

THE PROBLEM OF EXTRA-CURRICULAR ACTIVITIES
IN A MODERN HIGH SCHOOL

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C H A P T E R I

GENERAL INTRODUCTION

Dr. John Dewey in his "Schools of Tomorrow"¹ has said that the work of the schools ought to prepare children for the life they are to lead in the world. It is imperative that the school take upon itself the task of giving moral training to the children in its care, and the task of developing correct attitudes, ideals, and appreciations, because of the lack of training in these respects, found in the homes. Not much time is left in an already overcrowded curriculum for attaining these educational objectives, so extra-curricular activities have proved to be a means of accomplishing these ends.

The main purpose of education is to develop good citizens. Professor Thomas Briggs has stated that "In the treatment of the curriculum the purposes of the school are considered to be: First, to teach pupils to do better those desirable activities they will do anyway; and second, to reveal high types of activities and make them both desired, and to an extent, possible."

The broader concept of education demands that the school be organized as a society. The sociological view of education necessitates the sacrificing of individual interest to that of group welfare. This recent ideal of education has brought about a change in our school procedure to the extent that our methods have become better adapted to social ends.

¹ Dewey, John, Schools of Tomorrow, p.288. E.P. Dutton & Sons.

The socialized view of education has manifested itself in the recent development of the socialized recitation, the project method, and the rise of the social sciences.

If people are to become worthy citizens of a democracy, they must have developed within them the power of self-direction and initiative. This training must come to them in their early years, when desirable attitudes, habits, and ideals are capable of being formed. Our efforts must be bent to train boys and girls to control themselves since in a democracy, order and law proceed from within the individual and cannot be successfully imposed from without.

The school should attempt to utilize the physical, mental, and social characteristics of the child and turn them into the correct channels. Since no two pupils are alike in these characteristics, and since it is the business of the school to provide for the education of all, provision must be made for individual differences. With the new educational philosophy, new methods of meeting the social interests and needs of pupils have arisen.

The curriculum, crowded as it is, has failed to provide practice in social adaptation and group activity, to provide for leadership and followership, and use of leisure time. Such qualities as social control, cooperation, and civic responsibility have not been developed. Many activities are now finding a place in the high school that are not a part of the curriculum itself. These activities are rapidly gaining favor. They have developed as an outgrowth of the fundamental

needs and desires of the adolescent pupil. The regular school activities are enriched through the extra-curricular program. Educators are recognizing the fact that extra-curricular activities provide opportunity for the organization of group activity and also offer opportunity for training in leadership.

Social and extra-class activities are not an end in themselves but must be thought of as merely a means through which the high school boy or girl is learning to evaluate life and see it in its true proportions. That the boy and girl may develop into worthy citizens and be actuated by the highest ideals, and that they may learn to think and act in terms of service are the ends in view.

If the program of extra-curricular activities is to function properly, the educator must use as much wisdom in building his extra-curricular program as he does in planning the regular program. The teacher must have a practical plan of procedure. The teacher will need guidance and some sort of constructive policy with which to work.

We are concerned in arranging an extra-curricular activities program which will help to attain the aims which have been recommended by the Committee on The Reorganization of Secondary Education.¹ They are briefly as follows: health, command of fundamental processes, worthy home membership, vocation, citizenship, worthy use of leisure time, and ethical character. Most of these objectives, it is evident, may be attained to

¹ "Cardinal Principles of Secondary Education", in Bulletin #35, 1918, Bureau of Education, p. 10.

some extent through an extra-curricular activities program.

VALUES AND OBJECTIVES

What are some of the objectives and values to be found in a program of extra-curricular activities? First of all, they should conform to the seven cardinal principles of secondary education. An examination of activities will show that they offer a medium for presenting these principles. Many opportunities for giving training in citizenship may be presented through club activities or activities in connection with student participation; worthy use of leisure time in club activities and home room programs; promotion of health through physical culture training; vocation through club and home room activities.

Second, to create and develop leadership. The opportunities for such development are numerous in extra-curricular activities. There are many appeals here for individual expression. The pupil, in participating, assumes responsibility which, without doubt, promotes individual character growth.

Third, to teach cooperation. The ability to work together and play together calls for teamwork. Cooperation is one of the most important of the values to be taught in extra-curricular activities. This may be done in the club work, serving together in the student council, or working for the general welfare in the home room.

Fourth, to create an interest in the school. Many students are dropping out of school because of a lack of interest. In the high school observed, many students have been led to continue their studies in school through their interest in some particular

phase of extra-curricular work. Some of these have even continued their studies into college. These activities help to make school an attractive place. Participation in the affairs of the school gives him a special interest because he is part of it.

W. R. Smith in his Constructive School Discipline¹ thus summarizes the values of extra-curricular activities:

"At present they furnish the most effective training the schools are giving in social and moral adjustment. They are group enterprises in which pupil initiative and management are more conspicuous than in classroom, study hall, and laboratory exercises. Participation is more voluntary and selective, each pupil following his own taste, ability, and need. By virtue of these qualities they are likely to stimulate a whole-hearted effort and a sacrificial spirit not easy to obtain in formal school work. They give practice in adapting means to ends, and personality to personality under conditions of reality; they tend to eliminate individual idiosyncracies and petty selfishnesses through the force of social pressure; to refine crudities of speech and manner by social attrition; exercise alternate leaderships and followerships, the pupil leading in one activity and necessarily being a follower in many others; promote self-control under crowd excitement; foster democracy, and racial, religious, and social tolerance through enforced intimacy of contact under conditions dominated by ability in performance; build up self-confidence, aggressiveness, and avocational tastes, capacities, and habits. Altogether they provide a human nature and social conduct laboratory of vital significance in the educative process."

¹ Smith, W. R. Constructive School Discipline, pp.116-17.

C H A P T E R I I

THE HOME ROOM ORGANIZATION

What is the home room organization? The home room is a unit organization under the sponsorship of a teacher where the pupil has an opportunity to take part in the management of the group to which he belongs; where he is encouraged to feel the responsibility for developing the school's aims and policies; where he may practice the traits of good citizens; and where he may look for sympathy and advice and receive personal guidance in problems peculiar to the adolescent age.

GENERAL AIMS

1. To aid in school administration. In the Washington Junior-Senior High School of East Chicago, Indiana, which was used by the writer as a basis for the study of extra-curricular activities, the home room permits of the caring for many administrative details. Cases of tardiness, attendance records, reports of the progress of pupils to the parents are cared for in this manner. In this school, to the home room teacher is delegated the power of granting or withholding an excuse or of disciplining for offenses. Representatives to the student council, or student governing body, are selected from these groups. The making of class schedules, the instituting of drives or campaigns, all are carried on here. Such matters as official announcements, the selling of tickets for school affairs; the selling of school publications are carried on by this means--thus assuring that class work be not interrupted. In these respects, the home room facilitates the the conducting of all school enterprises.

2. To aid the teachers in becoming acquainted with the pupil environment. The sponsor teacher can keep in intimate touch with the pupil in a different relationship from that of the classroom teacher. In the Washington High School the sponsor attempts to learn as much as she can about the home environment of each of her pupils, the health record, abilities, and special interests. Home visiting is often necessary for a sympathetic understanding. Only in this way can she be a true friend and counselor to the pupils in her charge. All of this would be very difficult to accomplish in a large school except through some such arrangement in which a teacher has charge of a small group. In the school observed, an effort is made to have a teacher keep her group of pupils throughout their stay in the school. Thus she becomes intimately acquainted with them and their needs, and is better fitted to deal with their particular problems.

3. To inculcate correct social attitudes. The pupil of high school age is by nature a social being. Gregariousness is a natural instinct. It is the duty of the school to provide for the whole nature of the pupil by training him to live with his fellows. He must be imbued with the desire for service and share in the responsibility of his group for the good of all. The habit of cooperation learned in this way should continue throughout life. H. P. Smith, in his article "Socializing School Children¹ says:

¹ Smith, H. P. "Socializing School Children" in American Educational Digest, Vol. 44, p.147-49. December, 1924.

"The function of education is to develop for modern society a group of members who are socially efficient. The child must become master of the symbols in which his social inheritance is locked and must acquire a knowledge of human activities and social processes so that he may be a socially-minded member of his group. Then, he must develop qualities of leadership, a spirit of followership, and an attitude of careful reflection. The child must learn that the group is more important than the individual. The process through which the child develops the "we" feeling in place of an intensively individualistic attitude is known as socialization."

4. To carry on school projects and promote worthy enterprises. The instituting of campaigns or any school enterprises may be brought to the attention of all through the home room. An opportunity is afforded for the discussion of such subjects by the pupils themselves. Some of the projects observed in connection with the above school are as follows: thrift campaigns; Red Cross relief work; the filling and distributing of Thanksgiving baskets for the needy; the making and collecting of Christmas gifts for children in institutions or those who are unfortunate; securing the assistance of school children in clean-up campaigns or other worthy campaigns. Then there are drives for the school paper and school annual. Speeches are made by teachers and pupils in regard to these matters. Any worthy enterprise either of the school or community may be given a place here.

5. To continue the idea of the one-teacher responsibility of the elementary school. The child in the elementary school has had one teacher to whom he could look for sympathy and advice. The home room organization permits the continuance of the one-teacher responsibility of the elementary school and fills a definite need in this respect.

