression.

J. F. Wellemeyer, Kansas City, Kansas: The musical, band, orchestra, and glee clubs. Music takes lots of practice time; hence it provides *really profitable* occupation. We have had Kansas champion high-school

band for three years. Symphony orchestra of eighty pieces. Glee Clubs which are giving *Pinafore* this year.

Superintendent C. F. Gaddy, Marshville, North Carolina: The glee club has added much to our school spirit by providing fine music for special occasions; the dramatic club has provided excellent training and plays for public presentation; athletic contests have maintained a spirit of youthful enthusiasm and extended school interests into the community; and the manual arts clubs have provided opportunities for those pupils who are not gifted in literary lines, but can use their hands.

R. H. Wallin, Custer County High School, Miles City, Montana: Orchestra. Dependable, elevating, scholarship contest, promotes study. Athletics, keeps boys active and removes surplus energy, better spirit in school, sportsmanship.

H. D. Brasefield, Fremont High School, Oakland, California: Dinners at the school with music and speaking programs. They have afforded the greatest opportunity for responsibility, initiative, and resourcefulness.

H. S. Bonar, Richland Center, Wisconsin: Forensic and girls' athletic association; the first, because it is reviving a lost art in high schools; the second, because it has eliminated interschool athletic work with girls and has developed a strong intramural program for our girls, enlisting ninety per cent of the girls in active participation.

H. U. Hunt, Sedalia, Missouri: Assemblies. I like to see youth take charge and I enjoy seeing how popular they can become with town people. We have many visitors. Dramatics are also very satisfactory.

T. A. Zornow, Madison Junior High School, Rochester, New York: The assemblies. These are participated in primarily by the children. Speakers are seldom imported. Every child is a potential participant. Unusually interesting programs have been presented under the supervision of a capable director. Campaigns are launched, policies inaugurated, and in general the ideals of the school are set up.

A. W. Scott, Girls High School, San Francisco, California: Girl Reserves. The girls of this organization live up to their code most scrupulously; their womanliness permeates every gathering.

Charles L. Smith, Belfast, Maine: The religious clubs, the boys Y and the girls Y. These clubs have one-third of the school in their combined membership and, because of the religious background, have changed the whole tone of school by their influence.

Lewis W. Smith, Joliet, Illinois: The success of the school paper. It provides a wide opportunity for initiative, trains in effective writing, gives a student an opportunity to come in contact with the reality of public management.

W L. Glasscock, San Mateo Union High School, San Mateo, California: Football, making men.

J. W Moore, Richard J. Reynolds High School, Winston-Salem, North Carolina: Athletics, because it seems to offer the best chance to develop boys into fine men.

F. G. Kennedy, North Central High School, Spokane, Washington:

Athletics, because tangible results in moral growth and social worth, as well as intellectual attainment and physical development, are clearly evident. We have school-wide boys' and girls' associations with the results clearly evident.

J. A. Pollock, Waite High School, Toledo, Ohio: In social activities, it has given us a great deal of satisfaction to see the increasingly high standard which we have been able to secure among the young people in their participation of these activities and in their conduct of them, especially parties and dances.

Glenn Loomis, Big Rapids, Michigan: We have found that it is possible to have a good clean party, well supervised and chaperoned, at which the students have a good time — in spite of the cry from some sources that the morals of young people are lower than they used to be.

D. H. Halloway, Boise, Idaho: The afternoon teas have given me the greatest personal satisfaction, because they are so genteel and give evidence of the ability of students to entertain themselves without the appeal of the dance music. They give students with little home training an opportunity to see what is sometimes done in cultured homes.

T. J. McCormack, La Salle, Illinois: Those which lead to respect for scholarship and for civic and ethical achievement.

Leland P. Brown, Olympia, Washington: I take pride in everything which we do with credit. I have no favorites.

