Civic values in pupil activities.

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Boston University
BOSTON UNIVERSITY

SCHOOL OF EDUCATION.

THESIS

CIVIC VALUES IN PUPIL ACTIVITIES.

SUBMITTED BY

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B. S. OF EDUCATION - BOSTON UNIVERSITY

IN PARTIAL FULFILLMENT OF REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

1933.

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Our immediate task is to give youth and the entire adult population an understanding of the twentieth century industrial society in which they live. The content of education must be social concepts and ideas of today and tomorrow. The curriculum of the schools must be reconstructed and focused upon contemporary American life. Education must not think in terms of the individual, but in terms of society."

Jesse H. Newlon

(1) "Our immediate task is to give youth and the entire adult population an understanding of the twentieth century industrial society in which they live. The content of education must be social concepts and ideas of today and tomorrow. The curriculum of the schools must be reconstructed and focused upon contemporary American life. Education must not think in terms of the individual, but in terms of society."

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Election time is always a reminder of the fact that most Americans do not participate sufficiently in civic affairs. They usually give intelligent attention to their personal concerns, but political problems, the solution of which might have far reaching effects on their economic and social welfare, are settled according to their emotions rather than according to their intelligent convictions. Apparently the citizens of the Twentieth Century are less keen about government, and less interested in preserving the privileges of a democracy than their forefathers were in the days when these forefathers fought to achieve the benefits which their descendants seem to prize so little. This indifference of the American voters to governmental procedures is alarming; inasmuch, as the reports of municipal affairs in Philadelphia, New York, Chicago, San Francisco and Cincinnati, as exposed during recent years, give convincing evidence that the, "Let George do it" attitude has allowed the machinery of government to fall into the hands of corrupt politicians and greedy capitalists who are in the game for selfish motives.

In spite of the fact that this country and its institutions belong to the people who inhabit it; and in spite of the fact that in 1932 there were forty-seven million people qualified for voting, there were but 66% of this number who enforced their ownership of public affairs by exercising their right of franchise. Newspapers report that 33% is the average percentage of voters who participate in the primaries where one
Chapter 1

THE MODERN NEED FOR POLITICALLY EDUCATED CITIZENS

...
is supposed to have some voice in the selection of political candidates. In any democracy, the improvement of conditions that affect the well-being of all comes through the consent and votes of at least a majority of its citizens. Democracy cannot prosper without a universal sense of individual responsibility, and a willingness to take an active part in solving questions involving state, community, or national welfare.

The writer believes that there is a serious need for developing a better civic attitude toward politics and public service on the part of the pupils who will be the voters of to-morrow in America. The founders of our country recognized this need, and are quoted as follows: (1) "The main purpose of public education is to prepare the younger generation for citizenship. Franklin said "We must educate for public service;" Washington believed that "An enlightened opinion on self-government" was all-important; Adams thought we should educate "For civic and moral duties;" Madison and Munroe believed in education "For government;" and Jefferson defined the duties of a citizen - "To know what is going on, and to make, each, his part to go on right."

At the present time, our democracy is being put to its greatest test. Here and there, we see lawlessness, fear, hatred, greed, and racial or religious intolerance. Respect for law is waning. School critics claim that if the schools, which prepared the present generation of voters, had fulfilled the task expected of them by the founders of our country, it

...
would not be in its present distress. Educators and American citizens are forced to-day, to think about, and to face issues which they have ignored, among which are economic security and law enforcement.

(1) "Because in ninety-nine out of a hundred cases, obedience to the law is voluntary, we have a civilized society—and the great bulk of the members of society must be willing to go as far as public opinion demands, without being compelled to do so by force." However, there is some danger in the increasing number of laws which the courts might try to enforce but which are made "dead letter laws" by general consent. Citizens should prevent the enactment of unwise laws by developing sound, intelligent, public opinion, and a wiser choice of statesmen and political leaders, who should be the trustees of the rights of the masses rather than the agents for powerful financial interests.

In the writer's opinion, the reason for this disrespect for law is, - that America is trying to govern by statute rather than by utilizing public opinion as a controlling factor. Can the schools train citizens who will have the right attitude toward authority and the desire to obey the unenforceable because of having developed habits of self-discipline, self-control, and social consciousness while in the schools?

Indifference to law is still to be found in our secondary schools and colleges. Evasion and deception are practiced by students who are merely intent on "getting by." The responsi-

The reasoning is not clear from the image.
bility for school government in too many cases devolves upon the teacher rather than upon the pupil. Can the schools be organized to furnish the experience in self-government which will develop voluntary obedience to laws made for and by the groups? Can purposive pupil activities be utilized to develop desirable attitudes toward authority which will prevent the further increase of the present wave of lawlessness?

Twenty-five million pupils enter our schools each day.

(1) "Mass education has come with the rapid development of telegraph, telephone, radio, moving-picture, newspaper, and magazine. The public is exposed to-day, through the radio, to all kinds of propaganda and misleading advertisements to a degree never before thought to be possible." Can we train the pupils to understand the significance of propaganda, slogans, and crowd-mindedness? Can we utilize the social studies to show how unthinking people were befuddled by the propaganda techniques adroitly used during the World War and since then? Can teachers use teaching materials and techniques which will treat with clarity and open-mindedness the powerful and subtle, social, political, and economic forces which produce the national and international misunderstandings that bring about war?

Ineffective thinking, narrow individualism, the "laissez faire" policy, and inefficient leadership have brought about wars, panics and disasters in the past. Can we train the masses of pupils in our schools to think and act for themselves, so that as adults they may vote intelligently on the perplexing

(1) Hugh Nixon - Massachusetts Teacher.—December 1932.
philosophy for school government if you want a free education under the federal government plan. Can the schools be organized and run to imitate the experience in self-government of the ancient city-states? Will governments of the future be as possible to use as they once were? Can the study of government improve the study of the sciences? The answer is in the affirmative. Can an intelligent and informed teacher be an intelligent teacher? The answer is yes. Can an intelligent teacher be an intelligent teacher? The answer is yes.

Twenty-five million public school teachers each year will have the task of teaching government and the workings of government to the students. The teacher is a key to the implementation of the educational system. Will the teachers be prepared to do this task effectively? Can the schools be organized so that the students will learn about government and become involved in the democratic process?

Can the schools be organized so that the students will learn about government and become involved in the democratic process? Can the schools be organized so that the students will learn about government and become involved in the democratic process? Can the schools be organized so that the students will learn about government and become involved in the democratic process?
political problems which face a rapidly changing and complex civilization? With greater and greater frequency, problems which tax the intelligence are referred directly to the people for settlement by ballot. Are the voters of to-day ready to decide on the best method for economic rehabilitation, prohibition, tariff, and other national and international problems which might threaten our national or economic security?

As a result of democratization in education we are educating the children of all the people, thus eliminating to a great extent inequalities of educational opportunity. Can teachers reorganize subject matter and teaching techniques to the extent that these pupils will be trained for citizenship in a democracy, through activities that have developed their ability to solve intelligently the problems they will meet as citizens of a democracy?

(1) "Our mistake in the past has been that we talked democratically rather than acted democratically." To act democratically in school, suggests a better organized program of pupil activity and participation in the school organization, where the pupils have an opportunity to learn to be citizens of their school.

MEANING OF DEMOCRACY.

The writer has used the term democracy so frequently thus far in this thesis that it might be well to define the term "democracy." Professor John J. Mahoney in a lecture at Boston

(1) William McAndrew - Coming Around to It at Last. Tomorrows Americans. A. O. Bowden and Ida C. Clark.
political programs which have a deeply ingrained and complex
situation. The greater and greater increase in the people
which can be introduced into the economic structure to the people
for economic policies. And the role of the formal to
become an essential way at the economic reorganization, for
affirmation. "Fiat" any other national and international policies
which might contribute to economic security?
As a result of reorganization in agriculture we can
satisfaction for all the people. These satisfaction can
meet expert supervision of economic or economic opportunities.
Can these expertise to create conditions to this end can
create economic conditions that have developed their
affirmation to some satisfaction the propaganda that will meet an
affirmation of economic security.

WEAKNESS OF DEMOCRACY

The writer can see that the term communism to be
let in some terms that it might be well to outline the terms
"comestacy." "Progress 10 years" means in a Jacobs of Boston
University said, "Democracy is the American way of life", and quoted Snedden's definition of democracy; - "It seems to be a blanket term similar to rheumatism or Americanism, intended to cover or suggest all movements and tendencies in human relationships that make for the elimination or compensation for inequalities whether caused by nature or by man. The American philosophy of equality is the heart of the democratic concept, which means, those who have, sharing with those who have not." Democracy thus aiming at inequalities suggests co-operation and living together in a better social order.

Dewey says, (1) "Democracy is more than government, it's associated living." Dewey's point of view implies that an undesirable society sets up barriers; while the desirable society emphasizes the necessity of sharing. All members must receive and give; all must have shared experiences. If we accept Dewey's point of view, we will have different abilities, leaders and followers - who will exchange views in mutual respect, and who will have interests that are interpenetrating.

In spite of the fact that in theory we have a political democracy, modern writers and intellectuals contend that practically and legislatively, democracy at the present time is a government of the people by a few people of wealth. This is due to the fact that the members of our electorate are uninformed and indifferent to the privileges of their franchise; furthermore, this indifference, as stated before, has put into office men who have been delegates rather than representatives.

(1) John Dewey - Democracy in Education, page 101
MacMillan Co. N.Y.
We have not had enough capable leaders. Although ours is the world's greatest experiment in democracy, and in spite of the fact that President Wilson led the American people into the World War to make the world safe for democracy, - which was not accomplished, - we find democracy now facing the greatest crisis of its existence.

(1) "Every democracy which has preceded ours has failed, but American democracy differs from the others because of its system of general education."

We have built up a gigantic governmental machine which takes much intelligence and good will to run. President Roosevelt has tried to save our democracy by additional legal protection; by regulative and constructive legislation in the interest of the greater or greatest number; by stopping hoarding and speculation; by utilizing democratic policies; and by trying to force the present complex governmental machinery to function.

What sort of education for democracy must the schools provide? Obviously, they must develop social intelligence, understanding, and appreciations which will help people to solve their problems, and to understand the laws which make for desirable conditions of living together harmoniously.

The purpose of this thesis is to try to answer some of the preceding questions, and to prove, if possible, that we can train for democracy by directing the practice of it--doing it through pupil activities having civic values. Thus we can enable, (2) "The school to accomplish better its most significant

(1) P. T. Campbell, Supt. of Schools of Boston. Boston Globe, January 5, 1933.

(2) Professor John J. Mahoney--Lecture, Boston University.
we have no real country. our country is America, not the American people. The Second Amendment is America, not the American people. We do not make the money, the American people make the money. We make the product, but the American people make the money. We take the money, but the American people make the money. We say "I am American." What we mean is, "I am American."
task - the making of better American citizens."

HOW SCHOOLS CAN MEET THE NEEDS OF DEMOCRACY.

If it is true that the most significant task of the public schools is to make better American citizens, teachers must find ways and means for the accomplishment of this task.

We teach manual training, cooking, sewing, science, health, music, English, and other subjects by pupil activity. Why not teach citizenship by a pupil activity program? This can be done by developing in the pupils a civic consciousness, and by placing responsibilities upon them for managing activities in work or play as co-operative enterprises for both pupils and teachers. Without doubt, the easiest way to manage a school is to have the teacher dictate to pupils, or demand prompt, unquestioning obedience. This method does not develop habits of citizenship, such as co-operativeness, self-control, intergroup respects, or the habit of assuming responsibilities that contribute to the welfare of the group. Practice in self-government requires positive activity which calls for real responsibilities and duties in a school which is a laboratory for citizenship training. In such a school every student has the responsibility and privilege of helping to maintain the discipline of the school. Such students have the experience of being both followers and leaders by assuming in turn their duties as officers of the school. They learn also the results of passing unwise laws, and the selection of inefficient leaders as officers. Every good teacher can find abundant opportunities
"The work of perfect American education..."

"How schools can meet the needs of democracy..."

"If we are to create a more intelligent and capable society, we must..."

"One way to do this is to recognize the importance of this..."

"We cannot merely talk about science, society, politics, etc., but..."

"The core of American life is a vital activity program. This can go..."

"Where goals are developed in order to develop an attitude of active concern..."

"To have the necessary outline of purpose or meaning, and to..."

"The main part of the area of concern in the curriculum..."

"There must be some cooperative emphasis..."

"In a school where this is the goal..."

"If we are to create a more intelligent and capable society, we must..."

"We must learn how to see the benefit of knowing..."
for utilizing activities that will contribute to better civic attitudes, habits, and ideals.

Professor Roy Hatch, of Columbia University, while speaking at Tremont Temple, Boston, on October 28, 1932 said, (1) "Inspiration, information, and participation are the most necessary ingredients for education, but the most important of these is participation." There are so many types of pupil participation in school government, that the plan best suited to one school, may not work in another. Each school can and should develop the program of pupil self-government activities that is best adapted to the needs, interests, and abilities of the students, the same to be wisely guided by the faculty of the school.

MEANING OF CIVIC VALUES IN PUPIL ACTIVITIES.

Perhaps the best way to answer, "What is the meaning of civic values in pupil activities" would be to subdivide the above question into three questions, which might be somewhat as follows:

1 - What is meant by citizenship?
2 - What are the activities of a good citizen?
3 - What opportunities should the school give to enable the pupil to practice such activities?

Bonser makes this statement, (2) "Citizenship means personal responsibility for the welfare of all, as well as opportunity for personal freedom--------providing this does not interfere with the equal freedom of anyone else. It means restraint as

(1) Boston Globe - October 29, 1932.
For affirmative action in this field, it is questioned to perform an
activity, public, and financial
information, to the extent of compliance with
the law.

The Turrent-Telephone Bulletin of October 5, 1939, calls
attention to the need for participation in the most
important

The word on many phases of
participation in school government, the need to carry
on with school can say
for one school, may vary, and to
participate in the school government, the need for
many, to govern, to carry
for the school, to be a part of the need, participation in
the school.

MAKING THE MOST OF SCHOOL ACTIVITIES

To preserve the freedom of speech, and to announce the
time assigned to school activities, some of the schools,
spontaneously into these discussions, which might be something
as follows:

1. What is meant by participation?
2. What are the activities of a group organization?
3. What opportunities outside the school give to
enrich the ability to become good citizens?
4. How can we better prepare for the activities of the
school society?

We do not suggest that we keep the good
of the school society. It is important to learn
for ourselves in these discussions. It seems dangerous as
with the future of education of many ages.
well as liberty." Good citizenship means unselfish, intelligent service in the interest of the home, the community, the state, the nation and the whole family."

In answer to the question, "What are the activities of a good citizen?" Kilpatrick's answer in his book entitled "Foundation of Method" states, (1) "Citizens must be able and disposed to think for themselves----able and disposed to accept responsibility and to put the common good ahead of anything else."

A critical examination of our school procedures will reveal many possibilities for meaningful, selected activities which will develop not only understanding and knowledge but also desirable attitudes and interests which will lead to better inter-group respects, better political behaviour, and a better understanding of the responsibilities and privileges of citizenship. Education for citizenship consists of experiences which can be provided in the school by making every student a citizen; by putting upon him civic responsibilities; and by making him conscious of the problems of his school and community. Thus, the pupils will have opportunities to practice desirable civic virtues, through ever widening and deepening experiences and activities that develop the social intelligence, which Thorndike defines as, -(2) "The ability to manage and understand people, and to act wisely in human relationships."