6. To foster ideals of good citizenship. In the advisory room the child must participate in activities in such a way as to induce good citizenship. Ideals of leadership, followership, self-control, and service can be inculcated in the lives of the pupils. The home room, in particular, provides a place for the development of leadership. The pupil should be made to understand what the obligations of good citizenship involve.

7. To give educational and vocational guidance. This is one of the most important functions of the home room. Parents in many cases are not capable of giving such instruction, and in view of the great need for such guidance, the task falls upon the school. It is difficult for the classroom teacher to undertake this function. The differentiated curricula of the present day secondary school makes it imperative that the child in the school receive educational guidance in order that he may pursue the course for which he is best fitted. The adviser must study the individual and with the help of the other teachers who see the child in a different relation, help him to make his choice wisely, stimulate him in his efforts, and show him how to develop self-reliance and initiative, that he may be successful in his studies. In the school under observation, the advisers through their knowledge of the pupils' abilities and interests, help their pupils to select the courses from which they will derive the most benefit. The different courses of study which are offered in the school are examined and the pupils are allowed to visit the different departments in order to familiarize themselves with the work of these particular departments.

A great amount of time is given to the study of different

vocations with the necessary preparation for the different lines of work. In every case pupils are encouraged to continue their education where they may do so with benefit. The pupils who are planning to enter college receive special consideration--such matters as the choice of schools, requirements for entrance, costs, distance from home, and opportunities for employment being topics for discussion.

SPECIFIC AIMS AND OBJECTIVES

1. To promote school attendance. Home rooms often compete with each other in friendly spirit to promote attendance, and a comparison of percentages of attendance is made with the different schools of the city. The teacher is in touch with the individual and understands the home conditions of the pupils, thus being better able to cope with offenders in this respect. She can show her pupils the effect of poor attendance upon their scholastic records.

2. To set standards in scholarship. Here again friendly competition with other rooms often has good results. The teacher strives to help the individual pupil over some of his difficulties by showing him how to study effectively.

3. To promote thrift. An effort is made to inculcate habits of thrift in connection with the banking class which is held during the activities period every Wednesday in the school observed. Banking by the children is carried on in connection with Thrift, Incorporated, School Savings Bank of Oak Park, Illinois. The work in banking is done in a simple manner--the banks of the city cooperating with the schools. Each pupil has a pass book which he brings to banking class together with

the money which he wishes to deposit; the entry is made in the book in duplicate by the teacher or room cashier, one sheet torn out and sent to the bank with the money deposited in an envelope provided for that purpose. Buttons and certificates are given to the pupils in rooms having 100%, and a thermometer showing the percentage of pupils banking in each room is exhibited in the halls. The emphasis is placed not on how much each pupil saves, but how regularly. During the second semester of the year 1928-1929, the pupils of Washington High School deposited \$9,948.44 in the different banks of the city with a banking average of 89.8 per cent for the entire school.

4. To train in good manners. This is one of the important functions of the school and the subject is given an important place in home room discussions. Ideals and standards in regard to manners and morals are set up.

5. To foster health habits. One of the cardinal principles of secondary education is to promote health. If the individual is to develop to the highest degree possible for him, it is necessary for him to have a healthy body. The home room teacher endeavors to secure the cooperation of parents in seeing that the pupil has proper food, proper time for work and play, and the necessary rest. In the school mentioned above, programs are worked out, emphasizing the importance of cleanliness, correct food, exercise, and sleep.

6. To acquire the right kind of school spirit. Pupils are taught that this involves the right attitude toward authority and the school organization--that it includes respect for school property and a willingness to be of service to the school and community.

7. To foster cultural ideals. These ideals are inculcated by attempting to make the school grounds and surroundings more beautiful; through the study of art, music, architecture, pottery, books, and interior decorating.

8. To secure efficient execution of duties. A study of the duties of the various offices is made in this connection. The pupil should learn the meaning of efficiency. In connection with this topic the pupil is taught: how to budget his time; how to make proper use of the library; the relation of attendance to failure; how to study effectively.

9. To strive for self-expression. Some of the ways by which this objective is attained are: story-telling; regular home room programs; dramatization; debates in which all members participate; contests; singing; special talent program.

10. To teach social forms. This is often done in the above mentioned school, especially with the younger pupils by giving parties to other rooms; giving parties to the mothers of the pupils; having formal class parties; having imaginary dinners and toasts; acting out the duties of host and hostess.

11. To teach leadership and followership. In connection with this objective, the lives of great men and women are studied. The qualities which they possessed that made them great are emphasized. Assistance in worthy campaigns or drives, school loyalty, friendliness to other pupils and ability to control themselves during the teacher's absence from their presence, all emphasize this principle.

RECOMMENDATIONS

It is very important that the home room teacher be fitted

by training and personality for this kind of work. The wise and sympathetic teacher can teach many lessons not found in text books. He should provide a genial atmosphere in which the pupil may work. He must be a true friend and counselor. He should be trained and experienced, and remain with the group long enough to know their needs thoroughly. In many cases the pupils retain the same home room teacher during their stay in the school, and these teachers become directly responsible for the welfare and progress of the group. This teacher should be sympathetic and interested in children of the age of the group.

There must be an efficient principal in charge who will provide for the supervision of home room activities. The principal bears an important relation toward the scheme. To him is due the success or failure of the plan. Through the home room plan, the influence of the school extends to every individual. The principal is the leader and guide. He is responsible for selecting the advisers who are adapted to this kind of work. However, advisers can improve their work by studying the duties of the position.

It is considered advisable in the above mentioned school for formality to be avoided in so far as possible. It is the one period of the day when the pupil may mingle socially with his neighbors. The teacher remains in the background as much as possible. This does not mean that the teacher should not give his best thought to the work; the work must be conducive to the individual growth of the pupils and keep their interest. The largest degree of initiative is granted the pupils so that

they may develop to the highest degree of usefulness and service possible for each of them.

Other recommendations are: teachers' meetings be held where the purposes of the home room may be discussed; home room teachers should be provided with a list of suggestive ideas and available material. Different plans might be adopted in regard to this matter. Definite programs may be planned by the teachers for the entire term and the same program used by every grade. Or there may be a list of subjects from which to choose. The latter seems preferable in that it gives the teacher initiative in choosing the subject which seems to be of interest to her pupils and most needed. At times, when there are topics of special interest to all the school, it is advisable to have the same program in every home room. In all cases, it is proper for the students to take part in the discussions, but the work must not be left entirely to the students. It is worthy of the very best thought of the teacher in charge.

ORGANIZATION

1. Number of pupils. The usual number of pupils in the home room unit is from 25-40. It should be small enough so that there may be a feeling of familiarity between teacher and pupils, and between pupils in order that the aims may be accomplished.

2. Plans of grouping. Different plans of grouping may be used. Grouping by grade (senior, junior, etc.) has much to commend it. It assists in the administration policies of the school. Sometimes boys and girls are separated--at other times it does not seem preferable. Other ways of grouping are by

alphabet, and by I. Q. rating. The argument against the latter plan is that the effect of such a method would be a weakening of a democratic school spirit. On the other hand, if pupils are divided into homogeneous groups in their classes and subjects, grouping in this way in the home room will facilitate matters of administration.

3. Duration of group. The duration of the group may be for a semester or for a whole year.

4. Time of meeting. The length of time for the meeting of the groups may be a short fifteen or twenty-minute period every day; some schools have a full recitation period every day; still others have only a ten or fifteen-minute period a day with one full recitation period each week. The Washington High School has a thirty-five minute period each day.

This meeting may be held either the first hour in the morning, the last hour in the school day, or at some time during the day set apart for that purpose. In schools where there is a regular activities period, it is best not attempt a home room program oftener than once a week. The schedule for the week may run as follows:

Monday--Administrative details and student council meeting.

Tuesday--Club day

Wednesday--Banking

Thursday--General Assembly of the School

Friday--Home Room Program

The internal organization may be of two kinds, viz., informal organization with loose government and few committees; formal organization serving as a unit of the school. There

should be as many pupils with responsibility in the organization of the group as possible.

The following committees are merely suggestive:

Attendance

Social

Program

Welfare

The officers selected each semester consist of President, Vice-President, Secretary-Treasurer, Student Council Representative, and Bank Cashier.

The class or home room president is the presiding officer and presides at and conducts meetings in accordance with parliamentary procedure. He may call special meetings and may take charge of the room in the absence of the teacher. The Vice-President assumes the duties of the President in his absence. The Secretary-Treasurer usually takes the attendance, sees to the collecting of money for any purpose, assists in making reports, or attends to correspondence. The student council member represents his own room at council meetings and makes reports to the room of the activities of that body. He also carries the suggestions of the room or rooms he represents to the council meetings. The Bank Cashier takes care of the banking which is done by all home rooms on a certain set day, and he also meets with the bank cashiers of other home rooms to make plans and arouse interest in banking activity.

C H A P T E R I I I

THE HOME ROOM PROGRAM

The following principles may act as guides in the formation of a program:

1. It is undesirable to formulate a standardized home room program to fit all schools. The program should vary to fit all the needs of the groups.
2. The program should not become too formal so as to destroy initiative on the part of the teacher and her pupils.
3. There should be pupil participation for all pupils.
4. There should be competitive activity among the different rooms.
5. Effort should be made to realize the following objectives of secondary education: a Health b Worthy home membership c citizenship d Vocation e Worthy use of leisure time f Ethical character.