Principles Which Will Guide Future Development. — Whatever is best in current thinking constitutes the best guide to probable future development. Certain principles control now in the best socialized high schools. For the immediate future at least, and probably for some time to come, extracurricular activities will be developed upon the following bases: (1) Responsibility is clearly defined, definitely placed, and frankly assumed. (2) The freedom and informality of the extracurricular spirit is permeating more and more curricular and classroom activities. (3) The school is not a thing apart; it is life itself. (4) Life is social in all its essential values. (5) School is an agency of, not apart from, community activities. (6) School life grows increasingly and justifiably more complex. (7) Individual differences apply not alone to intelligence and physical traits but to tastes, aptitudes, desires, biases, trends, etc. (8) All activities are worth while to some groups of students, or they must disappear. (9) Activities grow out of a recognized pupil need, school need, or community need. (10) Financial responsibility is adequately safeguarded. (11) Pupil responsibility and participation constitute the large good. (12)

The outcomes are as various as the range of activities and the types of participants. (13) School responsibility always goes with the name of the school.

Immediate Changes Pending. — It is apparent and admitted that extracurricular activities have run out of bounds in many high schools. The development has been too rapid for careful and sufficient valuation. Principals and teachers have had no more wisdom than their pupils in the enthusiastic and lopsided promotion of many activities. Examples are not far to seek: (1) fifteen-year-old high school girls playing hard inter-high-school basketball with boys' rules, (2) a senior annual of college proportions running a class a thousand dollars in debt, (3) advertising in a little school paper at rates proportionally ten times as costly as in the city newspapers, (4) tickets, charges, dues, and assessments out of all proportion to value received and ability of parents to pay. The situation is rapidly clearing, and the top-heavy program is becoming extremely rare in good high schools. The following changes will bring the extracurricular activities under control and guidance everywhere: 1. There will be minima established setting up compulsory participation. 2. Extensive studies will determine lists of desirable and undesirable activities for every high school. 3. Nation-wide studies of the evils of extracurricular activities will determine the extrinsic as well as the intrinsic evils. Once determined, the treatment doubtless will be effective. 4. The imitation of college and university activities will give way to activities better adapted to the individual high schools. 5. Credit toward graduation and limitations upon excessive participation will be based upon some system allied to the present plans of majors and minors. 6. Adequate activities charts with the correlations of academic scholarship, health record, home and community relationships, intelligence ratings, and other essential data will be worked out and widely adopted. 7. Curricularization of the activities will continue at an accelerated pace.

Present Trends and Future Development. — The predictions stated in the preceding section are based in part upon the observation and experience of the writers and in part upon the answers of one hundred high-school principals to the question,

"What are the present trends in your extracurricular program and what will probably be the future development?"

One principal writes that in his high school there will probably be little change, and ten others write that the activities are reaching a proper balance now. Most of the principals feel, however, that important gains still must be made. The following is a summary of their answers with the number of principals who named each item:

Every-pupil participation, 24; general program of expansion, 19; more student help with school routine, 12; better organization of existing activities, 8; better faculty advisers and sponsors, 8; part of the school-time program, 7; curricularizing of all activities, 7; better determination of educational values, 7; universal use of point system for limiting participation, 7; extracurricular program given more serious consideration, 5; serving more students better, 4; closer relationship with home and community activities, 4; better home room programs, 3; closer relationship with classrooms, 3; restriction of certain activities rather than expansion, 3.

The answers to this question are worthy of careful study by those who would catch the essential qualities in the best present-day administration of the extracurricular activities.

Charles L. Smith, Belfast, Maine: The present trend is to ask more and more in the way of help with routine from students. We are aiming at the day when we can get them to feel their responsibilities, so that they will work unsupervised and thus develop their self-control and their general will power.

Virginia Coleman, Prescott, Arizona: The trend is to give the management over to the students more and more as they show themselves capable of handling affairs. The difficulty is that too few take advantage of the opportunities. We strive to get as many students as possible into positions of importance.