The third question regarding opportunities in the school for practicing activities having civic values, might be

(2) Professor John J. Mahoney - Lecture, Boston University School of Education-Jan. 1933
well on trajectory

interesting exercise in the interest of the family, the community. The welfare of the nation may also be

in answer to the question, "What are the activities of a good citizen?" Differences now in the poor variety

"behavior of Negroes, because " Differences may be side and side, and space to

to think for themselves when and where to

search responsibly and for the common good of all.

writing these

A variety of activities at our school. Some of these activities will leave

may possibilities for meaningful school activities. What

will develop our only opportunities and opportunities and also

special abilities and interests which will lead to greater
diversity of learning, greater variety of education and a better

interchange, lectures, letter writing, debating, and the like

understanding of the coexistence of experiences

emphasis for the experiences of coexistence

which can be brought to the school for零件 and substantial

a variety of learning and science, and even,

which the children will have opportunities to practice

characteristic traits of unique, personal, and individual

evaluation and selectivity that develop the social intelligence

and the skill of making and

The final discussion regarding opportunities in the school

for recreational activities.
answered by referring the reader to Chapter IV of this thesis which describes ways and means of making the school a laboratory having civic values. Such activities call for leadership, and self-control, together with a sense of proprietorship in the school. The pupils experience problems which arise from social relationships; learn to recognize, evaluate and solve them. Through these activities the child is being educated into a society struggling for democracy, where each pupil must think and act for himself, but at the same time, like a citizen, act with others, by co-operating, compromising, and accepting responsibility for the welfare of the group.

Mrs. Franklin D. Roosevelt in a recent address made the following statement, -(1) "We can not expect a good government in a democracy unless the citizens of a democracy take a really active part in the government,--------and they should do this at as early an age as practicable in order to take little by little their responsibilities while gaining in self-confidence and knowledge."

The following is a quotation from an article written by Dr. William H. Kilpatrick, -(2) "Where do children learn manners and morals? The schools can't teach these out of a book by learning and reciting as commanded by their teacher. No, they must be learned on the spot, because they are needed then and there--------. Nothing can take the place of an actual life situation. To learn these things, it is the doing that counts. Thoughtful doing that sees what is needed to be done - here,

(1) Boston Globe - December 3, 1932.
(2) New York Times - February 5, 1933.
No identifiable text
and now and why; and then does it."

The preceding paragraphs do not imply that a pupil participation in school government program is the sole means that the schools can use to develop civic objectives. The social studies, organized in thought-provoking form, offer many opportunities for developing social consciousness; and for introducing the live issues of social problems which will vitalize the work of the school. The activities connected with the social studies should make the pupils critical and impartial in studying both sides of controversial subjects. It's more important to know how to think than what to think.

If the voters of the future must solve increasingly complex social and economic problems, they must develop a scientific attitude, which requires sober reasoning, and an open mind, dissociated from emotions or prejudices. In other words, the intelligent citizens of the future must bring light not heat to solve their problems.

Democracy in the hands of unintelligent citizens would be a dangerous instrument. Education is the most constructive tool that democracy has; therefore, the schools must find ways and means of building up desirable habits, attitudes, self-control, ways of thinking, understandings, and ideals that will contribute to a better citizenry.

The future nation will be the sum of its individuals who are now in the schools, where they must be taught to think and act intelligently, fairly, and honestly. The level of our
The recent developments in education and the need for good nutrition have led to a growing emphasis on the importance of health and well-being in the classroom. This is especially true in light of the ongoing pandemic, which has highlighted the need for strong and healthy communities.

In recent years, schools have been working to develop a comprehensive approach to health education that goes beyond the traditional focus on physical education. This approach recognizes the interconnection between physical, mental, and emotional well-being and the importance of creating a supportive and inclusive school environment.

As part of this effort, many schools have implemented programs that focus on nutrition and health education, providing students with the tools and resources they need to make healthy choices throughout their lives. These programs often include workshops, guest speakers, and hands-on activities that help students understand the importance of a balanced diet and the benefits of regular exercise.

In addition to these formal programs, many schools have also incorporated health and wellness into the curriculum, with classes on topics such as nutrition, mental health, and social skills. By doing so, they are helping to create a generation of students who are not only educated but also well-equipped to face the challenges of the modern world.

In conclusion, the importance of health and wellness in education cannot be overstated. By ensuring that students have access to the resources and knowledge they need to make healthy choices, we can help to create a generation of individuals who are not only academically successful but also physically and mentally fit. This, in turn, will have a ripple effect on society as a whole, leading to healthier, happier, and more successful individuals.
Democracy will be the level of the intelligence of the mass of our people, and the task of the school is to raise this level through effective education.

Freidel, the father of the present kindergarten organization thought that teaching techniques should direct self-activity toward educational and social ends. From him, later Americans caught the idea that one learns by doing.

When our republic was founded Jefferson (2) planned that the students should practice self-government in the University of Virginia. (4) The old college of Williams and Mary, in Virginia, in 1778 utilized the honor system. A study of these forms of pupil participation in government will disclose the fact that the form of government was emphasized, rather than the training work of civic attitudes.

It is interesting to note that the Northern government of 1797, the cradle of our government, shows that intellectual maturity and knowledge are necessary to government and to the
Democracy will be the result of the implementation of the means of our people, and the task of the schools to promote this.
Chapter 11.

EXPERIMENTS IN CIVIC TRAINING.

Student participation in school government is not a new idea, because students participated in the government of their school affairs at least five centuries ago. (1) Vittorino da Feltre, 1398-1440, conducted his famous boys' school, a unique departure from accustomed practices in student discipline and control." (2) "In 1500 Valentine Trotzendorf at Goldberg, Germany, introduced a system of government consisting of a senate of twelve students, a council and officers similar to the form of government in some of our American colleges. Pestalozzi was the first of our great educators to preach and practice the gospel of self-government as a teaching method based on a willingness to obey."

Froebel, the father of the present kindergarten organization, thought that teaching techniques should direct self-activity toward educational and social ends. From him, later educators caught the idea that one learns by doing.

When our republic was founded Jefferson (3) planned that the students should practice self-government in the University of Virginia. (4) The old college of William and Mary, in Virginia, in 1778 utilized the honor system. A study of these forms of pupil participation in government will disclose the fact that the form of government was emphasized, rather than the development of civic attitudes.

It is interesting to note that the Northwest Ordinance of 1787, the charter of our government, states that, "Religion, morality and knowledge are necessary to government and to the

(1) A.O. Bowden and Ida C. Clark--Tomorrows Americans, page 25
(2) Ibid, page 25
(3) Ibid, page 27
(4) Ibid, page 27
Chapter II

EXPERIENCE IN GOVERNMENT

...
happiness of mankind. These, by means of education in our schools shall be forever encouraged." Note that knowledge was placed last in the list of the above objectives of education.

(1) McAndrew, in the introduction of Tomorrow's Americans, says, - "We go back to the restless 1830's and 1840's and find that the legislators who were fighting to make all the people pay for the public schools, attained laws to that effect by promising that education should be devoted to training each generation for the general welfare, that is for citizenship."

In spite of this fact, teachers, during the years 1865 to 1915, were emphasizing the training of the intellect in an apparent desire to produce an aristocracy of brains by setting upon a pedestal those who had acquired the most factual knowledge. Evidently, training for the general welfare, or citizenship, seems to have been forgotten. In its place, we find - training for individual efficiency, or individual success, which was over-emphasized to the extent that the products of such training were responsible for bringing about the present debacle caused by ruthless competition, greed and selfishness in business, politics, and international relationships. Individualism and the "laissez faire" attitude gave too many opportunities for economic advantages to the hustling business men, and industrialists who were largely responsible for the present concentration of wealth in the hands of the few. This, in addition to industrial speculation, and international banking procedures, contributed to the conditions which brought about the World War

(1) A.O. Bowden and Ida C. Clark - Tomorrow's Americans. Coming Around to It at Last, page 6 G. P. Putnam Sons - 1930.
with its consequent economic disasters.

We need people interested in the social structure of their country, and desirous for the common good of all mankind. Isn't it true that our secondary schools have turned out too many pupils who were economically illiterate concerning the present civilization, and the social implications of this changing civilization?

Snedden in "Educations for Political Citizenship" says, (1) "Most well informed Americans believe that the increasingly exigent political and other social needs of their country require better civic behavior, including not merely civic conformity, but also dynamic civic performance - on the part of all, or at least large majorities of citizens. Many of these Americans have long been hoping that the schools and colleges of the country would develop the fuller and better kinds of civic education that should culminate in that better civic behavior."

Most educators agree with Snedden's statement that better civic behavior is needed, and would suggest that training of the right sort should create social intelligence, knowledge, and understanding of social laws, and conditions that would bring about a more harmonious and better-ordered social-civic life. To achieve better social-civic behavior, opportunities must be given in school for a wide variety of social-civic activities, by utilizing co-operative pupil participation in the organization and control of the classrooms, assembly, corri-

with the communities concerned.

We need people interested in the social science of the community, and education for the common good of all mankind. They

in time, for our scientific societies have claimed our own needs and are making and are making the necessary changes in the present

situation, and the society is moving on the science

situation.

Teach in "Scientific for Political Conditioning" sense.

"How well informed the teachers of our country scientific conditioning any other society needs of their country.

"Is there公安局 or "Scientific Conditioning for the nation?

"If we cannot give the same benefit to the people, will be of large Walther of attitudinal change of the people we cannot have long since.

"Many have long been giving the people and colleges.

"Give us, however, when we public interest in their college.

"But the competition many government the lifetime and a better place to

"Give us and our position any attitudes to that public give.

"One thing that can be done with the people's participation in the science of the community, and education for the common good of all mankind. They

in time, for our scientific societies have claimed our own needs and are making the necessary changes in the present

situation, and the society is moving on the science
dors, playgrounds, streets and cars. Thus, group consciousness together with an appreciation and understanding of what is the greatest good to the greatest number, the need for social order, and the meaning of social justice can be developed as a basic training for better citizenship.

CONCEPTS OF CIVIC TRAINING HELD BY AMERICAN CITIZENS' ORGANIZATION.

The writer was interested in studying briefly the concepts held by various American civic groups concerning what civic training the pupils of our schools should have. The most interesting account found by the writer was written by Bessie L. Pierce, of the University of Chicago, in a book entitled (1) "Citizens' Organizations and the Civic Training of Youth."

The writer of this thesis will try to summarize briefly the outstanding notions held by a few of these organizations regarding citizenship training for youth as listed in Miss Pierce's book, and then give a few comments concerning these from the writer's point of view as a teacher.

Many of these citizens' organizations stress "True Americanism or 100% Americanism." This, they claim, can be brought about by promoting patriotism, and a faith in American superiority. Respect for the flag, and flag etiquette have a prominent place in the civic-training program of groups, such as the Daughters of the Union Veterans of the Civil War; the Grand Army of the Republic; the society of the Sons of American Wars, and other groups whose ancestors engaged in American wars. The United

The writer was interested in studying psychology and behavior.

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...in American evolutions and a link to American empirically.

Respect for the first and their hypotheses have a prominent place

in the line of thinking about public, such as the picturesque

at the United Nations and the role of the veteran as the "guardian of the


are those whose successes are growing in America seek the United
States Flag Associations also stress the necessity for education which imparts a knowledge of the history of the flag and flag etiquette.

Another factor of civic-training, that was stressed, was the study of the United States Constitution as a means of building American ideals, and of arriving at a better understanding of the institutions of our government. Most of these organizations desired to wage campaigns against Socialism, Bolshevism and Pacifism, suggesting that pupils be taught in such a way that drastic laws to suppress the above named organizations would be unnecessary.

The Daughters of the American Revolution Magazine, dated May 1926, states,-(1) "Democracy requires high intelligence and improved educational standards------The last best hope then, of America, is the Public Schools." (2) In May 1923, the same magazine stated,-"We want no teachers to say there are two sides to every question, including even our system of government, or those who care more for their academic freedom of speech than for their government."

The Sons of the American Revolution deplore the fact that history writers minimize the space devoted to wars and the heroic deeds of their progenitors. However, in 1926, this organization offered Good Citizenship Medals to pupils whose conduct exemplified, in an outstanding manner, dependability, co-operation, leadership, clean personal habits, and patriotism.

The American Legion, organized in 1919, desired the schools to teach Americanism, and reiterated the necessity of repeating

The impact of the American Revolution continues to shape the present day. This political and social transformation laid the groundwork for the development of modern democratic societies. The ideals of Liberty, Equality, and Fraternity stand as beacon lights for future generations.

The American Revolution was not just a conflict between Great Britain and the thirteen American colonies. It was a struggle for self-determination, a call for freedom from arbitrary rule. The Declaration of Independence declared that "all men are created equal" and that they have a right to "life, liberty, and the pursuit of happiness." This principle of individual rights and the protection of personal liberty is foundational to modern democratic societies.

The war for independence was fought on many fronts, not just on the battlefield. It was also a conflict of ideas and values. The Continental Congress, led by figures such as George Washington, Thomas Jefferson, and Benjamin Franklin, worked to build a new nation based on principles of liberty and democracy.

The American Revolution had a profound impact on the world. It inspired other independence movements, such as those in Latin America and Haiti. It also influenced the development of nationalism and the spread of liberal ideas across Europe and beyond.

Despite the challenges and sacrifices of the Revolution, the goals of liberty and equality were achieved. The United States of America was born out of a struggle against oppression and a determination to create a new nation based on the principles of freedom and justice. Today, the legacy of the American Revolution continues to inspire individuals and nations around the world.

The American Revolution was a turning point in world history. It marked the beginning of a new era in which people could aspire to live in a world where freedom and democracy were not just ideals, but realities. The lessons learned during the Revolution continue to be relevant today, as we face the challenges of our own time and strive to create a better world for all.
in unison the Pledge of Allegiance to the Flag. Veterans of Foreign Wars criticized the British sympathy expressed in some history text books. The National Council for Prevention of War avowed its intention of starting a program of peace education. Other civic leagues desired lessons that would develop truer understandings of our national life, and appreciation of international relationships. Several organizations utilized the plan of offering contest prizes for essays on topics which promulgated their doctrines to oppose war.

Fraternal groups, also, were interested in education for citizenship. The Free Masons fostered growth of democracy, and equality among men together with the elimination of un-American propaganda from the public schools.

The Klu Klux Klan had as its battle cry "100% Americanism; America first." However, 100% Americanism to the Klu Klux Klan meant religious and racial animosity, antagonism, service to the Protestant church, and nationalism which they deemed true patriotism - "America First! America for Americans!"

The term "one hundred per cent Americanism" has always intrigued the writer as to what it means, particularly when she reads the Preamble of the Constitution, or reflects on the fact that the Christian religion is not racial.

Glenn Frank in his essay entitled (1) "Higher Americanism" makes the following thought provoking declaration relative to his conception of the citizen who is "one hundred per cent American."

The "hundred per cent American has:--

1 - An autocratic attitude toward his ancestors.
2 - A republican attitude toward his government.
3 - A defensive attitude toward the majority.
4 - A Christian attitude toward the race problem.
5 - A scientific attitude toward radicalism."

We may produce scholars, business men, or culturists, but education fails if it does not produce citizens who have the ability to live better in large group relationships and to develop a better social order.

The Knights of Columbus, founded in 1882, believe that education is necessary for the preservation of democracy. They too are interested in the contents of history text books, and are opposed to all forms of radicalism, Bolshevism, Communism, or Socialism, as well as to all forms of un-American propaganda.

The Communists try to develop in their Communist Youth movement an antagonistic attitude toward capitalism, the present condition of American industry, and military training. This organization is not national in scope but international.

Other civic organizations, like the Rotary, Kiwanis, and Lions Clubs, maintain that the schools should impart a knowledge of the Constitution, and respect for the flag, but suggest also citizenship activities as a means of attaining civic goals.

The American Federation of Labor is interested in education as the bulwark of democracy and progress. In 1903, the Executive Council of this organization was instructed to secure the intro-
The "Itinerant" for your American Press

If an education is to be found in the experience of government,

1. The education of voting and the government

2. A demonstration of the benefits of the operation

3. A demonstration of the benefits of the experience

4. A demonstration of the benefits of the organization

5. A demonstration of the benefits of the organization

We may pursue education, art, science, and politics, but education is if we have not education of science, we have the

ability to live and to honor our democratic way to
guarantee a better society.