Following is a list of suggested activities and topics for discussion:

- (1) Organization--Election of officers, selection of committees.
- (2) Parliamentary drill--How to make motions; seconding of motions; voting; duties of officers, etc.
- (3) Learning school creed, school songs and yells.
- (4) Special programs for special days as: Discovery Day; Thanksgiving; Armistice Day; Christmas; Lincoln's Birthday; Washington's Birthday; Mothers' Day; Memorial Day; Flag Day; Hallowe'en.
- (5) Special weeks: Fire prevention week; safety week; book week; clean-up week; girl week; music week.
- (6) Thrift: Value of saving; how to acquire the habit of saving; what we should save, such as time, strength, money; examples of thrift.

- (7) Manners and courtesy: At home, at school, and in public.
- (8) Social etiquette.
- (9) Educational guidance: A study of the courses offered; their value for certain lines of work; helping children to study more effectively; instruction in the use of books and library.
- (10) Vocational guidance: Various occupations; preparation required, remuneration; qualities necessary for success; talks by pupils on what they like to do best.
- (11) Choosing a college: What should one take into consideration in choosing a college?
- (12) Debates on different subjects.
- (13) Contests of various kinds.
- (14) School spirit: What it means; how can each individual make the spirit of the school more democratic?
- (15) Health: How to keep at one's best physically by (a) proper food; (b) sufficient exercise; (c) abundant sleep.
- (16) Appreciation: Study of some of the world's greatest paintings, music, sculpture, architecture.
- (17) History of the community.
- (18) History of the school.
- (19) Protecting school property paid for by taxpayers and so belongs to the people.
- (20) Favorite books or poetry.
- (21) Hobbies.
- (22) Punctuality: Value of keeping appointments; value to school; to self; elimination of school tardiness.
- (23) Making school and school grounds more attractive.
- (24) Biographies of noted men and women; traits of character which account for their success.
- (25) Loyalty: In the home, at school, and among friends
- (26) Truthfulness.

- (27) Honesty
- (28) Clean speech and profanity
- (29) Kindness to animals
- (30) Value of athletics and sports
- (31) Correct dress--What is its value?
- (32) Leadership
- (33) Obedience
- (34) Citizenship
- (35) Self-control--During absence of teacher from room.
- (36) Selfishness: Notable examples of unselfishness.
- (37) Service--To school, home, and country.
- (38) Success--What is real success?
- (39) Right attitude in the home.
- (40) Snobbishness--Friendliness to new students.
- (41) Good will--To all classes and races.
- (42) Courage--Moral courage more difficult than physical courage.
- (43) Cooperation--Value in playing games; in business.
- (44) Talks by pupils on scientific subjects.
- (45) Talks by pupils on first aid treatment, e.g., wounds, fainting, choking, drowning, poisoning.
- (46) Composing of creed or slogan for room.
- (47) Vacations: Those desirable; scout camps; auto-mobiling; seashore; farm life; hiking; summer school, etc.
- (48) Patriotism: Stories of Nathan Hale, Abraham Lincoln, Ethan Allen.
- (49) Automobile accidents and their prevention.
- (50) Travel.
- (51) Good scholarship.

SUGGESTED OUTLINE BY MONTHS

SEPTEMBER

- I Organization--Election of officers; selection of committees; getting acquainted.
- II Rules of parliamentary procedure--How to make motions; seconding of motions; voting; duties of officers.
References: Roberts' Rules of Order.
- III School spirit--What does it mean?
 - A Rooting at games?
 - B Or rather is it loyalty to the ideals and standards for which the school stands?
 - C How can I as an individual make the spirit of my school more democratic?
 - 1. By putting forth my best effort in the classroom and in all activities of which I am a part.
 - 2. By maintaining the proper attitude toward those in authority.
 - 3. By being friendly toward all the students of the school.
 - 4. By being courteous.
 - 5. By being honest in examinations.
 - 6. By observing simplicity of dress.
 - 7. By caring for school property.
 - 8. By refusing to listen to vulgar stories.
- IV Thrift
 - A Why I should save.
 - 1. Money is a necessary medium of exchange.
 - 2. Money saved means opportunity.
 - 3. Money spent wisely is often saved.
 - B Why I should save in the school bank.
 - 1. It teaches me to save systematically.
 - 2. It teaches me to spend wisely.

C How I can save.

1. Be determined.
2. Bank every bank day.
3. Do without some unessential.
4. Spend for necessities only.

Suggestion: Study lives of successful Americans who have become wealthy, e.g., Benjamin Franklin.

References: The Book of Thrift by MacGregor, Funk, Wagnalls Co.
Pritchard and Tarkington, Stories of Thrift for
Young Americans, Scribners.
The Thrift Almanack, Thrift, Incorporated.

V How to Study.

A The eleven principles given in Sandwick's "How To Study and What" are excellent.

1. Believe in your work.
2. Be confident of success.
3. Have fixed hours for study and then plunge in.
4. Begin by recalling what you know.
5. Study the lesson as a whole. Then go back to the difficulties.
6. Study aloud or with lips moving.
7. Practice recall as you study.
8. Make a synopsis.
9. Learn to read rapidly.
10. Stimulate through competition.
11. Conserve energies for study.

References: Sandwick, R.L. How to Study, D.C. Heath & Co.
Whipple, Guy How to Study Effectively, Public
School Publishing Co., Bloomington, Ill.
Ten Rules of the University High School, Chicago
University.

OCTOBER

I Fire Prevention

- A Yearly losses incurred on account of fires.
- B Carelessness chief cause.
- C How to avoid fires--ordinary fire precautions.
- D Behavior in the fire drill.

References: Hill, Fighting a Fire, Century Co.
Hughes, Community Civics, Ch. 5, Allyn & Bacon.
Dunn, The Community and Citizen, Ch. 10, D.C. Heath.

II Good Health

- A Value of good health.
- B How to attain good health.
 - 1. Relation of personal cleanliness to health.
 - a Bathing
 - b Clean clothing
 - c Care of teeth
 - d Care of nails
 - e Care of hair
 - 2. Relation of food to health.
 - a Proper food and amount
 - b Maintaining correct weight
 - c School lunches
 - d Drinking sufficient water
 - e Value of milk in diet
 - 3. Exercise.
 - a Necessity for
 - b Kinds most beneficial
 - c Time of exercise
 - 4. Rest and recreation.
 - a Proper amount of sleep
 - b Value of recreation

References: Roberts, Nutrition Work with Children, University of Chicago Press.
 Hughes, Community Civics, Ch.5, Allyn & Bacon.
 See under "Health" World Book; also Compton's Encyclopedia.
 For Bibliography, National Tuberculosis Ass'n,
 370 Seventh Avenue, New York City.
 Beauty and Health, Lippincott.

III Columbus Day

- A Discussion of life and achievements of Columbus.
- B Poem "Columbus" by Richard E. Burton.
- C Poem "Columbus" by Joaquin Miller.

References: Olcott, Good Stories for Great Holidays, Houghton Mifflin Co.
 Stevenson and Stevenson, Days and Deeds, Doubleday and Page.

IV Hallowe'en

- A Origin and history of Hallowe'en
- B Hallowe'en customs.
- C Proper celebration.
- D Respect for property.

References: See references for Columbus Day.

V Travel

- A Discussion of travels by teacher and pupils.
- B Desirable places to see.

References: National Geographic Magazine.
 Travel Magazine.
 Clifton Johnson, What to See in America, Macmillan.
 Southworth and Kramer, Great Cities of the United States, Houghton Mifflin Co.
 Hotchkiss, Representative Cities of the United States, Houghton Mifflin Co.
 Walton, The Lure of the Labrador Wild, Fleming H. Revell Co.
 Roger W. Babson, A Central American Journey, Inter-American Geographic Readers.

NOVEMBER

I Book Week

- A Pupils give expression of preference in books.
- B Talks about worth-while books.
- C Talks about books that will add interest to class work.
- D Talks about books on supplementary reading lists.

References: Terman & Lima, Children's Reading, Appleton.
 See Chs. 25 and 26 for Joys of Reading in Young
 Folks' Book of Ideals.

II Armistice Day

- A Subject for discussion, "Patriotism".
- B Patriotic music as "Star Spangled Banner".
- C Reading of poems on war: e.g., "In Flanders Field".
- D Acts of heroism of the World War.

III Ideals and good leadership.

- A Of what does leadership consist?
 - 1. Good character--good personal habits.
 - 2. Respect for authority.
 - 3. Service
 - a To school
 - b At home
 - c Community
 - d To country

References: Drury, The Thoughts of Youth, Macmillan.
 Clark, The High School Boy, Macmillan.
 Knutt, Vesper Talks to Girls, Houghton Mifflin Co.
 Any stories of men and women who have become leaders

IV Thanksgiving

- A Origin and history of Thanksgiving
- B Roman Cerelia
- C English "Harvest Home".
- D Reading of Thanksgiving proclamation
- E Poem "Song for Thanksgiving" by Henry Alford.