D. M. Hibner, Ray, Arizona: The trend is that students are carrying an ever-increasing amount of responsibility. However, I do not fear that the time will ever come when they will run the school. They will ever be conscious of the fact that they will be given responsibilities only as they are able to carry them. I am opposed to most forms of student government, because they are "forms" and not "spirits" of government and therefore tend to run away with themselves.

James C. Moore, Central High School, Bridgeport, Connecticut: They have expanded and become diversified until they have reached a proper balance with curricular work.

Winfred C. Akers, Brookline, Massachusetts: I do not see a likeli-

hood of any considerable expansion. Our aim will be to make our present ones serve as large a number as possible, in as valuable a way as possible.

B. J. Rivitt, Northwestern High School, Detroit, Michigan: Restriction rather than expansion. With more than four thousand pupils and school in session from 8 o'clock to 4:45 P.M. it is impossible to do as much as in a shorter school day.

T. A. Zornow, Madison Junior High School, Rochester, New York: We are now giving three hours a week to extracurricular projects from school time for all children in the school. We have in addition to this time many extra clubs which meet after school hours; for example, glee clubs, band, orchestra, etc. We maintain also home-room league schedules after school hours in soccer, basketball, swimming, and other games. Our program is satisfactory as it is, and I do not sense at the present moment any tendency in the direction of curtailment or expansion.

Gustave A. Feingold, Bulkeley High School, Hartford, Connecticut: Present trends of our extracurricular program are for the solidification of existing activities. I am hoping that we shall grow both in scholarship and in the enjoyment of our school. This applies to pupils and teachers alike.

V. M. Wiest, Holdrege, Nebraska: To broaden it, to give to the pupils more responsibilities, to take some out of the so-called extra column and place them as regular curricular subjects.

T. J. McCormack, La Salle, Illinois: There are no trends. We develop or reduce extracurricular activities according to the needs of the school, the personalities and enthusiasms of the teachers who can take good care of such activities, and according to the time which noneducational activities (such as questionnaires, community demands, etc.) allow the principal to give to the direction of school affairs. No man can predict the future; but in so far as my intentions are concerned, more and more of our energy and time will be devoted to the upbuilding of individual and social character, personality, civic attitudes, respect for authority, and high standards in every field of scholarship. Whatever extracurricular devices shall apparently lead to, these ends we shall adopt and use.

H. U. Hunt, Sedalia, Missouri: More curricularization of heretofore extracurricular activities.

H. D. Brasefield, Fremont High School, Oakland, California: To become a part of the regular school program, for instance, dramatics in English department, orchestra, band and glee clubs, music department, athletics, physical education.

C. H. Scherf, Fergus County High School, Lewistown, Montana: We are going to emphasize the intramural activities. We are gradually making all our activities curricular rather than extracurricular. We hope to make such activities a part of the requirement for graduation so that larger numbers will participate. We feel that real achievement in one field is as valuable as in another.

E. P. Rosenthal, Oconto Falls, Wisconsin: There must be a tendency

to curb athletics, to standardize the extracurricular program, limiting the number and character of activities in which each pupil may participate, but extending the number and kinds of activities, so that there may be something of interest to each student. One half-hour each day is set aside for extracurricular activities.

Payne Templeton, Flathead County High School, Kalispell, Montana: We are trying above all things to keep our program balanced, to keep the athletic activities from overshadowing the others. Another aim is to cut down overparticipation on the part of a few, and correspondingly, to get every student into some activity. We allow our clubs to meet once a week during school time in order that country children may have an opportunity to participate. At present three-fourths of our students are in clubs, but not all of them are *active* members.

Wilbur J. Rockwood, Everett, Massachusetts: In the first place, more of it. In the second place, it will be taken more seriously by students and the public as deserving a more prominent place in all education.