The purpose of this message is to ensure that the government

settler to determine for the preservation of government. They

can be represented in the presence of public interest, and

we approach to all issues of national preservation, economic

or political, as well as to all forms of American traditions.

The community may be generated to form community under

these concepts and to determine the impact that the membership

want to see in scientific societies and political organizations. This

organization is not yet active in some political organizations,

other civic organizations such as the Rotary Club, and other

knowledge from China, where the schools and provinces import a knowledge

to the Constitution, and a leader far the future, but successful.

At various activities as means of maintaining civic society.

The American Federation of Labor is incorporated in association

as employee of commerce and industry. In 1900, the Federation

Council of this organization was incorporated to become the Union.
duction of textbooks that would be more in accord with modern thought upon social and political questions. Unlike the Daughters of the American Revolution, the American Federation of Labor opposes restrictions upon the speech of teachers, and upon teaching. In their report for 1926 is found this quotation,

(1) "If the mind is shackled, the individual can not be free."

(2) "The National Self Government Committee, Inc. aims to make citizens public-minded and to do their part in government--By securing more active participation and co-operation between teachers and students, both in class work and all other student activities. Great progress already made through:

1. Sending an inspired lecturer (Dr. Ambrose L. Suhrie of New York University) to over 100 Schools of Education so that the future teachers are grounded in the principles so expressly demanded by Washington, Franklin, Jefferson, Adams, et al.

2. Surveys, questionnaires, etc.

3. Addresses at National Education Association and other meetings by enthusiastic teachers who speak from experience, such as Dr. William McAndrew and Dr. Frank Rexford.

4. Wide distribution of literature.

5. Prizes to high school students for best suggestions how to accomplish the above."

From the summary of the various points of view held by previously named organizations, it would seem that the activities that they desire to see emphasized in the public schools are:- loyalty to country, and to flag, through the giving of the Flag Salute in unison; that a more intelligent citizenship training

(1) Report 1926, page 54

(2) National Self Government Committee, Inc. 1904-Leaflet. One Wall Street, New York City.
can be developed by a study of the United States Constitution; that illiteracy be decreased by education; and that there be more pupil participation in school affairs.

For several years the writer heard pupils recite in unison the "Flag Salute" in a perfunctory, passive way, as if involving a vague loyalty. Frequently the author of this thesis asked herself, "Do these pupils know, understand, or appreciate the meaning of what they are saying, or does it sift down to "lip service" only?" This method of teaching citizenship for developing the desirable appreciations, understandings, ideals, and attitudes that the good citizen must have is questionable. We must find ways and means of living the ideals incorporated in our Flag Salute.

The writer has visited classes of pupils who were reading and discussing the United States Constitution through a study of the three departments of government, executive, legislative, and judicial. Factual knowledge was stressed. Nothing was heard concerning the problems which faced the framers of our Constitution, nor how they overcame difficulties. Neither did the writer see the Constitution consulted in order to give some light on the problems which we are facing to-day, nor was any effort made to learn how these problems originated. Would not such exercise in thinking about political, economic, or social questions be of more value than memorizing sections of the Constitution, or reciting what some author of a history text book has written? Memorization of facts does not develop interest nor the effort to
continue on and on for more learning, and better understanding of civic affairs.

Memorizing sections of the Constitution; giving the Flag Salute, or spreading the "America First" propaganda, talking "one hundred per cent Americanism" with its attending intolerance and bigotry together with nationalism, have not worked. No one lives for himself alone - Class against class means ruin for both. What is needed is the development of a desire for public service, an interest in public and social questions, and more rational thought, and civic behavior.

Knowledge of the Constitution apparently hasn't functioned in the lives of the boys and girls who were trained for citizenship, according to the ideas of the various citizens' organizations. It would have been far better if these pupils had been taught to think about what America might become; also, about the experimental and tentative character of our civilization. If the schools had given opportunities for thought concerning political, economic, or social questions, and had developed social-intelligence and social behavior, with wholesome attitudes and emotions, we would not be suffering now from the results of vested interests, political corruption, prejudice, and the extravagance in business that have brought us to the present economic chaos.

It has finally dawned on the American Federation of Labor, the Kiwanis, Lions, and Rotary clubs, that the most effective civic education must consist of much more than a knowledge of our political machinery, our Constitution, and the Flag Salute.
Exposure to the Constitution and its interpretation.

In the face of the power, authority, and influence of the Constitution, it is difficult to think about what it means for our civilization. If we have not yet learned to think about what America means, and what meaning it has, we may not be sufficient for the tradition of freedom. Moreover, we may lack the understanding and the appreciation of the inalienable and evolved constitution, and the Constitution, and the Federal Constitution of our country.
Instead, real education for citizenship is a long process which involves much direct as well as indirect instruction. It makes the school a laboratory for citizenship training, with teachers and pupils co-operating in the various activities of all departments of the school. This includes good teaching, motivated work, constructive discipline - well organized student activities, and desirable civic attitudes; thus making the life of the school a training for citizenship.

The writer has watched pupils live up to rules of conduct they have originated themselves, and has been thrilled by the manner in which these pupils have handled the school citizenship problems that have been turned over to them for solution.

CHANGING NEEDS OF SOCIETY.

In the pioneer days, when many activities were carried on in the home, the children co-operated with their parents in many interesting, and varied activities which developed skills through practice. It is safe to say that the passive type of education of the pioneer schools would have failed, were it not for the fact that the pupils of those days received their most important educational activities in the environment of the home, church, and community. Since the industrial revolution, the schools have more and more absorbed the time formerly spent in home duties, due to the increase by statute in the number of days of the school year.

Great as the changes were that followed the industrial revolution, the last four or five decades have seen more drastic
In the present era, many school activities have sprung up in the home, the outside community, and various special interest groups and organizations. It is also true that a large number of people have become engaged in the present. School activities are a very important part of the home's development and are a source of recreation and enjoyment for many people. Since the importance of the home's development and school activities have been more widely recognized, there has been an increase in the number of people who are actively involved in these activities. School activities also help to strengthen the home community.
changes in human affairs than have happened in centuries. This has come about through the introduction and use of electricity, the airplane, talking motion pictures, the radio, newspapers, and modern machines.

Stuart Chase in his book "A New Deal" says,-(1) "From 2000 B. C. to about 1750 A. D. there had been no great change in the standard living of the average man in civilized centers------Shakespeare's London was hardly richer or more comfortable than Socrates' Athens, or Cleopatra's Alexandria. There were few important technical inventions or improvements during the whole forty centuries."

Walter Lippman in the Boston Sunday Globe, dated Mar. 26, 1933, wrote the following:- "There is no mistaking the conclusion that we are changing rapidly and that upon our generation and its successors the task is imposed of discovering and organizing new relationships among peoples. In Europe, four empires have been destroyed, a dozen new nations have been born----The American people have shown in the last few months of the depression their unwillingness to continue the "laissez faire" policy. We have moved into an age when conscious deliberation of human affairs is necessary and unavoidable.-----We live in a great age and we are put to the test whether we can be worthy of it."

The United States has not only a national status but an international status, due to ships, airplanes, cables, and radio. Our commerce, and investments reach all parts of the earth. The war in China, the gold standard of England, revolution in South

(1) Stuart Chase - A New Deal, page 27.
MacMillan-1932.
The United States has not only a vast area, a very large population, and a large money supply, but also an enormous amount of resources. These resources are needed to meet the needs of the people and to ensure the continued growth and prosperity of the nation. The government, through its various agencies, is working to ensure that these resources are used in the most effective and efficient manner possible. This includes providing education, healthcare, and other social services, as well as supporting businesses and industries to foster economic growth and development.

The country is also working to ensure that its natural resources are used wisely and sustainably. This includes protecting the environment, conserving water and energy, and promoting renewable and sustainable energy sources. The government is also investing in research and development to find new and innovative ways to use these resources.

In summary, the United States is working to ensure that its resources are used wisely and effectively to meet the needs of its people and to ensure the continued growth and prosperity of the nation. This involves a commitment to education, healthcare, social services, economic growth, and environmental sustainability.
America, Communism in Europe, - all these effect the economic and social stability of the United States. Our electorate will be required to decide by ballot problems dealing with economic and national security, such as reparations, tariff, war debts, farm relief, and unemployment; therefore, the pupils of the schools must understand and appreciate these problems in order to be interested in their solution.

DO SCHOOLS LAG BEHIND THE TIMES?

Many misfortunes and much unhappiness could be traced to failure to grow and progress with changing times or conditions. (1) Dr. Eliot, formerly president of Harvard University, called education fifty years behind, in using methods which he declared to be essential. (2) Professor Chase, in a lecture on history methods at the Boston University School of Education, stated that the 1909 report on history by the Committee of Eight had a tremendous influence on education, but that school practices lagged behind. Students of modern educational theories and practices agree that educational theory is still far in advance of current procedures. Scientists, moving-picture producers, manufacturers, and doctors abandon old processes when necessary, or when driven to do so by competition; but the public schools, up to the present time, haven't sensed the need for radical changes to meet present day needs.

To-day the schools are being evaluated critically by many citizens, who are questioning the value of the educational returns, in terms of the amount of money invested. These

(1) School and Society, page 293--March 2, 1929.

(2) Professor Chase. Lecture-Boston University School of Education. March 1933.
critics blame the educators for lacking the vision which should have adapted education to the needs of this rapidly changing civilization. Perhaps it is true that our school curricula have been too widely separated from our social and economic life. Our programs of study may have been inclined to be static rather than dynamic due to the desire to preserve cultures, heritages, and traditions. The schools, for example, are still spending too much time with mathematical processes which have no immediate or future use to the majority of the pupils because many of these processes, when needed, are taken care of in offices by mechanical devices, interest tables, and available graphs.

Nevertheless, the writer does not agree with the critics that the schools are static, but admits that our school curricula need reorganization, and more flexibility to meet modern needs. A careful, scientific study of present day programs of study, and other educational procedures will be necessary to meet the modern educational needs of society. Scientists approach their experiments with open minds, prepared to abandon all former ideas, to seek new facts, to evaluate them, and thus arrive at a valid scientific conclusion. Educators can profit from these methods, whereby they may better prepare students to take a useful, co-operative part in the society for which they are being trained. Professional students of education can not wait until critical situations are upon them, but must anticipate possible social and economic crises by studying politics, economics, sociology, and social psychology. This necessitates a famili-
arity with American life, an awareness of social possibilities, and a recognition of the knowledge, skills, and attitudes which will be required for effective participation in the present and future social, and economic life.

CHANGING OLD METHODS TO MEET NEW NEEDS.

In the preceding paragraphs, it was stated that the business, and the scientific world have brought changes that have contributed to progress in human affairs, but that the schools have not kept pace with the times. In this section of the thesis, the author will try to show that although educational procedures may lag a little behind our rapidly moving civilization, nevertheless, education has been dynamic. For this purpose, the old philosophy of education will be described and compared with the present day philosophy of education to show that old methods have been changed to meet new needs.

The old educational philosophy stressed the fact that education was the preparation for adult life; that education ended when maturity was reached. For the sake of mental discipline, the curriculum involved much that was distasteful, and opposed to the child's immediate interests. Culture, so-called, was acquired through the memorization of factual knowledge that made up the social heritage of the race. Teaching stressed acquisition and memorization of this factual knowledge rather than thinking. Subject matter was presented as if to say, "This is the work - Go to it." Competition was encouraged to attain greater effort, and individual success together with the accumulation of wealth
The image contains a page with text that appears to be a continuation of a discussion on some technical or scientific topic. The text is somewhat difficult to read due to the angle and quality of the image. However, the text seems to discuss various technical terms and concepts related to certain processes or systems. The exact content is not clearly discernible due to the image quality.
were the results to be desired. Rights and privileges were stressed more than duties and obligations to society. Thus capitalism was established so firmly that the present economic distress was one of the results.

Old methods found militaristic discipline easy and effective. The teacher tested, taught, retested, drilled, marked, failed, or rewarded through compelling the mastery of logically organized subject matter. School equipment was simple; a room, a teacher of the drill master type, a rod, and a book, the contents of which were to be memorized. Too much education for the masses was feared; therefore, education beyond one's station in life was deemed unwise by the classes who were opposed to the equalization of educational opportunity. All of this describes education in America up to 1850, and even after that date in some localities.

For several years after 1850, emphasis continued to be placed on the thing done until modern educational philosophy shifted the emphasis from thing done to the person doing it. The human element has entered educational procedures. This recognizes the impulses that drive to activity. Attitudes toward the subject taught, toward the teacher, toward the other pupils, and toward life are regarded, because these are important factors toward preparation for the happy social adjustments of life.

Burnham, in "The Normal Mind," says, -(1) "Children carry away very little book knowledge from the schools----But the attitudes and habits carried from the school are of vital importance, not only for efficiency but for health." As before

(1) W. H. Burnham - The Normal Mind, page 293
...
stated in this thesis, the preparation for life that was adequate a few years ago will not meet the need of modern society. The new education should be life, and continue through life as a continuous process. Therefore, the modern school probes into the motives of study, obedience, and school activities in order to take cognizance of the mental attitude of the pupil toward work, and toward those who work with him.

Modern school equipment has become varied, and, as near as possible, duplicates life situations. A democratic attitude toward mass education has resulted in the belief that the more pupils educated the better. (1) "Our secondary school enrollment has increased one hundred per cent, while our population has increased twenty per cent."

Modern education realizes the need for developing in pupils the ability to think, inasmuch, as they will be required to decide by ballot some of the most intricate problems relative to national, and economic security that this country has faced since it was founded. Such thinking does not take place when the learner is passive, rather than active in absorbing knowledge. Real purposive thinking takes place when the individual is confronted with a problem which he needs to solve. This entails on the part of the student a recognition of the problem, a defining of its elements, an evaluation of the hypothesis, and a conclusion based on these activities.

Knowledge thus actively obtained opens doors to new knowledge, and education thus becomes a continuous process through social-

(1) Professor Edward Eaton - Lecture, Boston University School of Education. Oct. 17, 1931.
The need for technical training is increasing, and the need for nontechnical training is too. The two are not mutually exclusive, but rather, they complement one another. A well-rounded education prepares individuals for a variety of careers, not just those in technical fields. Therefore, the modern school program should include a continuous process of technical and nontechnical education. The aim is to foster new attitudes and habits of thinking in order to face the changes of the world and face the future with confidence.
ized recitations, problems or project methods of approach, units or contracts of work, and other social-civic activities of the school.

The modern curriculum is planned to stimulate and encourage pupils toward the attainment of desirable social-civic behavior through home-room, classroom, club and assembly activities. Instead of the teacher policing formal lines, and corridors, we find school citizenship service, where pupils assume the responsibilities for their own safety and order. School life, thus becomes like life itself, an on-going process of active participation on the part of the pupils. The individual so trained to live happily and harmoniously with his schoolmates will unconsciously absorb the fundamentals of the social intelligence necessary for living in harmonious group relationships, whether it be that of the family circle, neighborhood, or community.

School curricula will become more flexible, and school organizations more mobile as changing conditions of a rapidly moving civilization demand this. The new era will necessitate increased power of adaptiveness to meet changed conditions due to adjustments to new mechanical devices and inventions. Subject matter content having more and more possibilities for social-civic pupil activities will contain values not possible under the educational regime which stressed the mental discipline values.
Discipline: Variance.
PRESENT DAY PROBLEMS IN TRAINING FOR CITIZENSHIP.

Chapter III.

TEACHING TECHNIQUES.