F Story "How Indian Corn Came Into the World (Ojibbeway Legend)

G Story "Spirit of the Corn" (Iroquois Legend)

References: Schauffler, Thanksgiving Day, Dodd, Mead & Co.
 Stevenson and Stevenson, Days and Deeds, Doubleday and Page
 Good Stories for Great Holidays, Houghton Mifflin Co

V Clean Speech and Profanity

- A Our speech reflects our character.
- B Is the ability to express ourselves well of any value?
- C Does slang have any value? What are the objections to using slang?
- D Is profanity a help or a hindrance?
- E Why do boys acquire the habit of using profanity?
- F Which is worse--the habit of using profanity or using unclean speech?

DECEMBER

I Hobbies

- A Discussion by students on individual hobbies.

II Red Cross

- A Work of the Red Cross in other lands.
- B Work of the Red Cross in our own land.
- C How can I help in this great work?

References: Clara Barton, A Story of the Red Cross, Appleton.
 The Junior Red Cross Magazine.

III Athletics and Sports

A Value of

1. Improves one physically.
2. Provides profitable use of leisure time.
3. Has educational value
 - a Develops ability to think for one's self.

b Has social values

- (1) Teaches cooperation
- (2) Teaches sportmanship

References: Forbush, Young Folks' Book of Ideals, Chs.7, 8, 9, and 10. Lathrop and Shepard.

IV Christmas

- A Christmas customs of other lands.
- B Dickens--The Cratchitt's Christmas Dinner.
- C Van Dyke--The Other Wise Man.
- D Van Dyke--The First Christmas Tree.
- E Van Dyke--The First Christmas Spirit.
- F Wigger--The Birds' Christmas Carol.
- G Singing of Christmas Carols.
- H A Christmas Playlet.

References: See Schauffler's "Christmas" Dodd, Mead & Co.
Olcott, Good Stories for Great Holidays.
Stevenson and Stevenson, Days and Deeds.

JANUARY

I Lives of noted men and women.

- A Suggestions for study: Dr. Grenfell; Helen Keller; Luther Burbank; Edith Cavell; Theodore Roosevelt; Thomas Edison; Gen. Pershing; Col. Lindberg; Florence Nightingale.
- B Study traits of character possessed by these, such as courage, perseverance.
- C How is greatness measured? By service to humanity rather than by worldly possessions.

References: Mary R. Parkman, Heroines of Service, Century Pub.Co. Above book contains the following: Mary Lyon, Clara Barton, Anna Howard Shaw, Frances Willard, Julia Ward Howe, Mary Antin, Mary Slesson, Madame Curie, Jane Adams, Alice C. Fletcher, Alice Freeman Palmer.

Other references: Gilbert, More Than Conquerors, Century Publishing Co.
 Uhrbrock, Famous Americans, Bobbs-Merrill.
 Birkhead, Heroes of Modern Europe, Crowell.
 Adams and Foster, Heroines of Modern Progress, Macmillan.
 Bolton, Girls Who Became Famous, Crowell
 Meadowcroft, Boys' Life of Edison, Harper
 Richards, Florence Nightingale, Appleton.
 Morris, Heroes of Progress in America, Lippincott.

II Courtesy and Manners. In school; at home; on the street.

A In school

1. During class
2. Quiet in halls and classroom
3. Allowing others to pass through door first.
4. Keeping floor clean
5. Avoid pushing in crowded corridors.

B In the home

1. Be polite to parents.
2. Be courteous to brothers and sisters.
3. Be mannerly at the table.
 - a Do not eat in a greedy manner
 - b Eat quietly.
 - c Wait for others before beginning to eat.
 - d Be on time for meals.

C On the street and in public places.

1. Avoid laughing and talking loudly.
2. Do not whisper or talk during performance of ceremonies.
3. Avoid loud applause.
4. Do not chew gum.

D General rules of conduct

1. Show respect to older people.

2. Dress in quiet taste.
3. Do not gossip or talk about others.
4. Conduct self in a quiet and refined manner.

References: Dorothy Jane's Guide to Good Manners, Webb Publishing Company, St. Paul, Minnesota.
 Everyday Manners, South Philadelphia High School for Girls, Macmillan.
 Manners and Conduct, Chicago High School Deans of Girls, Allyn and Bacon.
 Hall, F.H. Manners for Boys and Girls, Page Co.
 Badt, Everyday Manners for Boys and Girls, Laird and Lee.

Spillman, Personality, Gregg Publishing Co.
 Chicago, Illinois.
 Bureau of Education, Bulletin #54, 1917,
 Training in Courtesy.

III Value of Industry.

- A Industry an outstanding characteristic of those who have attained success.
- B Value expressed in
 1. Business
 2. School
 3. The Home

References: Wilding, Famous Leaders of Industry, Page Co.

IV Educational and Vocational Guidance.

- A Study of the courses offered in school.
- B Which best fits one for certain lines of work?
- C College entrance requirements.
 1. Study catalogs of colleges.
 2. Study catalogs of technical schools
- D Choice of a college
 1. Considerations--climate, expense, entrance requirements, opportunities for self-support.

FEBRUARY

I Vocations

- A A study of different vocations with the traits and characteristics which are essential to success in any particular calling.

II Choosing a vocation.

- A The pupil should study his own abilities and decide for what line of work he is best fitted.
- B Pupil should make a study of the vocation desired as to:
1. Numbers engaged in the work.
 2. Preparation required.
 3. Chance for advancement.
 4. Lucrativeness of the vocation.

References: Ernst, What Shall I Be? Rand McNally & Co.
 Shidle, Finding Your Job, Ronald Press
 Hoerle and Saltzberg, The Girl and the Job,
 Henry Holt Co.
 Gowin, Wheatley & Brewer, Occupations, Ginn & Co.
 Rollins, What Can a Young Man Do? Little, Brown & Co.
 Weaver and Byler, Profitable Vocations for Boys,
 Laidlaw.
 Weaver and Byler, Profitable Vocations for Girls,
 Laidlaw.
 Johnson, We and Our Work, American Viewpoint Society.
 Moffett, Careers of Danger and Daring, Century.

III Lincoln's Birthday

- A Story of his life and achievements.
- B Walt Whitman's poem, "O Captain! My Captain!"
- C Gettysburg Address.
- D Springfield Farewell Address
- E Stories and anecdotes of Lincoln.

References: Schauffler, Lincoln's Birthday.
 Good Stories for Great Holidays.
 Days and Deeds.

IV Washington's Birthday.

- A His life and achievements.
- B Character of Washington--Edward Everett.
- C The Words of Washington--Daniel Webster. (Delivered at the laying of the corner-stone of the new wing of the Capitol at Washington, July 4, 1851).
- D Maxims of Washington.

References: McSpadden, Book of Holidays, Crowell.
 Schauffler, Washington's Birthday.
 Olcott, Good Stories for Great Holiday.

V Truthfulness

- A Value of the habit of speaking the truth.
- B Should we speak the truth at all times?
- C Do we ever trust a person who has deceived us?
- D Should we tell a lie in order to avoid giving a friend pain?
- E Is it possible to lie without saying anything?

MARCH

I History of the school.

II History of the community.

- A Early life
- B Growth of the community
- C Resources
- D Chances for future development

III Self-control

- A Of what does it consist?
- B How should one behave when the teacher is out of the room?
- C The self-controlled individual has control of his actions at all times.

IV Current events

- A See current numbers of magazines for important events of the day.

V Appreciation

- A A study of famous painters and paintings.
- B Famous architecture.
- C Famous statuary.

References: Barstow, Famous Pictures, Century.
 Bacon, Pictures Every Child Should Know, Grossett and Dunlap.
 Coffin, American Masters of Painting, Stokes.
 Hoyt, The World's Painters, Ginn & Co.
 Van Dyke, Studies in Pictures, Scribners.
 Kimbell, A History of Architecture, Harpers.
 Hamlin, A History of Architecture, Longmans.
 Chase, C.H. & Post, C.R. A History of Sculpture, Harpers.
 Gardner, Six Greek Sculptors, Scribners.
 Taft, Modern Tendencies in Sculpture, University of Chicago.
 Taft, The History of American Sculpture, Macmillan.
 Whitcomb, Young Peoples' Story of Art, Dodd, Mead & Company.

APRIL

I Favorite books and poetry

- A Discussions by pupils of their favorite authors and poets. For collections of verse see:
 Repplier, A Book of Famous Verse, Riverside Library for Young People.
 Rittenhouse, The Little Book of American Poets, Houghton Mifflin Co.

II Arbor Day

- A Why we have Arbor Day.
- B Losses to our country through destruction of forests.
- C How to prevent forest fires.

- D Poems to read: Trees by Joyce Kilmer; Return of Spring by Bayard Taylor; Forest Hymn by William Cullen Bryant.

References: Schauffler, Arbor Day
Stevenson and Stevenson, Days and Deeds.
Olcott, Good Stories for Great Holidays.

III Easter

- A Meaning and significance
- B Date--how determined
- C Customs connected with the season.
- D The Loveliest Rose in the World--Hans Christian Andersen
- E The Easter Season--Edward Sandford Martin from "Times and Seasons".

References: McSpadden, Book of Holidays, p. 83-101
Schauffler, Easter
Stevenson and Stevenson, Days and Deeds.
Olcott, Good Stories for Great Holidays.