Ralph W. Hedges, Warren Harding High School, Bridgeport, Connecticut: To become more extensive. I sometimes think our schools are becoming club crazy. While I hope our athletic program will expand until we can reach everybody, still I am inclined to think that our scholarship requirements and our limitation of the number of activities that a pupil may participate in will probably keep our program within due bounds.

H. F. Vallance, Indianola Junior High School, Columbus, Ohio: The present trend is toward clubs of all kinds and the development of a student council that really functions. When we get our new building — which is expected this current year — we shall continue along these lines, adding the assembly and further development of intraschool athletics and other activities that may occur to us and that seem to promise much.

J. F. Eastham, Daytona Beach, Florida: More time and effort for extracurricular work. Teachers in the future will have to know how to organize and handle clubs. Extracurricular activities will, in my mind, become a strong department of the public schools in a few years.

Superintendent C. F. Gaddy, Marshville, North Carolina: The present trend is toward a more extensive program in those activities that will meet the needs of all pupils and that will enable the school to serve the needs of the community in which it is located. I expect to do more toward linking community interests with the school and making the school the center of community activities. I expect to include more of the vocational subjects and at the same time increase the efficiency of the work done in purely literary subjects.

George Buck, Shortridge High School, Indianapolis, Indiana: To encourage those activities that enable the largest number to participate, those that contribute most to the development of social sense and responsibility.

J. A. Pollock, Waite High School, Toledo, Ohio: We are at the present time organizing our school more thoroughly along the home-room group.

Each home room consists of twenty-five or thirty students in charge of a teacher. These students are assigned to this home room for their entire high-school life. We are undertaking to introduce a complete school and social organization in every one of these groups under the supervision of a teacher and conducted by student officers and committees.

Fulton Gale, Moscow, Idaho: Since starting to answer your questionnaire several weeks ago, we plan to try out student government in our study halls. I believe there is a trend in modern life to overorganize, and this of course is reflected in the school. Care to see that useless, harmful, or duplicating organizations do not spring up must be used. The price of success in school administrative work is eternal vigilance.

A. J. Burton, East High School, Des Moines, Iowa: We are attempting to keep more accurate records of extracurricular work, since it now becomes a part of our high-school diploma. A photostat of the record is pasted on the inside cover of the diploma.

W. O. Hampton, New Hanover High School, Wilmington, North Carolina: Trends away from literary and debating clubs and societies and toward scientific and professional clubs. I think the transformation permanent, for the literary and debating work have as greatly outlived their usefulness as a universal requirement of Latin.

D. H. Halloway, Boise, Idaho: I believe extracurricular activities will hold an even more important place in school life. However, I think they will be allowed to "develop" instead of being "encouraged" by teachers. When they are conspicuously encouraged, they become like class requirements and less attractive. They will become more spontaneous and less forced. Teachers will always be working with them, but not in the position of recognized promoters. There will be teachers who give their entire time to this sort of thing. The students who now fail to participate will be encouraged to join. This encouragement will be done by students who know how. The inspiration will often come from teachers.

Smith Thomas, Hutchinson-Central High School, Buffalo, New York: We give a great deal of attention to our assembly programs. Many prominent men and women are invited to speak before our pupils, and oftentimes our pupils take entire charge of these assemblies. The discipline in our lunch rooms is supervised by student committees. Our boys' council has jurisdiction over those conditions which pertain to our boys, such as corridor congestion, lunch-room discipline, lavatory conditions, etc. It has been my experience that high-school boys and girls are able to assume responsibility and that the placing of such responsibility upon their shoulders develops leadership.

Stadium High School: A Study in Institutional Spirit. — Stadium High School at Tacoma, Washington, is a great western school known for a certain quality which involves high teacher and student loyalty, unquestioned scholarship standards, ideals of good sportsmanship, and worthy performance in

everything undertaken. In an attempt to get at the vital element in the life at Stadium, the following letter was sent to Principal H. F. Hunt:

"I have often wondered what administrative procedures you have found necessary from time to time as you have built up the great social program at Stadium High. There has been a considerable group of teachers in your school throughout the years, and I wish you would let me know what steps you found essential in developing in them the sense of responsibility for the social program of the school as well as the academic. Have you had special problems with your younger teachers?"