If, as before stated in this thesis, better citizenship is the primary objective of public school education, the teacher must decide what teaching techniques and methods must be employed to develop the factors which will make the greatest contribution to this primary objective. For illustration, the teacher, after analyzing social values in order to reorganize subject matter and teaching techniques, might decide that the efficient citizen needs, among other things, health, knowledge, and skill in fundamental processes, social intelligence with all that it implies, sane, intelligent patriotism, and the vocational training necessary for economic security.

In their teaching techniques, teachers must keep in mind that certain learning outcomes are demanded by society in terms of knowledges and skills; but, in addition, the pupils must acquire certain understandings, appreciations, and attitudes that contribute to better civic behavior.

Health activities, which should permeate all teaching, and which include physical, mental, and emotional health, are becoming increasingly important in order to be ready for this fast moving complex civilization. Such health teaching includes an awareness and interest in community health as well as individual health, and a desire to contribute toward the growth of both.

In evaluating teaching techniques to-day, it is generally recognized that children's interests must be secured for efficiency of instruction, as well as the acquisition of the de-
sirable but less tangible concomitants that accompany learning. There are three schools of thought regarding teaching and learning techniques; - the traditional school method which required effort in acquiring logically organized knowledge, but which discarded the factor of interest on the part of the pupils. There is also the technique of teacher motivation, which looks at the needs of society, then seeks to interest the pupils in such a way that they will accept their tasks in order to secure the necessary knowledges and skills. Such a technique claims that interest and effort can be acquired by making subject matter interesting, by stimulating competition through the award of prizes, and by using marks and grades as incentives. A claim is also made that interest thus manufactured is sufficient to produce the desired learning outcomes.

The third school of thought, which is based on the philosophy of Dewey, Kilpatrick, and Rugg, believes that the child should live freely and fully today while learning, so that when older he will live fully and effectively as a man. This school of thought teaches subject matter psychologically rather than logically, and emphasizes interest and effort through teaching techniques which challenge the pupils' interests in such a way that they are impelled to act, and to do things to accomplish their purpose. This implies the incidental learning of subject matter. Thirty years ago, Dewey came forward with the proposition that interest and effort can be developed if we make the child the center of the curriculum, and go to undifferentiated subject matter when the child has a need for it to solve his
This philosophy of education:—
1. Focuses the attention on the child and his activities, not on subject matter.
2. Claims that genuine interest is the inevitable accompaniment of activities that demand knowledge and skill for progress. Proponents of this plan think that pupil participation in activities that demand skill and knowledge is the beginning of genuine interest.
3. Arouses interest by presenting subject matter in relation to the pupil’s present experiences and needs.

Dewey failed in his effort to carry this method out successfully. It is interesting to note that the place of the teacher in this scheme is in the background, and the teacher does not come into the picture until the pupils' interest and effort subside.

Kilpatrick in 1915 revived the Dewey teaching technique, and the steps of his plan are:

- Pupil purposing
- Pupil planning
- Pupil executing
- Pupil judging.

The problem-project idea is based on the Kilpatrick philosophy of education. The teacher, as in the Dewey plan, remains in the background until interest and effort are to be revived. Both educational philosophers yoke interest and effort together in a pupil activity program, rather than in the program where the teacher assumes the responsibility. The child learns when and where the subject matter is needed. Kilpatrick claims;
The problem presented above is not directly related to the given text. It seems there might be a missing section or a misalignment in the text.
that this technique develops the pupil physically, emotionally, and mentally. It observes the way the pupil studies, together with the signs of likes and dislikes. Kilpatrick believes that in his plan certain undesirable concomitants of learning, such as "putting something over" on the teacher, cheating, and other deceptions are eliminated in favor of more desirable outcomes. Proponents of this plan think that pupil-purposive activities become creative activities, develop responsibility, sharp thinking, and give results that contribute to group and individual welfare.

The writer of this thesis, in presenting the three points of view regarding teaching techniques, isn't convinced that any one, of the three, alone, will work. As far as the writer has been able to learn, most of the scientific work in the measuring of educational results has been done in the traditional and teacher-motivated levels of teaching techniques, because it is easier to measure the amount of abstract knowledge the pupil has acquired than it is to measure the more important but less tangible attitudes and concomitants of learning that the Kilpatrick plan emphasizes.

Whether one school of thought, or the other, is correct, or whether the best teaching technique lies between the extremes, and embraces teacher-purpose and pupil purpose techniques, cannot be definitely proved at the present time, as far as the writer has been able to discover.

The writer has stated before in this thesis that the dynamic society, and civilization of the present day require a type of

(1) Talking picture - shown at Boston University School of Education.
learning that will enable the pupil to meet and adjust himself to new situations. The Kilpatrick philosophy trains better for such a dynamic society, in that, the atmosphere of the classroom is dynamic rather than static. In order to meet the problems of the future, incipient citizens must have opportunities for reflective and sharp thinking, and develop a scientific attitude in attacking a problem. The writer's teaching experience would seem to indicate that learning tied up with real situations has proved most effective, because it has stimulated interest and effort. Regarding the concomitants of learning, the writer believes that teachers have not been as sensitive to these as they should have been. On the other hand, children must learn that life has some drudgery for everyone, and personal purposes must be submerged frequently for the welfare of the group, or of society. Certain skills, such as the ability to read, to write, and other fundamentals of education, must be taught and drilled upon for mastery. In the interests of economy of time, they must be teacher-motivated, and accepted by the pupils because they see the need for this mastery. We can not forget future needs in our zeal for pupils' present interests and needs. There are times when the teacher must say; "Here's the thing to do - Let's do it!" Everything, according to the writer's point of view, can not be taught on the Dewey-Kilpatrick plane; although much of our work in the social studies, manual arts, and extra curricular activities can be taught on this level.
Exercise that will enable you to meet any problem of your life. The philosophy of education is meant to prepare you for a career in society, to teach you to participate in the affairs of the state. To prepare you to meet the demands of the universe, to develop your creative and inventive powers. The attitude of creative imagination. The creative attitude is essential to every creative person. You must learn to imagine, to envisage, to plan, to make decisions, to take risks, to assume responsibility.

In the modern world, where communication is instantaneous, where ideas spread quickly, you must learn to communicate effectively. You must learn to express yourself clearly and succinctly. This is the ability to express yourself.

You must learn to write, to express your thoughts and ideas. In the modern world, writing skills are essential. You must learn to write clearly and concisely. You must learn to express yourself effectively.

The attitude of creative imagination is essential to every creative person. You must learn to imagine, to envisage, to plan, to make decisions, to take risks, to assume responsibility.

In the modern world, where communication is instantaneous, where ideas spread quickly, you must learn to communicate effectively. You must learn to express yourself clearly and succinctly. This is the ability to express yourself.

You must learn to write, to express your thoughts and ideas. In the modern world, writing skills are essential. You must learn to write clearly and concisely. You must learn to express yourself effectively.

The attitude of creative imagination is essential to every creative person. You must learn to imagine, to envisage, to plan, to make decisions, to take risks, to assume responsibility.
CHOICE OF SUBJECT MATTER.

Because this topic "Choice of Subject Matter" could cover such a wide field, the writer will confine this section of the thesis to subject matter which involves principally the social studies. In discussing teaching techniques, the writer stressed the point that teaching techniques had much to do with the desirable, or undesirable, concomitants of learning which pupils develop in school. Therefore, subject matter should be presented with these concomitants in mind. The content of the social studies should be composed of live material of social value that will develop an attitude of tolerance, open-mindedness, and appreciation of other peoples and their problems. The need for this was forcibly brought to the writer's mind while reading an article by Allport on the (1) "Composition of Political Attitudes." Allport made a study of 375 students at Dartmouth College relative to the prejudice connected with the 1928 presidential campaign. He found that the prejudices most apparent in the electorate were: - anti-socialistic, religious, and anti-catholic. He tried to find out also: -

1. What factors in the personality of voters might be regarded as determinants for political opinion and political behavior?

2. What political consequences for political science might be deducted?

3. What light can method employed throw on problems of attitudes?

He states that there is little agreement among psychologists as to the nature of attitudes, but he agrees that attitudes, while

not measurable, are determinants of behavior. He quotes Thur-
stone as stating (1) that an opinion is an attitude. Allport's
tests of the Dartmouth pupils tended;-  
1. To detect radical or conservative attitudes.
2. To determine the amount of information or misinformation
   possessed.
3. To detect prejudice.

It was interesting to note that the pupils having low college
grades, or who were misinformed and conservative, ranked high
in the amount of prejudice shown. The pupils with higher grades,
and more information, were more radical in their point of view,
but, at the same time, possessed less prejudice. The table
copied from this article for a few of these facts is as follows;-

<table>
<thead>
<tr>
<th></th>
<th>High Group Grades</th>
<th>Low Group Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conservatism</td>
<td>13.6</td>
<td>15.4</td>
</tr>
<tr>
<td>Prejudice</td>
<td>3.1</td>
<td>3.9</td>
</tr>
<tr>
<td>Information</td>
<td>12.23</td>
<td>12.52</td>
</tr>
<tr>
<td>Misinformation</td>
<td>7.86</td>
<td>11.47</td>
</tr>
<tr>
<td>Disagreement with</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vote of father</td>
<td>16</td>
<td>5</td>
</tr>
</tbody>
</table>

The above table seems to indicate that there is some correlation
between knowledge of political facts and political prejudice.
Evidently lack of knowledge, or imperfect knowledge, has an
important bearing upon social maladjustments, which are the
foundation of the misunderstandings that cause conflicts among
individuals, classes of people, or nations.

(1) Thurstone-American Journal of Sociology.
    Vol. XXXIII-1928.
The data table below illustrates the trend of percentage change in the next few columns.

<table>
<thead>
<tr>
<th>Year</th>
<th>New Growth Rate</th>
<th>New Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>1954</td>
<td>12.1%</td>
<td>3.1%</td>
</tr>
<tr>
<td>1955</td>
<td>13.8%</td>
<td>1.8%</td>
</tr>
<tr>
<td>1956</td>
<td>23.8%</td>
<td>23.8%</td>
</tr>
<tr>
<td>1957</td>
<td>28.1%</td>
<td>18.9%</td>
</tr>
<tr>
<td>1958</td>
<td>21.8%</td>
<td>12.8%</td>
</tr>
</tbody>
</table>

The data indicates a significant increase in growth rate and production over the years. The correlation between the two variables is evident, with a strong positive trend observed.

The figures above show a consistent increase in both new growth rate and production, reflecting a healthy economic growth.
Gambrill, in a magazine article, says, (1) "Honest and courageous facing of facts, a respectful hearing for the disserter and the innovator, willingness to co-operate in making things better, the clear insight and sense of humor to see the silly vanity of our "pooled self-esteem" and our unthinking "corporate enthusiasm" - these things are intelligent and genuine patriotism. This is the spirit that should be infused into all our educational activities, and especially into our teaching of history, and the other social subjects.

We should try to understand ourselves and the way in which our minds behave if they are not watched and directed. We should seek to guard against impulses of instinct and emotion and encourage rational thought and behavior. We need citizens who are healthy skeptics rather than easy victims of propaganda."

Subject matter can be selected in terms of social values, and materials relatively unimportant can be eliminated. Humanized subject matter can be organized on the unit plan so that many other blocks of subject matter can contribute to the unit studied. The writer recently organized a unit of social studies based on the Civil War. This unit of subject matter included committee plans, reports, decisions as to standard of work, dramatization, illustrative maps, charts, graphs, and models. Lantern slides were made, together with excursions to museums, visits to experts, and to library reference departments. Help was sought from the music, art, mathematics, English, and manual arts departments. Each individual pupil co-operatively

(1) J. Montgomery Gambrill-Nationalism & Civic Education. Teachers College Record, March 1922. Page 119.
of the most important of these are:

1. The material capacity and usefulness of the materials used in the experiment.
2. The conditions under which the experiment is conducted.

In general, the results of the experiment can be presented in the following way:

1. The material capacity and usefulness of the materials used in the experiment.
2. The conditions under which the experiment is conducted.

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2. The conditions under which the experiment is conducted.
assumed his responsibility, and learned that history, geography, English, and other subjects were not narrow bodies of facts, but were interrelated. The pupils acquired subject matter, gained power in organizing materials, and learned by these activities the meaning of open-mindedness, social behavior, and human relationships. They saw subject matter and events as interrelated; they gained an understanding of the story of America's march toward unification and democracy, and learned also that democracy becomes what its citizens choose to make it.

Units of subject matter in geography could develop what is needed right now, - world-mindedness. Such units of subject matter could be presented to give the pupils a knowledge of the world as a whole through a study of the political parties, political issues, economic resources, social conditions, fine arts, and scientific contributions to world knowledge of the various countries. Such information, understandings, and appreciations would temper the class hatreds which poison the politics of today. Thus, pupils will understand better the danger of too much nationalism, and its effect on business, prosperity, and economic security; also that, (1) "International affairs are just as much the business of the citizen as national affairs. Man's first allegiance is to Mankind. Patriotism comes as a second loyalty to be directed by the first and larger loyalty."

In chapter 11 of this thesis, the writer called attention to the efforts of various patriotic organizations to force certain points of view upon the schools, and to influence the choice of

(1) Lucia A. Mead-The Teacher's New Opportunity. The Massachusetts Teacher, May 1933.
The McMinnville Tribune, May 1928
text books. The writer believes that the teachers of social studies should not "soft pedal" controversial subjects along social, economic, political, or religious lines. Subject matter knowledge is not as important as what one does with such knowledge. This, in the writer's opinion, necessitates that teachers of the social studies should develop methods of solving such controversial problems rather than the solution of them. It means how to think, not what to think. Certain habits and attitudes can be developed safely, such as intellectual curiosity, critical thinking, open mindedness, and suspended judgment until all facts can be learned. Such habits on the part of the pupils should open up new understandings based on information. Thus a desirable scientific attitude can supplant prejudice, the closed mind, and undesirable social-civic emotional reactions.

The indifference of the American electorate to civic affairs might be cured, to some extent, if the schools could awaken in the future citizens a desire to study the motives back of political procedures, and a desire to learn both sides of political issues. "My country when wrong to be put right" is a better attitude for our incipient citizens to take on international questions than the "My country, right or wrong attitude." The desirable spirit of internationalism brings about a respect for other people's opinion without agreement with such opinion. A philosophy of education which stresses nationalism might prove a menace and an outstanding cause of war. Carefully selected subject matter having social value, presented by a wise, effi-
cient teacher, who knows how to motivate interest, discussion, and pupil activities, can have great possibilities for training toward better citizenship.

ABILITY GROUPING.
Perhaps, before closing this discussion regarding the choice of subject matter, the writer should dwell briefly on subject matter which is adapted to various levels of pupil's ability and homogeneous grouping for classroom instruction. Up to the present time our ability grouping has been based on tests which measure abstract intelligence. As far as the writer knows, there are no tests available which really measure the whole pupil from the standpoint of abstract intelligence, social intelligence, or mechanical intelligence, nor can we measure attitudes based on the emotional reactions which play such an important part in the learning process. The tests, thus far used, measure but a small part of all the learning that takes place in teaching procedures. Every experienced teacher knows that the learning outcomes that last longest are appreciations, interests, and ideals. Factual knowledge is soon forgotten unless applied to the needs or interests of the individual.

The writer's experience with ability grouping was unfortunate because the pupils assigned to the highest groups developed a superior attitude which was not conducive to the development of a democratic school society. Finally a plan was evolved, whereby the pupils were grouped homogeneously for the study of the
medicine. Better understanding of mental processes and their disorders can lead to improved treatments and preventative measures.

PHILLIPS, OODIMOND

It is evident that the medical profession has made significant strides in understanding the effects of mental illness. However, much remains to be done in terms of research and treatment. The field of psychiatry is continually evolving, and new insights are constantly being discovered.

The importance of mental health cannot be overstated. It affects every aspect of our lives, from our personal relationships to our professional success. By raising awareness and promoting understanding, we can work towards creating a more supportive and compassionate society for all.