IV Social Etiquette

- A In public places
 - 1. Avoid talking in church or during a public performance.
 - 2. Refrain from eating in public conveyances where others might be annoyed.
 - 3. One should not seek to attract the attention of persons one does not know.
- B In social gatherings
 - 1. Answer all invitations.
 - a Examples of correct acceptance to an invitation: must not be typewritten nor written with pencil.
 - b Examples of invitations declined correctly.

2. Greeting host or hostess upon arrival.
3. Greeting host or hostess upon departure.
4. Wide range of interests will develop in one the ability to converse intelligently.
 - a Conversation should be agreeable.
 - b Avoid arguments.
 - c Use correct grammar; use clear, distinct tones.
 - d Do not gossip nor talk about oneself all the time.

C Introductions

1. How to introduce the speaker at a meeting.
2. How to introduce children to each other.
3. How to introduce children to grown people.
4. Give various forms of introductions.

References: Emily Post, Etiquette, Funk & Wagnalls.
 Clark & Quigley, Etiquette Jr., Doubleday Page Co.
 Starrett, Charm of a Well-Mannered Home, Lippincott.

MAY

I Music Week

A Study composers, operas, folk songs, negro spirituelles

References: Baltzell, History of Music, Theodore Pressor Co.
 Cross, Music Stories for Girls and Boys, Ginn & Co.
 Upton, Standard Operas, McClurg.
 Finck, Songs and Song Writers, Scribners.
 Kobbe, Opera Singers, Oliver Ditson Co.

II Mothers' Day

A How can we honor mother all the year?

1. By sharing the responsibility of the home.
2. Relieving mother of some of her work, thus giving her more leisure.

3. Sharing our interests with her.
 4. Being interested in her interests
- B Poems to read: Felicia Hemans' To My Mother.
William Cowper's My Mother's Picture
- C Mothers of the famous: The Mother of Abraham Lincoln
by Tarbell.
Cornelia, The Mother of the
Gracchi.

III Clean-up week

- A Ways in which we can make our surroundings more
healthful and beautiful.
1. Cleaning yards, vacant lots, and alleys.
 2. Planting grass and flowers, window-boxes, and
porch boxes.
 3. Refrain from throwing paper, peanut hulls, etc.,
in the street.

IV Memorial Day

- A Origin--from Civil War.
- B Southern or Confederate Memorial Day, June 3.
- C Observance of Memorial Day.
- D Poems to read: Finck, Blue and the Gray.
Will Carleton, Cover Them Over.
Howe, Battle Hymn of the Republic.
Riley, A Monument for the Soldiers.
- E The Nation's Dead--Henry Watterson. (Delivered at
the National Cemetery, Nashville, Tenn., Decoration
Day, 1877)

References: Schauffler, Memorial Day.
Olcott, Good Stories for Great Holidays
Stevenson and Stevenson, Days and Deeds.

JUNE

I Loyalty

- A To friends

1. Stories of Ruth, Johathan and David, Damon and Pythias.

B To country.

1. Stories of Nathan Hale, George Washington, Paul Revere, Abraham Lincoln.

II Flag Day

- A The story of Betsy Ross and the Flag.

- B Story of the Star Spangled Banner.

- C The Flag Salute.

- D Poems: Nesbit, A Song for Flag Day.
Richards, Our Colors.

III Courage

- A Moral courage more difficult than physical courage.

- B Examples of courage: Charge of the Light Brigade; Daniel in the Lions' Den; Incident of the French Camp; Horatius at the Bridge; William Tell; The Pilgrims: Dr. Grenfell in Labrador; Cooper's Leatherstocking Tales; Jane Porter's Scottish Chiefs.

IV Desirable Vacations.

- A Discussions by students: Scout camp, automobiling, seashore, mountains, farm life, hiking, summer schools.

CHAPTER IV

THE STUDENT COUNCIL

The development of the student organization is extremely young in the history of education but in its short existence seems to be evolving certain duties that fall specifically within its capacities--duties that are of no slight importance. Through this organization the youth of to-day are gradually inducted into the duties of citizenship while living the school life instead of waiting for participation until after graduation from high school.

Student government may be formal or informal. Any sort of cooperation in which the responsibility of students is recognized and accepted by both students and the faculty might be classed as student government. The types differ greatly in different schools--some consisting of only a few simple committees working in conjunction with the principal and faculty to secure certain desirable ends, and others of a more formal type having a constitution and even assuming complete authority and control.

The basis for the present interest in student participation is due to the present conception of education, namely, education for democracy. The student must live in an environment which represents a democracy if he is to be fully trained to be an effective member of a democratic society. If the school is run in an autocratic manner by principal and faculty, we can hardly expect to find the children exhibiting many of the qualities of good citizenship when he becomes a full-fledged member of society. At the present time, most of the schools of the country are adopting some form of student control in order that students may participate in the government of the school to some extent.

They are training the students in their care for life by presenting situations which resemble to some extent real situations in life. An effort is made to give the pupil such training as will fit him for self-direction.

In the development of student government, the question presents itself as to how much authority the students should assume. In order to live in a democracy, the student must have had practical experience in a democracy. Living in a democracy does not mean self-rule but self-government and self-enforced obedience to laws which have been made by the individuals of the democracy for the good of the organization. In school likewise, when pupils are given responsibility, they come to regard the school as a cooperation affair.

The idea of "self-government" has failed in many instances where it has been tried because authority has been given to the students to control the affairs of the school. Such a thing as student self-government cannot be, because students lack the good judgment which comes with experience and maturity. The officials of the school should assume all the responsibility for the conduct of school affairs, since authority has been given to them for this purpose. Gradually, student self-government has come to be student participation in school affairs. Many of the schools of the better sort which were slow to accept the idea of self-government, have now adopted the plan of student participation in school affairs. There are many affairs of the school in which the students can assist. Participation under wise guidance and sponsorship will do much to teach the right sort of citizenship. Almost all officials believe in some

such type of student government and most of the high schools over the country have some sort of student government in operation. Self-government is an impossibility even in a democracy and pupils should not be misled into thinking that they can govern themselves. There is opportunity, however, for directed self-government on the part of those who are leading and guiding young life. In no case is complete self-government advocated. A despotic faculty rule is unwise, also, and opposed to the principles of a democratic type of government. A plan of co-operation on the part of faculty and administration will result in the greatest good for all and is in keeping with the principles of democracy. The student should be the chief consideration. The results can only be determined by the product, in terms of citizenship, which the school turns out. Under the wise guidance of the teacher much good can be accomplished. In a large measure the worth of the organization depends upon the sponsors or advisers and these should be selected with the greatest care. The sponsor should stay in the background and yet be in complete control. Only thus can effective leadership be assured. Under the wise and sympathetic guidance of these experienced leaders, the pupils will be able to participate in the handling of many school affairs successfully.

In beginning an organization of this kind, there are several considerations which must be taken into account. Such questions must be considered as the nature of the organization; its name; how much authority shall be vested in it; finding a suitable sponsor; the time and the place of meeting. The idea of student government must come from the principal and faculty but many of

the plans for suitable activities may come from the students themselves. The pupils should be led to feel that their ideas are respected. Good results will come slowly but there must be faith in the outcome. Good pupil leaders must be chosen--the nominees approved by the sponsors. The pupils must learn to assume leadership through experience and only the highest standards used in solving their problems. The principal or adviser should proceed slowly and guide in such a manner as to make the policies seem to emanate from the pupils themselves. It is preferable, in many instances, to start on a small scale, in order to prepare the way for fuller accomplishment.

TYPES OF ORGANIZATION

The Student Council is the term by which the student organization is generally named. Some schools use such terms as: School Senate, General Organization Committee, or Student Affairs Organization. The school is usually divided into small groups, and from these groups representatives are selected who form the student council. These representatives may be selected to represent home rooms, the different classes of the schools, organizations such as clubs, or from the school at large.

The student council may, and usually does, supervise all the extra-curricular activities of the school. It can help to make them all effective by properly organizing and relating them. Since it represents all the interests of the school, it should see that all the organizations of the school are placed on a strong foundation. It should have the good of the school at heart and not over-emphasize any special activity to the neglect of others. For this reason it is better that the membership to

the council be elected from classes or home rooms rather than from the various clubs or organizations. In this way the school as a whole is more likely to benefit.

ORGANIZATION

OFFICERS The usual officers should be elected. These may be selected by the organization or by the school at large. Perhaps it is better for the council to choose its own officers as it would be better fitted for doing this. These officers should be approved by the sponsor, faculty committee, or principal, and should be chosen on the basis of citizenship and scholarship. Veto power should be reserved by the principal at all times.

Representation to the council may be from club or other organization, by home room, or from the school at large. The objection to the first plan is that the representative will use his influence to work for the interests of the organization which he represents rather than the interests of the school as a whole. In the home room type of representation a representative is elected from each home room and the council is more representative of the school as a whole. One objection to this type of representation is that as the lower classes are usually much larger, they would dominate and rule the council and because of a lack of experience hinder effective work. This difficulty can be overcome by the veto power of the sponsor and by electing the officers from the upper classes. Another way of preventing this from occurring is by limiting the number of representatives from the lower classes. In the smaller high schools of the country the representation is usually by classes.

In the very large high schools where there are many home rooms, electing one member from each home room would make too large a body for effective work. Here, also, the representation had best be by classes.