The answer sets forth a philosophy of high-school administration, the art of working with teachers and students, and the relation of the extracurricular activities to the larger program of the entire school. It brings to a fitting close this extended study of the philosophy and practice of extracurricular activities.

"I am not sure that I know just what you wish. I am sure that it is not an easy matter to explain spiritual things. I try to *lead* teachers and students. I try to plan and direct the work of the school through the coöperation of all of the school authorities, teachers, students, engineers, custodians, parents, and those that go about the streets.

"I call teachers' meetings whenever I think that meetings are needed. I make it a special business to try to inform all new teachers each year regarding the technique of the everyday routine, and also to inspire them with the spirit of Stadium, her teachers, and her students. New teachers should know how this particular school does things. They should be informed, aroused, encouraged, and made to feel thoroughly at home.

"It is rather surprising to note the number of extra functions that are now a part of high-school life and experience. Certainly a very different condition from that of the days when I was a lad in school.

"A list of the most important activities at Stadium through the year will include: football, basketball, wrestling, swimming, baseball, Penn relay races, track, football night (downtown parade and program at school afterward), Hi-Jinks (music department — annually), library night (program and dance),

opera (music department), class play (senior class), matinee dances (from 3 o'clock to 4:30 P.M., four or five times a year), special assemblies (Thanksgiving, Christmas, Lincoln's Birthday, Washington's Birthday, book week, Memorial Day), boys' week, girls' day, senior day, senior banquet, class mixers, back-to-school night.

"It has been my policy to delegate power and authority to members of the faculty. I ask teachers to accept the responsibilities of certain definite functions, as advisers. I expect them to accept the responsibility. I give my support and stand ready to coöperate as the teacher directs in any and all of these undertakings. The teacher appointed is the boss, however. I expect to check the results. The conditions limiting or defining the activity need to be thoroughly understood in the beginning, and afterward the teachers must be free to work out their plans and ideals without interference on the part of the principal.

"Of course, there is, and must be, an institutional ideal. A life, an essence, a peculiar individuality, there is in every high school. This school-as-a-whole-personality is the result of the sum total of all of its 'yesterdays' — all the work of its students and teachers — all traditions and habits, both good and bad — all of these and many other things enter into the individuality and spirit of the school 'today.' So, of course, no two schools can be alike.

"When the student enters the high school, he comes into a new atmosphere — a different environment. He feels the challenge of a new consensus of school opinion; he is very largely controlled by it.

"There must be a real spirit of freedom and naturalness in the school. The students must feel this freedom, and appreciate it. Teachers must be trained to believe in it. They must rid themselves, however great the struggle, of many arbitrary trappings.

"Students must understand that freedom does not mean license. They must understand that the abuse of privileges always means the loss of privileges.

"Students must find justice in the school. They do not always find it. They frequently come jam-bang up against old-

time traditions of teachers' principles and school authority. There is a kernel or essence of right and justice in the center of every discipline case, which must be earnestly and sincerely sought, and found, if the school is to command and hold the respect of the students and the parents through the years.

"There is just one rule around Stadium — 'Remember the rights of the other fellow.' There should be no teacher policemen about the school unless the individual students demand them, and then the teacher should be a good one.

"The brief statements above furnish a bit of my philosophy. They may indicate in a way something of my procedure as principal, as I talk to students and teachers. There are two great words in the schoolman's vocabulary: 'freedom' (no dictionary gives its meaning) and 'naturalness.'

"I believe that after pounding away on these ideas for the last twenty years here at Stadium we have really some achievement to our credit. I cannot prove it, nor am I trying to especially. If there be those who thirst with curiosity — let them come and see."

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