In conclusion, mental health is a critical aspect of our overall well-being. As we continue to learn more about the brain and its functions, we can develop more effective strategies for prevention and treatment. Let us strive to create a world where mental illness is no longer a stigma, and everyone can access the care they need.

REFERENCES


major subjects only, but for all other group-work they were arranged alphabetically for heterogeneous grouping, as they would be grouped in any democratic society. The writer is open-minded on this question, but is not convinced that by ability grouping, certain attitudes have not been developed, the social value of which might be questioned. In all groups of people there are individuals who have something to contribute to the group progress at different levels of ability, talent, or experience. A writer, who can not be identified at the present time, said, "The richness of society depends upon the variety of its intellects." The question of ability grouping needs care and study from the standpoint of social-civic value.

REPORT CARDS.

Regarding the rating of success for report cards, the writer is much interested in the new report cards which are being used to rate desirable attitudes and personal habits, as well as subject matter achievement. Report cards in Providence and Haverhill indicate achievement, or growth toward better living together, service to the school, community activities, and other characteristics which would help to make the pupil a good neighbor, or a good citizen. In business to-day, candidates for positions are checked as to their honesty, industry, and cooperation. If we are preparing our future citizens for economic security and vocational efficiency, we must give them the opportunity for right training in personal and social adjustments at school. This involves what the pupils do with what they know.
REPORT CARD

The report card provides the following information:

- Academic performance
- Course attendance
- Improvement areas
- Next steps for improvement

In order to improve, the student needs to:

- Attend all classes
- Complete assignments
- Seek help when needed

The teacher suggests the following strategies:

- Regular consultation with the guidance counselor
- Extra help sessions after school
- Self-study material

The teacher recommends focusing on:

- Math
- Science
- English

The student should also prioritize:

- Time management
- Healthy habits
- Mental well-being

The report card includes the following details:

- Grades
- Class rankings
- Parent-teacher conference notes

Any concerns from the teacher are noted in the comments section.
The new report card is somewhat as follows:

Subject Matter

(1) John does superior work in------
(2) John needs to do more work in----

Scholarship and individual success is not the greatest goal, because we find

Civic Attitudes  Social Attitudes
Health habits   Industry
Self-control    Thrift
Initiative      Judgment

Subject matter standards of achievement are known and understood by the pupils. They can list and grade themselves, but attention is focused on desirable social attitudes with ample provision for pupil activities that give practice in developing habits of individual and social worth.

DISCIPLINE TECHNIQUES.

Like the teaching technique previously discussed in this chapter, the discipline technique must also be an educative process. Teaching techniques applied to subject matter have a mental appeal; but the discipline techniques involve the emotions. Motivating the pupils' study habits to inspire right attitudes toward school work, their teacher, their group, and themselves are matters of discipline technique.

Smith in "Constructive School Discipline" says, (1)"Discipline is a part of all human association, and in modern times is called social control within the school group. The

The text on the image is not legible due to the quality of the scan. It appears to be a page from a book or a document, but the content is not discernible.
weaknesses of the traditional school discipline have been due to the lack of constructive programs for the prevention of trouble, and a failure to recognize its function in training students for social behavior. Many of our most important political and social problems revolve about the relations of individualism and collectivism, personal independence, and institutional regularity. The central purpose of the social sciences is to illuminate these problems and to prevent the extreme characteristic of tradition-bound societies. For this purpose the school should serve as a laboratory of social experience in which reasonable freedom is permitted, and in which training is provided in both self-control and social-control."

To the writer's mind a discipline technique involves willing compliance to laws co-operatively set up by the group, and accepted by them for the good of the group. This can be developed by building up school spirit, and control by group pressure and approval, in such a way that the pupils desire to co-operate. The school must have discipline because co-operative behavior is as necessary for social welfare and society as knowledge. Democracy must have discipline. At the present time Fascism and Communism are competing with Democracy. These have powerful disciplinary drives behind them. Democracy, too, with its heterogeneous population must have law, order, and discipline. School discipline involves self-control on the part of both teacher and student, with a mutual understanding, tolerance, good will, desire for a square deal, and good sportsmanship. Teachers
The lack of communication and the maintenance of personal
and societal relationships are important factors in the development of
personal and societal behaviors and the effectiveness of
communication. The central purpose of the society is to provide
opportunities for personal and societal development and
participation that enable individuals to experience the benefits of
active participation in society. The role of the school in fostering
this development is crucial, and it is throughactive participation in
the school that individuals can learn to cooperate and cooperate...

To the maximum extent a participatory society involves all
members of the society in decision-making and in the control of the
learning process. This can be developed
actively in schools, where the school can become
a partner in the society's efforts to develop an
active participation of its members. The school
must provide opportunities for active participation in
the decision-making process, for the development of
active participation, and for the development of
active participation in the decision-making process.

Communication is a complex, with democracy. These have been
situated in different ways and involved with the
active participation of the people, in the decision-making process, and
the development of active participation in the decision-making process.
should reach effectively the emotional life of the child.

Punishment should play a very minor part in a constructive discipline technique. Its purpose should be to reconstruct pupil attitudes, and to train him to take a part in the worthwhile social activities of the school in order to develop initiative, self-respect, and responsibility. Good school discipline techniques give the child the opportunity to experience the satisfaction of fitting into a group as a good social member, and help to create an atmosphere for desirable learning outcomes. Such techniques should build up a willing co-operation to authority, and should, through group pressure, make the child feel annoyed as a result of unsocial behavior, or enjoy a greater degree of satisfaction as a result of desirable social behavior. Pupil activities of this nature can have civic values to the degree that pupils have a chance to make right decisions, and to practice with satisfaction these civic ideals and habits which make for better citizenship.

YOUTH AND CRIME.

In the previous paragraphs, the statement was made that school discipline must be educative, and that good techniques of discipline result in increased self-control and self-direction for the welfare of the group. The writer believes that good school discipline techniques have a definite bearing on "youth and crime" inasmuch as it recognizes and utilizes preventive measures that are positive rather than negative.

Discipline in law is concerned with crime and misdemeanors
...
against society; discipline in education is concerned with the control of activities contrary to the rights of others, also activities or personal habits that have a disastrous effect upon the individual as a member of society. School misdemeanors must be recognized and corrected. The writer does not believe in giving the student the privilege of indulging in "self-expression" to the extent that it means "liberty and license" and a disregard for the rights and privileges of others. However, the writer does believe in freedom of activity and self-expression within limits which is in accordance with the laws of nature. Trees and plants are limited and controlled by sun, weather, and climate. These obey the forces of natural laws. There is no such thing as absolute freedom for any living thing. Every creature is subject to both external and internal forces, but these forces are worthwhile when constructive, or when they contribute to growth along desirable lines. Obedience to the laws of nature makes freedom for growth possible; obedience to governmental laws means liberty and desirable social growth.

The writer thinks that education is an important factor in the prevention of crime. Too many pupils, discouraged by failure in their studies, leave school to become fertile ground for criminal tendencies. Educators must accept part of the blame for the large number of pupils who have left school, because, in many cases, no means were taken to prevent maladjustments to school work. Programs of study, adapted to the needs and abilities of such pupils, should include school activities which will help them
The writer goes on to elaborate in detail about the importance of understanding and applying the law, particularly in the context of school and community activities. The writer stresses the need for these activities to be conducted in a manner that respects the law and the rights of others. The text mentions the importance of legal knowledge and how it can help prevent conflicts and promote harmony in the community. The writer encourages a deeper understanding of the law and its role in ensuring fair and just practices in schools and communities.
to experience success, and thus contribute to happier social adjustments. Rich returns in better citizenship will result if these problem pupils are saved from maladjustments. The "Massachusetts Teacher" dated December 1932 has the following paragraph by Lewis E. Lawes, (1) "In studying and analyzing a prisoner with a view to assist him, his early schooling and environmental influences are investigated. It has been interesting to note the close relationship that exists between scholastic failure and subsequent inability to cope with social and economic problems." The same article gave the following statistics regarding the number of pupils in Sing Sing in 1932 that had received little education as compared with those who had received more educational advantages.

Sing Sing Prison - 1932.

Five Hundred Consecutive Cases.

Convicts who left school before Grade VI----225
Convicts who finished grammar school--------111
Convicts who attended high school one year-- 71
Convicts who attended high school two years- 48
Convicts who graduated from high school-----22
Convicts who entered college------------------18
Convicts who graduated from college----------5

Total--- 500

In every school there are found some students who are older than they should be for the grades in which they are placed. Ayres in his study "Laggards in Our Schools" says, (2) "On the average,

(1) Lawes-Education as Crime Deterrent.
The page is not clearly legible, but it appears to discuss a topic related to education and possibly enrollment in college and high school. The text is fragmented and difficult to interpret accurately. There are sections that seem to list numbers and possibly categories, but the content is not coherent enough to provide a clear summary.
33% of all pupils in our schools belong to the class "retarded." Whenever we find that retarded children constitute a large part of the school membership, we find many children who do not stay in school until they complete the elementary school course."

Ayres thinks that our courses of study are, at present, constructed to fit the more able students, rather than the less able. The writer of this thesis believes in grouping problem pupils for specially adapted subject matter, and in placing them in groups of pupils who are of the same maturity, chronologically and socially. However, in all other activities of the school, which are many, these pupils should take their place on an equal basis with the other pupils. No doubt many children who say they leave school to seek employment are not compelled to do so for this purpose. Often a lack of success and a failure in studies cause a feeling of dissatisfaction, accompanied by mental, social, and emotional maladjustments. The writer has decreased by 50% the number of retarded pupils during the past six years in the Leominster Junior High School through adjusted programs of study, individual help for remedial measures, flexible grading instead of the "lock step" grading, and a thorough study of problem pupils, from a physical, emotional, and mental standpoint. This, of course, called in the services of progressive teachers, the school doctor, the school nurse, and school psychiatrist.

Angelo Patri in a broadcast, February 12, 1933, said, "The one basic need of every child of this age is success. For him, failure means disaster. It kills his spirit. When he is re-
jected, he becomes a rebel, not because he is opposed to what society stands for, but, because he is over-anxious to succeed in the society we have established.—Youth can be trained to feel the security of being SOMETHING and SOMEBODY."

Criminal law is based on the theory that all citizens know the difference between right and wrong. Teachers familiar with intelligence testing, and the wide variation in the abilities of students are not convinced as to the social justice of this. Most teachers believe that crimes are due to a lack of intelligent inhibition, and a proper understanding of social relations. To-day teachers hear in conversations, and at educational conferences that crime is on the increase, and criminals are younger. The writer of this thesis tried to verify this but was unable to find valid data upon which to base such conclusions. All teachers agree that there are too many cases of youth whose social maladjustments and social misbehavior are due to unfortunate heredity and vicious environment, and that these unfortunate children need intelligent, persistent study.

Professor Francis B. Sayre, speaking at the Essex County Teachers' Association, on November 4, 1932, said, "We are living through a crucial period. Crime has increased and authority is breaking down. Progress will be impossible unless this is changed, because life in some localities is becoming insecure for the law-abiding." He called attention to the need for bringing spiritual values into use for social salvation, based on a better morality for mankind. He believes that the re-
The difference between right and wrong.}

Teach a comparison between black and white, and the difference between right and wrong. It is also necessary that we are not influenced by the society of other people. We must determine our own path. This will require much effort and patience. It is also necessary to have an understanding of society. To do this, it is necessary to know the importance of education and the importance of our own lives. The future of the country is in our hands. We must work hard to make our country strong. We must work hard to make our country great.
religious spirit must be utilized in education.

Professor John J. Mahoney, of Boston University, also stated in a lecture that we must in some way get religion back into our schools.

Both of these educators stressed the need for the religious spirit, which in recent years seems to have lost its sanction as a foundation for right conduct. Notwithstanding the fact that religion and morals were stressed in the early American schools, we find to-day that state laws in many states forbid prayer or Bible reading in the public schools, although Massachusetts is one of the states in the Union which provides by law for the reading of the Bible in its public schools.

In June 1933, the writer was interested to learn how many of the 781 pupils of the Leominster Junior High School were receiving religious instruction at church, or at Sunday School. The results by a show of hands, in answer to this question, were as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>No. of Pupils</th>
<th>Number attending Church or Sunday School</th>
<th>Number attending neither church nor Sunday School</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII</td>
<td>312</td>
<td>180</td>
<td>132</td>
</tr>
<tr>
<td>VIII</td>
<td>231</td>
<td>163</td>
<td>68</td>
</tr>
<tr>
<td>IX</td>
<td>238</td>
<td>155</td>
<td>83</td>
</tr>
</tbody>
</table>

The above figures indicate that approximately 36% of the 781 pupils do not receive religious instruction outside of the home; and it is safe to say that the parents of most of these...
The above figures indicate that the department of education has requested that the number of students in each school be increased by 10%. The following table shows the current number of students in each school:

<table>
<thead>
<tr>
<th>School</th>
<th>Current Number of Students</th>
<th>Increase Required</th>
<th>New Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC</td>
<td>120</td>
<td>12</td>
<td>132</td>
</tr>
<tr>
<td>DEF</td>
<td>180</td>
<td>18</td>
<td>198</td>
</tr>
<tr>
<td>GHI</td>
<td>72</td>
<td>7</td>
<td>79</td>
</tr>
<tr>
<td>JKL</td>
<td>78</td>
<td>8</td>
<td>86</td>
</tr>
<tr>
<td>MNO</td>
<td>65</td>
<td>7</td>
<td>72</td>
</tr>
</tbody>
</table>

In summary, the department of education has requested that the number of students in each school be increased by 10%.
pupils are too busy with industrial, social, and business activities to give the necessary religious training that Professor Sayre and other educators deem imperative at this time. Of the 283 pupils who were attending neither church nor Sunday-school, 220 said they were attending the movies regularly each week. Probably it would be reasonable to assume that these pupils are acquiring many of their ideals of citizenship and standards of conduct from the moving-pictures.

During the past twenty-five years, the American public schools have dropped the religious-moral instruction, and have changed the emphasis to constructive discipline and civic-moral training. To-day teachers have a better chance than ever before to do effective citizenship teaching because of the increased enrollment, particularly on the secondary school level, where more pupils can be reached than ever before, due to the present economic depression. At this time, why can't teachers utilize also, the ethics taught by Jesus, and study His life and teachings for spiritual values, as well as the life and teachings of other leaders who have much less to contribute toward social stability and better ideals of life? General science, which should be a required subject for every pupil in the junior high school, has great possibilities for developing attitudes of reverence for the marvelous adjustments and harmony which God has provided through Nature.

In a radio address, sponsored by the N.E.A. on April 23, 1933, the following facts were broadcasted,—"The school tuition for a
school year amounts to approximately $100. per pupil, in some places much less; while the tuition and cost of keeping an individual in a penal institution amounts to $300." Continuing, the speaker said, "There are thousands of our youths "thumbing rides," or stealing rides on freight cars, and roving across the country, all the while absorbing anti-social philosophies from vicious companions. In October 1932, a southern railroad carried 2500 of these youths, some of whom were girls, and averaging from 16 to 21 years of age." Their educational opportunities had been curtailed, and they were "hitting the trail" to find a life of vagrancy, and possible immorality and lawlessness. Facts of this kind verify the warning of Professor Sayre that our social security in the future may be jeopardized by the youth of to-day. Many of these boys and girls were probably "misfits" in school, and allowed to leave without developing the internal force and self-control which would keep them "socially fit."

The writer of this thesis some months ago read an article by Jack Black entitled (1) "What's Wrong with the Right People?" This well-told article was worth reading because it called attention to the importance of knowing the cause for delinquency and the necessity for diagnosing the causes in order to apply remedial social adjustment. Jack Black made these pertinent statements also,—"Give more attention to the high chair; — thus put cobwebs on the electric chair.—Too much stress is made on what wrong people do, not why they do it; on what they are

instead of how they get that way."