FACTORS CONTRIBUTING TO THE SUCCESS OF THE PLAN

There are several factors which were found to be conducive to the success of the plan.

1. There should be a spirit of cooperation. The organization should not be for leaders only nor should the bright pupils always dominate. Through service on committees, a large proportion of students may participate in the activities of the organization. The pupils must be led to understand that the plan is cooperative and not self-government. Every teacher and pupil should feel a sense of responsibility for whatever pertains to the general welfare.

2. The principal must be enthusiastic over the success of the plan. He should be confident in the outcome of the experiment and cooperation of the teachers must be secured. At least he should have the majority of the faculty members sympathetic with its purpose. If the principal is convinced of the merits of the plan to the extent that he will give it a fair trial, success to some degree, at least, will surely follow.

3. All activities should center around the pupil in order that he might learn true citizenship. The pupils must be interested in the organization and be brought to feel a sense of responsibility for everything which pertains to the general

welfare of the school. Build the organization to fit the needs of the pupils.

4. Directors of the organization should think ahead of the group and suggest ideas if the plan is to succeed. The sponsor should work in close cooperation with the student leaders and allow the pupils to make the ideas their own and work out the details for themselves. Students may be led into the right course of action but they rebel when they are autocratically driven to a thing. If the sponsors exercise tactful supervision and guidance, the plan should prove valuable.

5. Begin slowly and advance cautiously. Care must be taken at the beginning. The program must be gradual and directed to apply to local situations and conditions. Too much should not be expected at the beginning. Conditions should be taken into consideration and the right attitudes acquired before attempting to accomplish much. The student body and faculty must be fully in sympathy with the plan before it is put into operation. No organization should be established until there is a felt need. The faculty must want it and the students demand it. Sentiment favorable to the plan must be built up. A favorable attitude toward the plan may be aroused and developed in the home room and other organizations. The simplest sort of a student organization should be devised at first. Growth may come when the students prove their ability to cope with more complex problems.

6. Choose good leaders. The nominees for official position should be approved by the sponsors or principal. Often there is difficulty in securing students for leaders who can be

entrusted with responsibility. The success of the plan depends upon securing the right leaders. The pupils must be guided and be made to understand in what true leadership consists. The qualifications for officers should be good citizenship and scholarship.

7. The group should be small enough to work effectively. A large body is not likely to accomplish as much work as a smaller body. The individual pupil will not feel responsibility so keenly in a large group. More effective work can be done when there are not so many members to be converted to a plan of action. In a large group many of the members may not have time to be heard at all and consequently be unable to represent their own group. In some schools it is the practice to elect one member from each home room, but in the case of a large school where there are many such rooms, this need not be necessary. Representatives may be apportioned from the different classes as sophomore, junior, etc. This number can be increased by electing two or more members from each half year.

8. The superintendent, school board, and community must be in sympathy with the organization, its purposes, and activities.

9. The organization should have definite duties and limitations. It is desirable to have a constitution in which the duties and powers and limitations as well are clearly set forth. The organizations must have something definite to do--something that is of value to the school. The members must be allowed to make suggestions of their own for the betterment of the school. The constitution in which the powers and rights,

together with the aims and purposes, are set forth definitely should be adopted by the student body and should be the result of careful study. The Washington High School publishes the constitution of the Student Council in their handbook, the compiling of which is one of the activities of the Council. It is as follows:

CONSTITUTION OF STUDENT COUNCIL

In order to foster the sentiment of law and order in the school, to provide opportunities for student cooperation in the internal government and affairs of the school, to promote worthy student activities, and to advance the general welfare of the school, this constitution establishing the Student Affairs organization of the Washington High School has been adopted by the student body.

ARTICLE I FORM OF ORGANIZATION

The Student Affairs organization shall comprise the whole student body. It shall operate through a Student Council.

ARTICLE II MEMBERSHIP

Section 1

Membership in the Student Council shall be apportioned as follows:

Seventh Grade	1 boy and 1 girl
Eighth Grade	1 boy and 1 girl
Ninth Grade	1 boy and 1 girl
Tenth Grade	2 boys and 2 girls
Eleventh Grade	2 boys and 2 girls
Twelfth Grade	2 boys and 2 girls

Section 2

Eligibility requirements: Requirements shall be the same as those for participation in interscholastic

athletics and citizenship grade of not less than "G" during the previous semester.

ARTICLE III OFFICERS OF THE STUDENT COUNCIL

Section I

The officers of the Student Council shall be a President, a Vice-President, and Secretary.

Section 2

The officers shall hold their respective offices for one semester or until their successor shall have been elected and qualified.

Section 3

There shall be an executive cabinet of five members, two of whom shall be elected by a majority vote of the council. The President, Vice-President, and Secretary shall be members ex-officio.

Section 4

It shall be the duty of the cabinet to advise with the President and confer with the Faculty Committee on Student Council relative to all matters pertaining to the policy and executive acts of the council.

Section 5

The Secretary shall keep an accurate record of all the proceedings of the council, the cabinet, and the student affairs organization.

Section 6

Ballots shall be counted in the advisory rooms under the direction of the respective advisory teachers.

Section 7

The names of those elected to the Student Council shall be published at least two days before the election of officers.

Section 8

Officers of the Student Council shall be nominated and elected on the first meeting of the Council, to be held within one week after the election of members.

Section 9

Nomination of officers shall be by ballot.

Section 10

If no one received a majority of votes cast on the first ballot, the five receiving the highest number of votes shall be voted on in the second ballot and thereafter the balloting shall continue until by successive elimination of the name receiving the smallest number of votes, the highest shall have received a majority.

Section 11

Vacancies shall be filled by special elections. Pupils elected to fill vacancies shall serve until the next regular election.

ARTICLE IV AMENDMENTS

Section 1

This constitution may be amended by two-thirds vote of the Student Council and with the approval of the Principal and the Faculty Committee on Student Affairs.

Section 2

Amendments must originate in the Student Council or the Faculty Committee and be accepted by both.

Section 3

A proposed amendment cannot receive final action until one week has elapsed after its approval by the Faculty Committee.

ARTICLE V SOURCE OF POWER

Since the Principal and the Faculty are directly responsible to the Superintendent and the Board of Education for the welfare of the school, it is expressly understood that all student powers herein set forth are delegated by the Principal and the Faculty and may be revoked at any time.

ARTICLE VI RULES OF PROCEDURE

The Student Council shall have power to adopt by-laws and rules of procedure. ¹

OBJECTIVES AND VALUES

The following objectives have been considered as desirable in the above-mentioned school:

A To give pupils an opportunity to develop good leadership and initiative.

B To develop a spirit of cooperation between pupils and between pupils and faculty for the common good.

C To make the student more self-directive.

¹ Handbook of the Washington High School, East Chicago, Indiana

D To afford pupils a place in which they may practice the principles of democracy.

E To secure good conduct and aid in discipline by arousing a spirit of loyalty towards the school.

F To acquaint the pupil with the duties of the individual in a democracy.

G To train for civic responsibility and a life of usefulness and service.

H To develop personality.

I To teach consideration and regard for the rights of others.

Activities of the Student Council

The activities of the student council as observed in the Washington High School were classified as follows:

1. Activities that promote the general welfare
2. Activities for the promotion of student welfare.
3. Directive activities.

Promoting the general welfare: Under the duties included under the first aim are: to promote correct school spirit; secure good conduct from the students in general; maintain high ideals; foster good citizenship; exact courtesy; promote honesty; act as a student body of control; inculcate good habits and attitudes; develop a sense of responsibility; make good citizens.

In developing these aims campaigns were instituted to eliminate smoking near the school. Also a monitory system is installed in the corridors which has for its purpose the

maintenance of quiet and order in the halls during school hours, and the escorting of visitors over the building. All pupils passing through the halls during school hours are challenged and must show a printed pass properly signed by a teacher. Another successful project was a campaign to eliminate gum chewing. Other campaigns instituted have been for the purpose of guarding against the throwing of paper on the floor or school grounds; the defacement or destruction of school property. Other helpful services are the management of traffic through the halls between classes, acting as ushers at special functions and maintaining order at assemblies.

Promoting student welfare: Among the activities which are classified under this aim are: acting as a safety committee; maintaining a lost and found department; guiding new students who come from the grade schools and new pupils who come from other towns; giving information.

Directive activities: Under this classification are included certain activities such as: taking charge of classes during teachers' absence; assisting or taking charge in study halls; serving on various committees for the betterment of the school; taking charge of assembly; assuming charge of certain publications as, for example, the handbook of the school which is published for the purpose of giving information about the school that will be of service to the pupils and new teachers of the high school; managing book exchange; assigning and inspecting lockers; assisting in community service; supervising other organizations; chartering clubs; care of bulletin boards.

Committees

It was found desirable to have the council divided into

committees in order to look after the interests of the school to better advantage. The chairmen of these committees may call upon the members of the school at large in the execution of duties. By selecting members from the school at large, influence is widened and interest is increased. These committees should look after particular interests of the school. Each of the committees may be in charge of a teacher-sponsor.

1. Library committee. This committee shall assist in the collecting of the overdue books and shall assist in securing good conduct in the library. They shall also aid in teaching the care of books.

2. Lost and found department. A place is provided for receiving articles which have been found and these are returned upon proper identification. This department is of great service to the pupils in recovering lost property.