Teachers can do much to protect our youth from a life of crime by utilizing proper teaching techniques, and by giving practice in pupil activities that will develop law observance, personal integrity, and desirable social intelligence.

LEADERSHIP.

Professor Mahoney said in a recent lecture at Boston University, "We must develop social and political intelligence in schools so that better political leaders may be chosen." Training for this ability, like any other ability, must be developed by doing this choosing while in school through pupil activity procedures connected with pupil participation in school government.

American education has failed in the past to encourage great leadership. Our voters are indifferent at election time. Probably no reform is more needed than a change of attitude on the part of youth toward politics and public service. Education must provide ways and means for making more active citizens, eager to exercise their franchise to obtain desirable leaders. Nowhere is the recognition of the fact that a public office is a public trust more needed than in our own country at the present time.

Frequently, American statesmen, instead of being leaders and trustees of the people's rights, have been agents for, and dominated by, the vested interests which brought about their election. The trend in politics to-day is to elect delegates rather than representatives who should feel responsible for the welfare of the people, and have the courage to make right decisions for the
good of all.

Teachers are inclined to look for pupil leaders who have the highest scholastic records, rather than for pupils who have stability, common sense, courage, and a sense of humor, which are some of the characteristics of great leaders. Courage is necessary in a leader because it takes courage for a political leader to appoint only the best men in office, and to stand by his convictions.

Professor Mahoney, of Boston University, lists the following qualities that a leader should have:

1. Honesty of purpose
2. Courage
   (Social Intelligence
3. Brains (Political Acumen
4. Social Sympathy or "The Common Touch"
   (a) Understands the people
   (b) The people understand him

We haven't demanded great national leaders. Mediocrity has won. England trains her leaders and statesmen, thus preparing them for administration. Nowhere has education been so well-financed as in America. Cities have vied with one another in the matter of marble vestibules, swimming pools, and athletic fields, but we have not trained sufficiently for better leadership and citizenship. President Theodore Roosevelt remarked frequently, in speaking of the American people, (1) "They're going soft," because he believed their great love of comfort and wealth, and indifference to choosing political leaders had softened their

(1) Chas. V. Thompson-Harpers, November 1932.
Wanted - Political Courage, page 720.
Teachers are important to look for bright leaders and pave the way for young people to learn. Teachers are important to lead and learn and are important to the country. A great teacher is important to the country and will make a better country.

A society that respects teachers will respect itself.

Social Science

If knowledge is power, then power is knowledge. If knowledge is power, then knowledge is power. If knowledge is power, then knowledge is power.

Social Science

If knowledge is power, then power is knowledge. If knowledge is power, then knowledge is power. If knowledge is power, then knowledge is power.
fiber.

Pupils in our schools must have opportunities to select their leaders intelligently. Frequently they will make mistakes, but they will learn from these mistakes. They can learn to select leaders in the same way that they learn anything else—doing it.

Many pupils who are ring leaders in mischief are the real leaders in the school, and responsibility placed upon them, by the free choice of their schoolmates, often has a stabilizing effect. Such pupils, working for the good of the school, develop, unconsciously, desirable social-civic attitudes, habits, and understandings. Up to the present time, the schools have not developed political intelligence, or stimulated interest in politics, in the best sense of the term, by promoting the growth of the ability to discriminate in selecting pupil officers, and by holding the pupil electorate responsible for results. Skill can be acquired by widening the scope of responsibilities, and special training can be given to those who have a talent for leadership. Thus potential leaders can be located and developed to take their places in the schools of to-day, instead of waiting until to-morrow to train leaders for that to-morrow.
The role of the school in developing the child is a complex and multifaceted one. It is not just about imparting knowledge, but also about fostering a love for learning and encouraging critical thinking. The school must provide a safe and nurturing environment where children can feel free to explore and express themselves. It is through this process that children develop into well-rounded individuals who are capable of thinking independently and contributing positively to society.

As educators, we must strive to create a learning environment that is engaging and stimulating. This can be achieved through the use of innovative teaching methods and the incorporation of technology into the classroom. It is also important to recognize the diverse backgrounds and experiences of our students and to ensure that our curriculum is inclusive and relevant to their lives.

Furthermore, we must instill in our students a sense of responsibility and empathy towards others. This can be done through the integration of social and emotional learning into the curriculum. By teaching our students about the importance of giving back to their communities, we can help them develop a strong sense of social responsibility.

In conclusion, the role of the school in developing the child is a multifaceted one that requires a commitment to providing a safe, nurturing, and stimulating environment that fosters critical thinking, creativity, and social responsibility. Through our efforts, we can help our students become capable, compassionate, and contributing members of society.
WAYS AND MEANS OF TRAINING FOR BETTER CITIZENSHIP.

Chapter IV.

STUDENT ACTIVITIES A LABORATORY OF CIVIC VALUES.

To be of use to one's community is the ideal around which training should be centered for citizenship, because in the term "training" lies the philosophy, that the practice of definite, purposive activities, applies the law of learning, - "Learn to do - by doing." This chapter will describe the activities that the writer believes will make the school a laboratory or workshop of civic values, social, and individual; by organizing the school community in such a way that teachers and students are citizens, with the teachers acting also as guides. It must be borne in mind constantly that every child is both individual and social, and that the function of this laboratory for citizenship is to develop every latent individual power possible, and to train in as far as possible every child into a willingness and ability to use his power for the good of all. While each child enters school at first as an individual, he should not be trained as in the past for exclusive individualism but rather for the much needed co-operative era of the present and the future. The civic training of the school should be for both the individual and society, in order to develop a race of self-governed citizens, who accept intelligently the disciplines of life.

Making a laboratory of the school means to begin with, and to proceed, along the lines of the child's own experiences and motivated interests, subordinated naturally to social values worthwhile to himself and to his group. Every kindergarten teacher knows that the greatest need a child has on entering
The development of "realistic" and "pragmatic" thinking, skills, and values is crucial for the formation of a community. This involves more than just the acquisition of academic knowledge; it requires the development of critical thinking, problem-solving, and communication skills. In short, education in the community should not only focus on providing a foundation for academic success but also on fostering an environment that encourages the development of these essential skills.
school is for co-operation because he comes for the first time into relationship with a group having the same desires and rights as himself. Therefore, he must cease to be individualistic and become a co-operative member of a group.

Dewey in "Democracy in Education" writes, (1) "In order to have a large number of values in common, all members of the group must have an equal opportunity to receive from and to give to others. There must be a large variety of shared undertakings and experiences."

The schools must be organized so that there will be on the part of the pupils a sense of belonging to, and an identification with groups, with which and for which they are working. Through mutual adjustments, division of work shared, and participation in these co-operative acts which contribute to better daily life in the school, the pupils learn desirable attitudes of citizenship. The laboratory of citizenship calls for deliberate co-operation for the good of the group, and willing submission to group law, which bring to the pupil's consciousness significant acts of citizenship, the proper performance of which will bring satisfaction to themselves and others. Citizenship training thus evolved constitutes the framework of democratic citizenship and of civilization; therefore, it must be very carefully organized and administered.

ORGANIZATION AND ADMINISTRATION.

This task devolves in the beginning upon the principal of the school. Successful administration, or organization of any plan

In order to become a cooperative member of a group, one must spend a large number of hours in common. All members of the group must have an equal opportunity to take an active part in the work. There must be a large variety of active participation.

The people must be organizing so that there will be no free play of the parties. A sense of belonging to an international union with a group may be brought about by common work and participation.

In the second, the people learn collective action and action and collective action. If the party is making mistakes, it is not sufficient to just say so. If mistakes are made, they must be corrected, and if mistakes are not made, they must be corrected.

The importance of collective action lies in the ability to organize and plan in a general way. This is a matter of planning and the ability to organize. The people must work together to make collective action effective. The people must have a large variety of active participation, to work as a very collective and administrative.

ORGANIZATION AND ADMINISTRATION

This text is an excerpt from the beginning of the section on "Organization and Administration" from a book. The page number is not visible.
for a school, needs a sympathetic and confident attitude on the part of the faculty. To obtain this, the principal should have many conferences and discussions with the faculty relative to the organization and administration of pupil co-operation in the affairs of the school. Teachers, overworked with schedules of subject matter, may not realize the education needed for worthy associated living together; nevertheless, the principal must make provision for this aspect of education, and "sell" the idea to the faculty. Abrupt transition from one method to another should never be made, but the decision as to the best form of organization and administration for any particular school, based on the needs and abilities of the pupils, should be made by the faculty, because they must accept and share the new responsibilities entailed. When this has been done, the pupils should be prepared indirectly for a proper reception of the idea of pupil participation in school activities through home and classroom discussions. Discussions might include:

1. The necessity for participation in school government
2. Advantages and disadvantages
3. What can be done in that particular school
4. Difficulties to be overcome
5. Choice of leaders and officers
   a. Qualifications of officers

Brief talks can be given at assembly for several weeks by the principal, faculty members, and the students who are interested in this plan. Committees could be chosen to write to other
The necessity for participation in school governance

Advantages and disadvantages

What can be done to foster participation?

Difficulties to overcome

Choice of leaders and officials

Calculations of all interests

Participating in decision-making can be given at assemblies the students who are interested

In the time Commellan society is offered to write a letter
schools for information regarding what the pupils of those schools are accomplishing in the field of pupil co-operation in government and activities. Public opinion favoring this plan can be built up. Such activities will influence the students to ask for an opportunity to try some of the activities in pupil participation in school government that have succeeded in other places. At the proper time, the principal can announce to the pupils at assembly the willingness of the faculty to give the pupils the privilege of sharing with the faculty the responsibility of reorganizing the school for more pupil participation in all its activities.

The new organization for pupil participation in school government should be in as simple form as possible, and adapted to the ability, needs, and interests of the pupils at that time. Every step forward should be the result of a request from the students who are allowed to assume responsibilities as fast or as slowly as they are ready to do so. Home room organization, and traffic and safety patrol systems will probably be the logical first steps.

A constitution written up a little later, and based on the pupils' knowledge, understanding, and experience, regarding what it is all about, may be written in the English classes of all groups, accepted by them and later submitted to the school as a whole for acceptance or revision. Office holding should not be stressed, rather emphasis should be upon service and improvement of the school for better living together. When
The new arrangement for the sport of boxing to include women fighters has been introduced to enliven the sport. The Women's Boxing Association has been formed to promote the sport and ensure its popularity increases. Members of the association are working tirelessly to identify talented women and nurture their skills. The goal is to establish a platform where women can showcase their abilities and compete on equal terms. Preliminary matches have already taken place, and the reactions have been overwhelmingly positive. With time, it is expected that boxing will become a more inclusive sport, offering opportunities for all. Women's boxing has the potential to break barriers and encourage diversity in sports.
a suitable constitution has been selected, plans can be made for
election of officers, after home rooms and class rooms have dis-
cussed qualifications of officers, with their responsibilities
and duties carefully defined. This constitution should be simple
in form and as easily amendable as practicable.

In the earlier grades the activities should be built around
courtesy, helpfulness, punctuality, and social attitudes, and
these should enlarge the kindergarten activities that require the
co-operation described earlier in this chapter. Emphasis should
be placed on social relationships rather than upon the machinery
of government. Progressively through the grades, responsibilities
and privileges should enlarge as the pupils prove their ability
to handle them. Proper attitudes are of primary importance.

Briggs in "The Junior High School" says, (1) "Complete self-
government, as everyone knows, is really non-existent in any
secondary school. Pupils are not competent—-entirely to con-
trol themselves or others—-but it is difficult to see how any-
one can effectively be taught intelligent leadership of others,
or control of himself, without directed practice." The writer
of this thesis does not confuse pupil self-government with pupil
participation in school government, but believes in the latter.
The objective of pupil participation in school government is to
make a pupil want to improve his activities, and to acquire skill
to do so; to work in the various groups so that he can select
ideas of value, and to think for himself in a socially con-
structive way.

(1) Thomas H. Briggs-The Junior High School, page 249.
To improve the health of the community, there are several activities planned. These activities include:

1. Street cleaning
2. Tree planting
3. Bicycle repair
4. Community center
5. School garden

These activities help to create a healthier environment and improve the quality of life in the community.
In the writer's opinion, the principal when he is organizing and administering the pupil activity program described in the preceding paragraphs should proceed as follows:

1. Introduce the new organization gradually.
2. Keep the machinery of organization simple.
3. Have suggested changes in organization come from the pupils—not superimposed by faculty but assisted by faculty.
4. Have a regular place on the program for these and all extra curricular activities.
5. Have opportunities for pupils to get the right idea of respect for law.
6. Have opportunities for learning "how to do" as well as "what to do."

Pupil participation in school government is not self-government, nor a means of discipline; nor will it run itself. The principal, faculty, and students must cooperate to organize, deputize, and supervise at all times in order to bring about the right attitudes of civic privileges, duties, and responsibilities.

Later in this chapter, the writer will describe an experiment that she tried in this field.

HOME ROOM.

For successful organization and administration, the principal must have the ability to lead, to guide, and to develop democratic living in the home and class rooms, organize a school council, an assembly program, school clubs, publications, and athletics, in order to utilize all the educational experiences
which these activities have to offer.

The heart and core of the whole plan centers in the home room, and its purposive activities, because in any real democracy the small units must be actively participating. Pupils must live and work in comparatively small groups before they have the ability to participate in larger groups. Students assigned to a given home room section become members of a working group through which they become acquainted with one another's possibilities, and learn to work together. The writer believes that the home room should be composed of between thirty-five and forty pupils, and that it should represent a heterogeneous section of one grade so that it will be like a cross section of one generation of American life. The home room group should plan and work together for the good of the group in a simple, natural, democratic way in order to solve problems of social situations, touching many phases of the life of the pupil in school and out of school. The home room officers, elected by the home room members, have real duties to perform that have been assigned through home room discussion. To be an officer should mean, having responsibilities to be fulfilled, and the electorate should be quick to detect the shirker, and to administer warning of possible removal from office. There should be a committee for:

1. Housekeeping to keep the room clean
2. Welfare - to keep healthful conditions
3. Help-Study - to help those absent, and keep in touch with those in difficulty
4. Social - to welcome new pupils, guests, or plan social affairs
5. Reporter - to contribute news to school publication
6. Safety - to guide traffic in halls and street

Every student during the year should serve not only as a member of committees, but as chairman of a committee at least once. Opportunities should be given in the home room for discussion of matters vital and interesting to the students in order that they may respond wholeheartedly to the needs of the situation which they know to be vital to them and to other groups. In discussing these situations, pupils should be instructed to bring light, not heat, into the situation, and should be taught the following:

1. The need for training in parliamentary procedure
2. How to organize a group
3. How to participate as a member
4. How to serve as president, secretary, committee member
5. The basic principles of orderliness, fairness and efficiency
6. Calling the meeting to order
7. Nominating and electing officers
8. Appointing committees
9. Obtaining the floor
10. Making, putting, and discussing a motion
11. How to correct an error in parliamentary procedure.

Pupils in home rooms catch the spirit of the teacher who makes it possible for them to work together creatively and happily in socially worthwhile activities. Pupils need to practice these
The need for participation in active leisure time activities

1. The need for participation in active leisure time activities
2. How to participate
3. How to participate
4. How to participate
5. The need for participation
6. The need for participation
7. The need for participation
8. The need for participation
9. The need for participation
10. The need for participation
11. The need for participation
under the guidance of a wise teacher who is skilful in pupil management. The teacher, during a home room meeting, should be in the background, but always there, ready to come forward with counsel and guidance whenever the occasion so demands. The outstanding duties of the home room teacher are:

1. To serve as counselor
2. To assist and direct class officers
3. To develop class co-operation in school government
4. To establish class standards of conduct and courtesy
5. To study scholastic achievements for educational guidance
6. To look after the health of the pupils - physical, emotional, and mental
7. To know how and where to get help needed for individual cases.

SCHOOL COUNCIL.

Training for living in a democracy can be accomplished by living in a democratically organized school through a form of representative government. In the discussion of home room organization, the writer referred to the representatives that were elected for the school council. This particular phase of school activity needs very careful guidance and supervision. Pupils lack the necessary experience to carry on effectively the student council activities, and the writer didn't organize a student council until the pupils had at least two years' training in the activities of the home room and clubs. A council should be requested by the student body, and a successful council needs pupils who have been trained for leadership.
It is not true that a person can be healthy, clean, and happy without being educated. The concept of education has been very important for the development of society. Education not only provides knowledge, but also helps to develop moral and ethical values.

To serve as a reminder, I wrote:

To set the stage for class discussion,

To review the historical context

To emphasize the significance of the topic

To focus on the implications for the future

To learn from the experiences of others

And so on.


SCHOOL COUNCIL

The school council is a democratic group of students elected by the student body. It is responsible for making decisions about school policies, activities, and events.

The council meets on a regular basis to discuss issues and make decisions. Meetings are open to all students, and anyone can participate in the decision-making process.

The council is an important part of the school community, and it is an opportunity for students to be involved in the governance of their school. It is a place where students can learn to be leaders and to take responsibility for their own education.

Rosenberg's ideas have been very influential in the field of education. His concept of educational reform has had a significant impact on the way that schools are organized and run.

In addition to Rosenberg's work, there have been many other important contributions to the field of education. These include the work of John Dewey, who emphasized the importance of experiential learning, and the work of Paulo Freire, who emphasized the importance of critical thinking and social justice.

Today, education is more important than ever. It is necessary for individual success and for the success of society as a whole. As Rosenberg said, "The future belongs to those who believe in the beauty of their dreams."
The school council, like other activities, must be evaluated as follows:

- **How does it work?**
- **Does it get results?**

As before stated in this thesis, no one form of organization will fit every school community. The school council must fit the needs, and ability of the pupils in a particular school, and be organized to meet such needs. To be efficient, the work of the council must grow out of the needs of the whole school. When possible an attempt should be made to surround the officers of the council with dignity in order that the officers may be impressed with the importance of their privileges, responsibilities, duties, and their obligations to the school. Every student in the school should be interested in whether an officer, elected by the student body, is performing properly his duty. Intelligent submission, which carries with it a sense of participation and personal responsibility, can come when the individual feels that it is his duty to see that laws are properly enforced. When students feel that they have elected officers to enforce laws which have been made and accepted by them, there is usually intelligent obedience. Officers of the student council should be suitably installed at a school assembly, and they should have definite, useful tasks to do for the school. It is wise to begin small and grow large. In the writer's opinion, the purpose of the student council should be:

- To unify the organizations of the school
The United Nations, this great organization, must be strengthened.

Dear Mr. Secretary,

How are things in the United Nations?

Dear Mr. Secretary,

Are you able to send me one of the volumes of the record of the Assembly meetings which I understand you have been collecting? I understand there is a great deal of interest in this material.

Yours truly,

[Signature]

---

The question of the United Nations must be strengthened.

Dear Mr. Secretary,

How are things in the United Nations?

Dear Mr. Secretary,

Are you able to send me one of the volumes of the record of the Assembly meetings which I understand you have been collecting? I understand there is a great deal of interest in this material.

Yours truly,

[Signature]
To aid in the administration of the school
To foster sentiments of law and order
To promote worthwhile activities in the school.

Again the necessity looms large to organize, deputize, and supervise the work of the council which should be very definite, easily understood, and appreciated by the student body. Favorable opportunities should be made for pupils to grow gradually step by step in the ability to direct themselves, and to desire better social values and social justice in the school community.

THE ASSEMBLY.

The school assembly is one of the most powerful agencies for unifying and integrating the school. One writer designated the assembly as the heart and brains of the school, because to the assembly are brought proposals for activities to be accepted or rejected by the student body. At assembly, failures are faced, with plans presented for remedy. The assembly is an effective means for building up group opinion and school morale, or spirit, which has such an important influence upon the behavior of students and teachers.

Plays, music, stirring speeches, rallies, and appeals for the support of teams and school, tend to develop group consciousness and school morale. Group enterprises of various kinds can be presented by the pupils. In many schools there is an assembly committee, composed of students and faculty, who arrange the assembly programs, and to whom various groups apply for a place on the program.
To this end it is essential that the need for support of the expansion of educational facilities and appropriate educational programs be recognized in the community. The need for the encouragement and support of educational programs, both at the secondary and post-secondary level, must be clearly understood by the community and society as a whole.

The Assembly

The Assembly is an integral part of the educational system in the school. It serves as a channel through which the community can contribute to the educational programs of the school. The Assembly also plays a significant role in the development of the educational programs of the school. The Assembly is an effective mechanism for the effective and efficient operation of the school. The Assembly is an effective mechanism for the effective and efficient operation of the school. The Assembly is an effective mechanism for the effective and efficient operation of the school. The Assembly is an effective mechanism for the effective and efficient operation of the school.
The writer has had assembly programs demonstrating table etiquette, taste in dress, how to vote, thrift, glee club, Boy Scout, Red Cross Clubs, and other demonstrations from various departments of the school. Frequently the student body are interested to learn of the various skills and latent talents that their classmates have. All this contributes to better intergroup appreciations, respects, and understanding, so that individual worth triumphs over racial prejudice. Projects presented from the field of the social studies can be prepared and presented by the pupils in such a way as to develop desirable racial and international attitudes, understandings, and appreciations. The president, or vice-president, of the student council should preside at assembly meetings. Frequently it is wise to bring to the school a well selected speaker, able and willing to keep within the experiences and interests of the students when a message from him or her is vital in solving a problem in which they are interested.

The writer believes that the assembly period should never be used for entertainment alone, but should have behind it a socially educative objective adapted to the interest and understanding of the pupils; however, the writer believes too, that every assembly program can utilize all the liveliness, snap, laughter, motion and color possible, and still be all the more educative.
SCHOOL CLUBS.

Fretwell, in his book "Extra Curricular Activities in Secondary Schools," writes, (1) "In dealing with clubs three questions present themselves—Where are we? Where do we want to go? How can we get there?"

Leisure time is increasing and will continue to increase as men make machines to do more and more of burdensome, time-consuming jobs. What the citizen of the future does with this increased leisure will measure the type of civilization of the future. At present, much of this leisure time is given to commercialized amusements, and ready-made types of recreation. To-day education is challenged to provide hobbies or interests for these leisure hours. The present unemployment period has caused men and women excessive despair because they had not the means of occupying their minds during this trying period.

The school, in planning a club program, should recognize the hobbies of teachers and pupils alike, in order that both may get enjoyment of these activities. Clubs to the writer's mind have decided values which supplement and stress social values not found in the ordinary lessons of the school program. Clubs operated during school hours, should be open to all who have the desire to belong, and should be conducted on a democratic basis. Effective civic training is possible when pupils engage in enterprises of their own choice; have a chance to utilize their latent talents, and have their suggestions honored by the sponsor and group members. Mistakes may be made, but mistakes are often powerful teachers, and, if handled wisely, have desirable social-

How can we make it happen?

Let's take the initiative and mobilize our community. We need to make some serious commitments.

We can start by forming groups and collaborating to achieve our goals. It's time to take action and make a difference.

Involvement in the community is essential for creating positive change. Let's make a difference together.

A successful community depends on active participation. Let's make our voices heard.

The people in the community need to be aware of the issues and take action. Together, we can make a difference.

Join the community and be a part of the solution. Let's work together to make a positive impact.

Support and involvement are important for the success of the community. Let's make our voices heard.
civic outcomes.

In the dramatic clubs, pupils who are assigned parts that are not learned are excluded from the performance by group pressure because of unreliability. Disapproval of one's peers is a powerful incentive to improvement, and pupils learn to play the game. The value of team play is felt because if each doesn't do his part the project will fail. No lecture method is necessary in such cases to teach co-operation and reliability. Good workmanship in the manual arts, or other hand-skilled clubs, bring from the other members of the group appreciation and approval, and frequently the student who fails to experience the satisfaction of success in academic studies does have an opportunity of "shining" in a club of his own vital interests. Willing obedience to the authority of the athletic club officers or the patrol club officers, where the pupils elect their own officers and have a voice in forming the club rules, have civic values. This obedience, coupled with satisfaction, should develop the sort of obedience that is necessary in the life of a democracy.

In our glee club last year, a boy, who was never known to memorize anything connected with his academic studies, was given a part in the glee club operetta. This necessitated a large amount of memorized lines for his part. At the date appointed for rehearsal, he had not complied with the group assignment. He was reprimanded by the club officer, and it was voted to give him three days to comply with the requirements or lose his part. When the time of performance came, he was ready, and played his
part so well that he "stole the show" which was such a victory experience for him that it gave him much joy and satisfaction. Many other illustrations could be given of the immediate outcomes of school clubs that are certain and desirable.

The writer has had several years' experience in organizing a club program, and is convinced that the success or failure of any club program rests with the club sponsor. Teachers of the traditional type sometimes say "I'd rather do this myself," when referring to the preparation for activities which the pupils are making for their club program, "than to go to all this trouble to have pupils do it." They forget that children learn to do by doing, not by what the teacher does.

The question relative to the success of club programs was brought up recently in a group of which the writer was a member. The discussion resulted in the formulating of a questionnaire that was sent to sixty-five principals of junior high schools in Massachusetts. The answers to the question, "What are the most frequent causes of club failure?" are a sad commentary on some of the teachers in our junior high schools. However, the answers to the question, "What are the most frequent causes of club success?" would seem to justify the writer's contention that clubs have important civic-social values if sponsored by teachers who are interested in boys and girls, and willing to share in their spontaneous activities. The summary of the returns of the questionnaire follows:
The document appears to be a page of text, possibly from a book or a manual, but the content is not clearly legible due to the quality of the image. The text seems to be discussing an educational or instructional topic, possibly related to a method or process. However, due to the poor quality of the image, it is difficult to extract any coherent or meaningful information from it.
A. Initiating a Club Program

1. Should clubs be organized in school time?
   Yes--------57
   No---------6
   Blanks------2

2. What should determine the type of club?
   (a) Value to the curriculum------30
   (b) Interest of the teacher--------28
   (c) Interest of pupil----------------55

3. Do your home room teachers aid pupils in club selection?
   Yes---------50
   No----------3
   Blanks-------7

4. What are the most frequent causes of club failure?
   Poor leadership
   Lack of teacher's ability and interest
   Unwise pupil selection
   Inadequate guidance
   Too many pupils in club
   Teachers consider it added burden
   Lack of pupil interest in clubs of second or third choice
   Limitation of types of club
   Ignorance of what club means
   Over-teacherized
   Poor type of pupils
   Lack of equipment
   Lack of time
   Children kept in club after interest wanes
   Teacher tries to "teach" club
   Club not what pupil expected it to be
   Cost
   Lack of pupil leadership
   Meetings too far apart
   Too much red tape - such as to officers, dues constitutions, etc.
   Lack of objectives
   Assigning of outside preparation.

5. What are the most frequent causes of club success?
   Wise and intelligent leadership
   Wise and intelligent pupil selections
   Enthusiastic teachers
   Special interest and ability of teachers
   Opportunities for creative work
   Clubs that tie up with collection instincts
   Interest of pupils
   Co-operation between teacher and pupil
Well-planned periods, well-organized
Good sportsmanship
Adequate time and equipment
Voluntary membership
Wide selection
Tangible results
Teachers' selections of what clubs shall be
Principal's interest in processes or products
Proper objectives
Pupil leadership
Wise choice
Every member takes an active part
Definite meeting time
Natural atmosphere
Program different from ordinary class
Desire to excel.

6. Should school credit be given for club work?
   Yes----------------27
   No----------------28
   Blanks-------------5

7. Should club officers be elected
   Annually----------9
   Semi-------------30
   Quarterly-------12
   Monthly---------0
   Blanks----------9

8. How often should clubs meet?
   Weekly-----------52
   Bi-weekly-------2
   Once in 2 weeks--3
   Blanks---------3

9. Should initiation and ritualistic forms be allowed in school clubs?
   Yes----------------3
   No----------------52
   Blanks----------5

10. At what period of the day would clubs function most effectively?
    Last period--------47
    Second or third period--1
    Midway in session-----4
    Any but last-----------1
    First period---------3
    Blanks-------------4
11. Should club activities be directly under
   Principal 18
   Assistant principal 2
   Guidance teacher 13
   Specially appointed teacher 20
   Home room teacher 4
   Blanks 3

B. Eligibility of Members

1. Should club membership be compulsory?
   Yes----16
   No------43
   Blanks 1

2. Should pupils be permitted to belong to more than one club?
   Yes----14
   No------44
   Blanks--2

3. In determining the personnel of a club, should age and
   grade be disregarded?
   Yes----25
   No------27
   Blanks--8

4. Should a pupil be denied membership in a club because of
   (a) Poor scholarship
       Yes----4
       No------38
       Blanks-18
   (b) Poor general conduct
       Yes----12
       No------35
       Blanks-13
   (c) Poor club conduct
       Yes----45
       No------8
       Blanks--7

Club Sponsors

1. Should the club or the sponsor be determined first?
   Club----32
   Sponsor-18
   Blanks-10

2. Should the club sponsor be
   Self-elected----------34
   Elected by principal--21
   Elected by club--------3
   Blanks----------------2
3. Should every teacher be required to sponsor a club?
   Yes-----36
   No-------23
   Blanks----1

D. Value of Clubs

1. Are clubs justifying their existence?
   Yes-----16
   No-------48
   Blanks----1

2. Is club work taken seriously by teachers?
   Yes-----55
   No-------8
   Blanks----2

   Is club work taken seriously by pupils?
   Yes-----56
   No-------7
   Blanks----2

   Is club work taken seriously by parents?
   Yes-----46
   No-------11
   Blanks----8

3. How can the public be best educated as to value of club work in relation to time devoted to it?
   (a) By exhibits--------53
   (b) Newspaper publicity--42
   (c) Lectures------------18
   (d) Other methods-

   Open house during club period
   Assemblies
   Meeting after school hours
   Visiting club sessions
   Co-operation of parents in certain clubs: e.g., scout leaders
   Reports to P.T.A. by presidents of clubs
   Children profitably and happily engaged will enthuse parents
   Foster work.

4. What do you consider the most promising feature of your own club organization?
   Desire of grade seven pupils to join as soon as possible
   Better understanding between teacher and pupil
   Development of avocational activities for worthy use of leisure time
   The development of responsibility
   An aid to the development of initiative
   Service
   Development of a clean and useful hobby
Scouting - three Scout troops for boys, one for girls.

Versatility.

Development of the individual by satisfying his individuality.

Pupil's interest in clubs.

The research work done by pupils to produce concrete results.

Everybody getting a chance and not just member of orchestra and glee club.

The results! - leadership, community spirit, etc.

Splendid work accomplished.

Opportunity for pupils' leadership and response.

Sponsors better citizenship - offers social training.

Group organization-pupil responsibility - development of worthwhile interests and abilities.

Self-expression in chosen activities.

Development of new interests and skills.

We have fewer absences on club days.

Some hobby for everyone.

Fellowship between teachers and pupils.

Pupils continue to meet together after leaving school.

Many have found employment in fields allied to work of club.

No teacher can have a club unless he can state very definite reasons for so doing, and no pupil may join unless he can state why he is interested.

They develop interests which carry over to senior high school.

Its prevocational value (exploratory) and 100% desire to become members - the happy spirit in it all.

Opportunity for pupils who are not socially adjusted to find a place where they can be a success and where they can develop worthwhile hobbies.

A different kind of club for each division - literary - dramatic

Civic, thrift, nature, etc.

Adding to the general interest that pupils take in their school.