3. Committee on social relations. This committee helps to develop a proper social spirit. It has under its jurisdiction the arranging of school parties or any social affairs of the school. Any plan or project of social service has a place here.

4. Athletic committee. This committee helps to arrange athletic contests and helps also in the sale of tickets and advertising of games. It should seek to promote participation by all pupils.

5. Traffic and usher committee. To direct and supervise traffic in the corridors and on the stairs between classes is the duty of this committee. They may act as escorts for visitors and see that ushers are provided at public functions.

6. Lunchroom committee. The committee sees that an orderly and neat appearance is kept in the lunchroom. This committee seeks to prevent pupils from soiling the tables and from dropping articles on the floor. Correct table manners may be taught in this way.

7. Bulletin board committee. The committee on the care and appearance of the bulletin boards should make rules regarding the size, material, neatness, and dating of notices. The above-mentioned school has devised printed forms which must be used by pupils or teachers when posting notices. These forms have posting and removal dates. Thumb tacks are provided for fastening. The student council committee takes down notices upon the date of removal and thus keeps the bulletin boards from having a cluttered-up appearance.

8. General welfare committee. This committee may arrange for the conducting of campaigns such as: no tardiness; safety first; clean-up week; fire prevention; better speech.

Any activities which have for their purpose the promotion of the general welfare has a place here.

C H A P T E R V

CLUBS

The underlying psychological and sociological factors in club activities are:

1. Desire of the adolescent for companionship.
2. Desire of the adolescent for group activity.

The school club at the present occupies an important place in the lives of the pupils of the school. An increasingly large number of school principals and faculties are utilizing the clubs for the purpose of holding together those of similar ideals and interests. Individuals interested in the same activities are assembled together in order that they may receive the pleasure that comes from intercourse with those of like interests.

The adolescent age is a particularly significant period. At this time strong emotions and new ideals are created. Intellectual curiosity is aroused and self-reliance is enhanced. New interests develop at this age which lead into new fields of thought. The adolescent likes to undertake things for himself. He is flattered by responsibility. He is continually seeking new adventures and excitement. Trivial things seem of the utmost importance.

This is also a time for the development of moral responsibility. New habits are formed and these should be of the right sort. The religious instinct is strong at this time and should be utilized in directing the children into proper channels. Proper guidance is necessary at this time so that

good tendencies may be formed. The social instinct is one of the most marked characteristics of adolescence. The desire for social approval is very noticeable at this time. Social contacts are made most easily and social development is marked. The youth seeks new companions. There is the "gregariousness" urge which is noticeable in every thought and act. The gang spirit should be directed, not allowed to develop by itself. This tendency should be directed along the lines that make for the best welfare of the pupil. A great desire to win the approval and secure the good will of others is manifest. Love of approbation particularly of his fellow school-mates is a controlling instinct. He also seeks to win the approval of adults and older pupils. One of the ways of gaining notice of others is by paying greater attention to personal appearance and dress.

The school authorities of modern schools are endeavoring to set up worthy and desirable ideals and afford the individual an opportunity for the practice of these ideals. They are also seeking to create an interest in things that are worth while. The pupil learns in what good citizenship consists and he has an opportunity of practicing or living the good citizen. The school club program offers many opportunities for the proper training of the pupil in vital phases of citizenship.

These clubs are educational and in addition they have certain advantages which are not found in the regular classes. They afford the necessary relaxation from the routine of the classroom. Too, the pupil learns here because he wants to learn. Participation is voluntary. Other phases of a subject

are emphasized other than the intellectual phases. The class exercise is concerned for the most part with the intellectual and the mental development, while the school club program emphasizes the emotional and recreational phases of life. Improved class work is often noticed from the voluntary interest which is shown in the club work. The club life affords opportunities for the exercising of special, individual aptitudes, tastes, and talents. If pupils are given freedom in choosing a club and some liberty in the activity carried on in the club, more desirable habits are formed and more lasting benefits result.

The club makes allowance for individual differences. The pupil is helped to do the thing which he is best fitted to do. Each pupil finds his place and assumes responsibility of his own choice.

The school club with its similarity to life situations endeavors to give an opportunity to practice good citizenship with satisfactory results. Here the pupil learns to lead and follow intelligently so that he will be able to take his proper place in the world outside. By acquiring an interest in worthwhile pursuits he is led into right living.

The organization of clubs is an effort to utilize the gregarious instinct of youth and to train the boys and girls in the high school in the "worthy use of leisure". The children are provided with pleasure and entertainment which are wholesome and at the same time the boy or girl is learning to conduct himself agreeably in society and learning to mingle socially with his friends.

Objectives and Values of School Clubs

1. To create and widen the pupils' interest.

In the world of to-day the proper use of leisure time is a question of growing importance. Worthy use of leisure time necessitates a large number of wholesome interests. Clubs furnish an ideal means of exploring new fields and acquiring new interests. Interests prove to be contagious. If a pupil spends a few months with a group who are enthusiastic over some club activity, this pupil will be certain to catch some of their enthusiasm. His interests are deepened by club activities. The club program finds its greatest sphere of usefulness in the widening of the pupils' interests and in strengthening those interests which he already has.

The pupils' attitude toward club activities is different because he is participating because he wants to, and not because he has to. He has chosen a particular activity because he wishes to learn more about this interest. In the classroom, the teacher has often to develop this interest in the subject before it can be presented effectively.

Variety in experience is gained through having the pupils change clubs often and thus gain the advantage of belonging to a number of clubs during his school career. In some schools the time in which a pupil may be a member of a club is limited so that each year the pupil changes clubs. Another way of gaining variety in experience is to hold club meetings at different times during the week, thus encouraging pupils to belong to several different clubs. Club meetings are held bi-weekly

or at different times of the day or week. At all times the pupils should be led to desire and participate in these worthwhile activities.

2. To satisfy the gregarious instinct of normal youth and satisfy the adolescent's craving for sociability.

This is one of the strongest of the natural characteristics of the individual. It is one of the strongest urges of young people--that of congregating together with those of kindred spirit and like interests, tastes, and abilities. Out of this association will come lasting benefits such as come to the individual from being a part of a group which is devoted to seeking new and lasting interests. The individual is dependent upon others to a great extent. In his physical, social, mental, moral, and financial relationships he is to a great extent dependent upon his fellow-creatures. The desire of winning the approbation of one's fellow beings is one of the controlling instincts and plays an important part in our everyday life. We learn a great deal through listening to others and criticising and being criticised by them.

The school authorities should capitalize this one of the strongest of the natural instincts by giving pupils an opportunity to work and play together for out of these activities may grow enduring associations which may bear important results in the lives of its members--the formation of friendships which are based on a mutual interest in worth-while things.

3. To give training in good citizenship.

In the club life, the pupils work together in cooperative groups. They learn to think in the interests of the club rather

than in their own. Each member feels responsibility in carrying out his part of the program or serving on a particular committee. Through this participation respect for law, cooperation, and service are developed. The club life affords situations in which the pupil will put in practice some of the activities of adult life. By setting up miniatures of life in school, students may make such applications and reactions that they will become habitual.

4. To furnish an outlet for the enthusiasm of youth.

The strong social instincts of the student will seek outlets in activity of some sort. The school must provide those outlets which will be most wholesome and desirable from the standpoint of the school and community. When properly carried on, better training in self-control should result.

5. To reduce school mortality.

Many pupils find school work dull and monotonous. A great number of these pupils drop out of school on this account and thus lose the influence of school life all too early. There has been some attempt to remedy this deficiency in the schools by a study of, and provision for individual differences, but there is still much to be desired in this respect.

The ideal to be desired in this regard should be to find new interests for these pupils so that they may remain in school longer and secure the moral and social gains that would otherwise be lost. In the school observed by the writer, this is the end that is sought. The club often proves to be that very incentive which helps to hold the pupil in school, if he is allowed to choose a club according to his interests. In the classroom,

activity on the part of the students is more or less repressed. The student must conform to the teacher. In his club, the work is much more informal; the student may choose what to do and how he shall do it. It often happens that the club motivates the regular classroom work and increases interest therein.

6. To develop leadership and followership.

The club life develops initiative and spontaneity. It helps pupils to do many things better than they would do them unaided. The pupils have opportunity for the development of initiative because the club is very informal in its nature, and the pupils may follow their own inclinations to a great extent. Club life provides practice in followership through a recognition of superior qualities of leadership in others. It provides for the development of ethical leadership and of worthy ideals.

Characteristics of Adolescents

The adolescent possesses certain characteristics which seem to favor club life.

1. He likes to undertake things for himself without assistance from others.
2. The love of approbation, particularly of his companions is a very strong instinct.
3. New interests develop at this age.
4. New habits are formed.
5. He has strong emotions and varying moods.
6. He seeks the society of others. The gang spirit predominates.
7. He has a tendency to organize and is always seeking for self-expression.

8. Responsibility pleases and flatters him.

Factors Contributing to the Problem

1. The club should arise from a pupil need. The movement should be initiated by the pupils. The club exists for the pupil and its program and activities should be interesting and instructive for the members. The age and experience of the members are contributing factors in the club policy.

2. It is desirable that all students have a share in the club life. Every pupil in school should belong to a club. The Washington High School has adopted the slogan "Every pupil a member of a club". If it is of value for one pupil to belong to a club, it is of value to all. To force pupils to belong would scarcely be desirable, for lack of interest would surely result. Every effort is made to make the membership to a club seem attractive and desirable. However, there are always some who do not care to join any club and these pupils are sent to the study room or library where provision is made for them.

3. Provide many and varied activities through clubs.

Allow the pupils to change clubs often or belong to several clubs in order that they may secure as wide a range of interests as possible.

4. Have a regular activities period and schedule the club at this time.

It is desirable to have a regular activities period, if possible. If this is not possible, the club should be scheduled at some time during the school day. By this method, attendance at the club is assured and its value enhanced. A better attitude toward the club is thus assumed.

5. The program should be fitted to the group.

The program should be suitable for the age and development of the members, and provide for free expression on the part of the students. It should be interesting and also worth-while in developing good conduct and right habits.

6. Dues should not be prohibitive.

If required, they should be made as small as possible, so that they will not hinder any one's participation in a club. In the above school, no dues are required but small assessments may be made as needed.

7. The faculty sponsor should be especially adapted for the work of the club and assigned on basis of natural aptitudes and interests. If the pupils are allowed to choose, they are likely to choose the popular teacher who is not necessarily the best one. The teacher who seeks popularity may be the least fitted for directing a club. The sponsor should not be a dictator, but a counselor. He should stay in the background as much as possible. The sponsor who permits students to assume as much of the responsibility, even though he could do things more easily and efficiently himself, will prove to have the most influence over the group. He should welcome the ideas of the group, while he guides and directs the activities of the group. A great opportunity is presented here for character building and every effort for the club's success is important.

8. The club should have definite objectives which are to be worked out.

9. It should be democratic.

In the school observed, membership is open to all. Rules

for belonging consist of interest in the club activity, and a willingness to work for its success.

10. The club should have parliamentary procedure.

11. It should be on a sound business basis.

Organization

A club should have its own constitution and by-laws which set up the character and requirements for membership. First, there should be a club committee consisting of faculty members, or a committee of student council members to whom the request is made for a club. In the Washington High School this committee is composed of the Dean of Girls and a number of faculty members. In the request for a charter the group states the proposed name of the club, the purposes, and values for the members. The committee makes an investigation, and if it acts favorably, the charter is granted.

Membership is based upon interest in the activity and the age and progress of the group. The pupils are not allowed to elect the members of their own group as this is opposed to the principle of democracy. Membership is given to all who are willing to devote time and energy for the good of the club. In this school, pupils are not permitted to remain longer than a year in a club with the exception of a few, such as the national clubs. This is done in order that the range of the pupils' interests may be as broad as possible. Pupils may not be absent from club meeting without legitimate excuse. In some schools, clubs drop members who are absent three times without legitimate excuse and these members are not permitted to belong to any clubs for the remainder of the term.

Meetings of the clubs are held in classrooms of the school. Most of the clubs meet every two weeks during the activities period. A few meet every week and some prefer to meet in the evening after school hours. Club meetings held too often are not likely to be so interesting as those held at longer intervals. Club meetings held too often are not likely to be so interesting as those held at longer intervals. Club meetings held once in two weeks permit a pupil to belong to two clubs by holding meetings on alternate weeks.

Some schools hold meetings after school or in the evening according to the character of the community or the home duties of pupils. Others prefer the last hour of the school day in order that the time of meeting may be lengthened as needed. In rural communities a period in the daily schedule is preferred because of the pupils being transported long distances.

No pupil should be barred from a club because of lack of funds. Excessive dues should not be allowed. Small assessments may be made, or the school treasury may assist in providing the materials and equipment needed. If occasions arise demanding funds, it is more desirable to make money through some worthy and dignified activity. Such activities as plays, pageants, carnivals, concerts, field days, and the like are proper activities for making money.

The officers are president or chairman, vice-president, and secretary-treasurer. The president presides at the meetings and appoints committees, the vice-president acting in his stead when the president is absent. The secretary-treasurer keeps a record of meetings, attends to the correspondence, and looks after

financial matters. These officers serve for a semester.

In addition to the above, there is a program committee. This committee proves to be an important one for the success of the club depends in large measure upon the interest of the program. Care must be taken in selecting the members of this committee. The programs must be varied and instructive. All members should participate in the club program.

Suggested Clubs

The following clubs are organized in the Washington Junior-Senior High School, East Chicago, Indiana. These clubs are organized by grades. Each pupil is urged to join a club and is given three choices of club preferences. In case a very large number sign for one club, a new club of the same kind is formed with another sponsor.

Seventh Grade

- Aviation
- Boy Scout Training
- Checkers
- First Aid
- Games
- Gift Making (Girls)
- Hobbies
- Know Our City
- Paint Pot
- Puzzles

Eighth Grade

- Air Scouts
- Book Lovers
- Boy Scout Training
- Cartoon
- Dramatic
- Harmonica
- Needle Craft
- Vocations

Ninth Grade

- Camera
- Boy Scout Cookery
- Poster and Commercial Art
- Debating
- Hi-Y

Ninth Grade (cont'd)

Latin
Model Making
Music Appreciation
Radio
Vocations

Tenth Grade

Camera
Drafting
Dramatics
Dress Design
Electricity
French
Girl Reserves
HiY
Inventions and Inventors
Latin
Reporters

Eleventh and Twelfth Grades

Amateurs
Commercial
French (Le Cercle Francaise)
Girl Reserves (Two clubs)
Hi-Y
Home Economics
Latin (Romani Hodierni)
Industrial
Olympia Debating
Plain and Dunes
Puppets (Dramatic)
Quill and Staff (Literary)
Webster Literary Society
Junior Red Cross (All classes)
National Honor Society

CHAPTER VI

TESTING THE RESULTS

In testing the results of the training received by pupils of the Washington Junior-Senior High School, an experiment was conducted to show the correlation between the scores made by pupils on the Hill Civic Attitudes test and the rating of these same pupils in school habits according to the judgment of the home room teachers.

The test was given to the children of the 8A and 9B grades and scored. The advisory or home room teachers then rated the pupils under their charge according to a rating scale on which were described the ten school habits as follows: courtesy, dependability, neatness, honesty, obedience, cooperation, truthfulness, industry, initiative, and ambition.

The teachers were also asked to rate their pupils by the comparison method; that is, to place him in one of four groups which best describes him in relation to other pupils.

There were ratings received from the teachers for 368 pupils. This number comprises about 33 1/3 per cent of the entire Junior High School. The home room teachers in this school are for the most part intimately acquainted with the pupils in their care. It is the practice in this school for the teachers to keep the same group of pupils each year in so far as possible. This relationship continues, in many instances, throughout the pupils' whole course in Junior and Senior High School. These teachers act as advisers in the real sense of the word, giving vocational, educational, and moral guidance.

The average score obtained on the Hill Civic Attitude test was found to be 14.6. A perfect score on this test is 20.

Pearson's product-moment formula was used in computing the correlation.

It is as follows:
$$r = \frac{\sum x \cdot y}{\sqrt{\sum x^2 \cdot \sum y^2}}$$

X is the difference between the average of one distribution and any measure in the distribution, and Y is a like difference for the other distribution.

The average teacher rating was 70% for the group, and the average score on the test expressed in per cent was 73%.

According to this formula, the correlation between the scores of the test and the teachers' opinion of the character ratings of these pupils is .32, and the probable error is .03.

This indicates a low correlation.

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Name ----- Grade ----- Age -----

Note to teachers: You are asked to rate pupils on the qualities indicated below by making a check () on the line at the point which in your opinion describes him best in reference to that quality.

Courtesy

Always courteous to others.	Shows moderate degree of courtesy.	Shows marked discourtesy; not considerate of others.
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Dependability

Conscientious; can be relied upon to assume responsibilities.	Can be depended upon if it does not prove inconvenient.	Not trustworthy; can not be depended upon.
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Neatness

Very neat in all his work	Work presents a fair appearance of neatness.	Very untidy and careless in all his work.
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Honesty

High sense of honesty; will not appropriate work of others.	Will appropriate work of others if greatly to his advantage.	No sense of honesty; always depends upon getting his work from others.
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Obedience

Respectful to authority at all times.	Usually respectful to authority.	Frequently disobeys; has no regard for authority.
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Cooperation

Cooperates with the school in all enterprises.	Willing to cooperate if too great effort is not required.	Does not cooperate in any school enterprises.
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Truthfulness

Has high regard for the truth; can be relied upon.	Will lie occasionally if to his advantage or to escape punishment.	Untruthful; cannot be relied upon.
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Industry

Industrious; takes pleasure in achievement.	Shows fair amount of industry if task is not too laborious.	Indolent; not interested in any line of school work.
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Initiative

Makes contributions to school activities without being urged.	Contributes to school activities when asked but seldom on his own initiative.	Contributes nothing even when asked to do so.
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Ambition

Has ambition to continue education.	Has fair amount of education; needs urging.	Has no ambition to continue education.
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Underline the phrase which best places this pupil as compared with other pupils; In my judgment this pupil is in:

- | | |
|-----------------------------|--------------------------------|
| (1) the highest fourth | (3) the lowest fourth |
| (2) the next highest fourth | (4) next to the lowest fourth. |