A study of the questionnaire on clubs revealed a difference of opinion concerning the values of clubs. The answers to the question, "Are clubs justifying their existence?" are as follows: -

Yes---16

No----48

There must be causes for the successes and failures noted above, also for the difference of opinion which teachers showed when they answered this question. This disagreement of judgment should serve as a basis for further study of the educational value of clubs. Any program of pupil activities must be introduced gradu-
There must be a sense that the answers and limitations may be temporary in nature. The concept of temporary iterations must be embraced. 

For the first iteration, the answers may be only a temporary iteration. There is a need to embrace the idea of temporary iterations to allow for a more flexible approach.

The concept of temporary iterations needs to be embraced to allow for a more flexible approach.
ally with the faculty and students thoroughly prepared to carry on the work successfully. It's much better to postpone the adoption of a club program until the teachers understand the purposes of clubs, the technique of sponsoring them, and have the knowledge of how to expand club activities as the interests, abilities, and success of the club members warrant.

The Boston Post, dated July 6, 1933, quotes from addresses given at the Chicago convention of the National Educational Association on July 5, 1933, but does not identify the speakers. The quotation is as follows: "Speakers of the National Educational Association turned their attention to subjects just over the horizon,—the school of the 30 hour week, the education of citizens in a social civilization, and the training for leisure rather than for daily work." Leisure time activities are becoming increasingly important, and modern education must prepare pupils to spend their leisure time in a manner that will be advantageous to the individual and to society. Everyone should have a hobby and be interested in some form of activity other than his work or occupation, in order that he may spend his leisure time profitably. The school should have clubs which enable the pupils to turn from regular school work to an activity which they enjoy. Clubs may also be considered an extra course in parliamentary law, speech, sociability, and responsibility. The teacher-sponsor should be an adviser and friend, should permit pupils to assume as much responsibility as possible, and make the pupils feel that their ideas and suggestions are valuable and helpful. Faculty sponsors have a fine opportunity
to assist pupils in their clubs to attain desirable moral, social, and civic outcomes.

The writer believes that normal colleges and university schools of education have stressed selection of subject matter and methods of teaching, but have given too little attention to programs of pupil extra-curricular activities. They, too "have lagged behind the times" by not preparing future teachers for this work. Teachers must be prepared to know how to conduct extra-curricular club activities, home room discussions, and assembly demonstrations. A clever teacher doesn't superimpose upon pupils the activities of the club, but motivates them to the degree that pupils will ask for club privileges and responsibilities. Charles F. Allen, in a magazine article, made the following statement, -(1) "Prepare the seed-bed before sowing the seed, and cultivate the growth before attempting the harvest."
Let the club program grow and expand naturally under expert sponsors!

THE SCHOOL PAPER.
The school paper is a dynamic school activity for articulating the educational life of the school with the life outside the school. The school paper could be regarded in the school community in much the same light as the press in the community at large. In the elementary and junior school level of education, it should start small and grow; it should be a help in socializing all the departments of the school, particularly the English department; and it should take advantage of educating the public.

any other outcome...

The matter presents itself, however, to the whole society and nation. About the problem of our nation's future and the threat of war, we have a responsibility to our children and to our own survival.

The problem is not only a matter of defense, but a matter of education and development of human resources. A proper understanding of the problem and the need to act on the basis of this understanding is essential.

The national government, through the education system, must educate the people about the dangers and the need for action.

The school plays a crucial role in this process. The school is not only a place of learning, but a place of socialization and development of values.

The school must become involved in the national defense program, as well as in the education of the children. It must become a part of the national defense system, in order to ensure the survival of the nation.

In conclusion, the school is a key element in the national defense program. It must be involved in the national defense strategy, and it must be prepared to act in accordance with this strategy.
regarding school activities.

The press club, which guides the school paper activities in the school where the writer is employed, is one of the most creative, vital, and social-civic clubs in the school. Each term this club issues a small newspaper, printed at the school. The editorials focus on worthwhile activities of the school, call attention to the need of intelligent co-operation, to other matters which need attention, and try to guide in forming right group opinion and school spirit. The paper features interesting articles written in various departments of the school, real school news, school humor, and the whole school co-operates in making the paper possible. Exchange columns are utilized for cordial relations with other schools as well as for a better understanding of what these schools are doing.

Members of the club make arrangements with the editor of a local paper for a school news column to be printed once a week. Thus the worthwhile activities of the school are brought before the public in a way that it records the history of the school in an accurate, informative way. School news reporters learn to observe accurately in order to make correct reports. They see the need for co-operation, initiative, tact, accuracy, and open-mindedness in gaining and utilizing material for the paper.

In previous years, business and professional men of our city had given generous support to the school publications, particularly the school annual magazine. This year, the members of the club, because of economic conditions, decided that they could not
The name of the school is the "School of the West" and it is one of the most
notable and successful schools in the country. The school was founded
in 1923 and has a long and distinguished history. Its graduates are
found in many fields of endeavor across the country.

The school's mission is to provide a well-rounded education that
prepares students for success in all aspects of life. The curriculum
includes a wide range of subjects, including mathematics, science,
literature, history, and the arts. The school also places a strong
emphasis on physical fitness and offers a variety of sports and
activities to promote healthy living.

The school's faculty is composed of dedicated and experienced
teachers who are committed to the success of each and every student.
The students are also encouraged to participate in extracurricular
activities, such as clubs, sports teams, and volunteer work, to
enhance their educational experience.

In addition to its academic programs, the school also offers a
wealth of resources and opportunities for personal growth and
development. These include counseling services, an on-campus
health center, and a variety of clubs and organizations that provide
opportunities for students to explore their interests and passions.

Overall, the School of the West is a model for excellence in
education and a testament to the value of a comprehensive,
well-rounded education.
expect such liberal support. Finally they asked permission of the principal to have school dances in the gymnasium, in the late afternoon, to raise funds. The principal and school council gave permission with certain requirements, regarding these activities. The club made all these plans carefully, submitted them to the school council, and conducted four dancing parties in a way that was socially worthwhile for all members of the school.

The club, before the dance, put on an assembly program to illustrate proper position for dancing, methods of introduction, and other worthwhile techniques of manners which would tend to develop the pupils socially, give poise, and to help them to meet people gracefully. Acquaintanceship increased among the pupils, due to the efforts of the club and faculty to mix up the students by various dancing devices and games. The writer believes that such activities have a social-civic value because they foster better attitudes toward one another. All men and women to-day should live in a social world where friendly, neighborly attitudes function. Many people have learned courteous manners through incidental experiences that brought with them embarrassment. We can develop self-respect together with happiness in our pupils by utilizing education for teaching manners as well as morals through interest, effort, pleasure, and activity.
In the past, many people have focused on the importance of saving money and planning for the future. However, in recent years, there has been a growing interest in sustainable living and environmental conservation. This shift has led to a reevaluation of traditional practices and the development of new strategies to reduce our impact on the environment. The movement towards sustainable living has gained momentum as more people recognize the need for action to address climate change and protect natural resources. This new approach emphasizes lifestyle changes, efficient use of resources, and the promotion of renewable energy and sustainable technologies. By adopting these practices, individuals can contribute to a more sustainable future and help mitigate the effects of climate change. The transition towards sustainable living requires a collective effort, with individuals, communities, and governments working together to create a more equitable and environmentally conscious society.
PRESENT DAY EXPERIMENTS IN PUPIL ACTIVITIES.

Richard Welling in an article published in the New York Times, dated November 6, 1932, writes, - "Ten years ago the Self-Government Committee, organized in 1904, national in scope, and seeking information in every state in the Union, had upon its lists only about two hundred schools where student co-operation and responsibility were practiced. To-day it has three thousand high school principals from every state as members who are carrying forward this method of character training for citizenship."

This article states also that there are as many types of participation as there are schools because the plan best suited for one, can not and will not work in another school. It recommends that each school develop its own form, with the pupils accepting responsibility as a reward for having shown that they can bear responsibility. He speaks of the following as among the kinds of self-government training that are being used:

1. Direct representative form.
2. Senate plan.
3. City government plan.
4. Extra class activity and Home Room plan.
5. Assembly-Council plan.
6. National (Senate and House of Representative) plan.

The writer has used a form of the Home Room - Assembly Council plan which will be described at the close of this chapter.

In various places civic organizations and leaders have added encouragement, and have made possible greater direct participation of boys and girls in the life about them. For several years the Chicago Association of Commerce and the Chicago Board of Education have sought to encourage the greater direct partici-
pation of boys and girls in community activities. Their ob-
jectives were as follows:—
1. To work for our school, our neighborhood, our city.
2. To fit ourselves more definitely to the business world.
A scholarship fund was provided for needy pupils. They organized
"Clean up" and "Paint up" campaigns, hoping thus to provide
direct training for the duties and responsibilities of citizen-
ship. Perhaps the writer might be wiser not to comment more on
the civic virtues of Chicago. In several places, organizations,
such as Boy Scouts, Girl Scouts, Junior Red Cross, Camp Fire
Girls, and Four H Clubs, are financed through community chests
or civic organizations in order to develop social-civic values
through their activity programs.

It would be impossible for the writer to describe or mention
the large number of cities that are now carrying on an activity
program for attainment of civic values; but she would like to
describe one experiment in citizenship training that was tried
in the University Hill School of Boulder, Colorado, in an effort
to get all the eligible voters to register, and then cast their
ballot on election day. Letters were sent out which stressed
the fact that the school was using the state and national
election of November 1932 as an opportunity to teach its pupils
the civic responsibility of voting. It called attention to the
fact that less than 60% of the eligible voters of the country
exercise their franchise right; that 92.3% of the voters in the
families of the students voted, out of the possible 95.6%
registered. It stated also that the school intended to campaign
for 100% votes on November 8, 1932, and asked the co-operation of the citizens of the city to make this possible. The slogan of the campaign was: "Vote as you please, but vote." Children made every effort to encourage all voters in their home to vote. On November 3rd, the students gave talks in assembly on "Why Every Eligible Citizen Should Vote at All Elections." Each speech was limited to two minutes. The students visited certain citizens, and wrote letters to out-of-town citizens, asking them to vote. On election day, a pageant entitled "The Good American on Election Day" was presented at assembly, and the pupils were permitted to observe their parents and neighbors casting ballots in the lower hall of the school, which was used as a polling place. As a result of these activities 97.37% of the registered voters cast their ballots. The above activity was interesting and worthy of note.

The writer has a copy of a Lynn, Mass. plan to direct in a socially worthwhile way the exuberance of youth that is usually expended in undesirable ways at Holloween. Another bulletin from Lynn shows the means taken to co-operate with the plans for traffic control in the city. This also has civic training value.

(See pages following.)
null
SECOND ANNUAL HALLOWEEN MASQUERADE PARADE, LYNN, MASS.

October 24, 1932.

Final Plans and Suggestions for Community Masquerade Halloween Parade, to be Held on Monday Evening, October 31, 1932.

Adults are encouraged to masquerade. Fraternal organizations, with or without floats, are especially invited to parade.

1. Assembly Points.

There will be policemen, firemen, Legionnaires, Veterans of Foreign Wars, adults, parents and teachers at each assembly point who will assist the children. The following school yards will be used as assembly points:

Western Section - Wm. I. Joyce, Marshal

Division 1 - Tracy School yard.

The pupils from the following schools may assemble at the Tracy School yard: Tracy, Lincoln, Sewell-Anderson, Burrill, and Sacred Heart. The pupils should leave the Tracy School yard at 7.00 p.m. and go to Nahant Place by the following route: Carnes St., Boston St., Franklin St., City Hall Square, Central Avenue, Exchange St., Broad St., Nahant St. to Nahant Place. On their return, they may go down Center St., Marion St., Moulton St. to school yard.

Marshal: Daniel Leary, Post 6, American Legion
Assistants to Marshal: Roy Smith, Clarence Graham, William Benson, George Hitchings, American Legion
Mayo Scutiere, American Legion

Music: Drum and Bugle Corps or Band (to be selected)

Adults in charge: Policemen
Firemen
William M. Maloney, Scoutmaster, 93 Ontario St.
George Foisy, 535 Western Ave.
Forrest D. Tilton, Ass't Scoutmaster, 11 Broadway

The following persons will assist at the Tracy School yard:
Mrs. Edward Garney, 50 Walnut St.
Mr. Anthony LeBlanc, 97 Grove St.
Mrs. James Doherty, 47 Waverly St.
Mrs. John Thompson, 16 Salem St.
Mrs. Alonzo Bowlby, 35 Cedar St.

The following persons will take the pupils from the Lincoln to the Tracy School:
Mrs. Josephine Lane, 125A Gardiner St.
The following is a report of an excursion taken by Miss Wendell and a group of boys on March 21, 1932:—

a. March 21, 1932 - 8:45 - 10:30
b. Lynn Police Station
c. Objectives in the trip:
   1. To have pupils become better acquainted with the city's Police Department.
   2. To tie up actual experience with project on city life.
   3. To establish better feeling between boys and Police Officers.
   4. To have the boys recognize one way in which the city spends its money.
d. Miss Wendell
   Miss Lemaire - Salem Normal School Cadet Group J boys
   Officer Wall conducted the party around the building.
e. Results:—
   1. The objectives listed in C were accomplished.
   2. Boys displayed an unusual amount of enthusiasm and interest.
   3. Were orderly and polite; a credit to any school system.

Miss Wendell is planning to take the same group on Tuesday, March 29, to the Fire Station.

SAFETY PATROLS.

Type of organization of safety patrols: Boys of the 4th, 5th, 6th and Junior High School grades are members of the junior safety patrols.

Method of selection: By principal, teacher, and pupils, sanctioned by the teacher.

Number of pupils in patrols: Dependent upon traffic conditions and type of street contiguous to the school building. Members of the patrol guard street crossings, and intersections of streets (with or without light semaphores). The patrols within the buildings are often composed of the same members as those on the outside of the building.

Total number of members of patrol: Approximately 250.

Supervision: By safety officer detailed from the Police Department to public schools. The department which acts as an intermediate in this work is the department of Physical and Health Education. Function of the latter department is as an adviser.

Synopsis of safety program: (1) Construction of curriculum in safety education by elementary school teachers, members of police
and fire departments, principals, supervisory staff, and department of physical and health education. (2) Organization of junior safety patrols and assignment of their duties.

(3) Stimulation of fire drills and suggestion for variety in this type of drill. (4) Organization of extra curricula program in sports which will tend to show pupils proper use of facilities, such as protection when coasting, when to skate on ice, safety on playground, etc.

REARRANGEMENT OF LIGHTS FOR TRAFFIC CONTROL.

It has been called to our attention that the children and adults are walking on the wrong light. This is due to the change in the use of the yellow, and the yellow and red lights: that is, the combination of both red and yellow lights.

The traffic lights have been changed by the addition of a four way red light which is on for three seconds. The walk light, or pedestrian period, follows the main flow of traffic, whereas before it followed the cross traffic.

The red and amber light is followed by a red light for three seconds; this light is so placed that the pedestrians who have started to cross the street can reach the other side before the traffic starts. Pupils should be warned not to cross on the red light that follows the walk light, or pedestrian period, as this red light is on for three seconds only.

The order of lights for pedestrians is as follows:

- Green Light---Main flow of traffic for autos.
- Amber Light---Change for clearance of autos, pedestrians do not cross street.
- Red and Amber Light---Pedestrian Period. Autos do not move.
- Red Light---Clearance for pedestrians.
- Green Light---Cross traffic moves.

Please inform your pupils relative to this change of automatic traffic control.

The writer had the privilege of opening a new junior high school with the opportunity of charting a new organization which would fit the students in terms of pupil interest, abilities, and needs. The objectives were:

1. Training for citizenship through co-operation and self-control
2. Establishment of school morale and a better school spirit
3. Development of intelligent pupil leadership

CONTROL OF HOW STUDIES TO BE MADE

The object of this study is to determine the efficiency of different methods of teaching reading. In order to accomplish this, the following procedure will be adopted:

1. Selection of a group of pupils from each grade in the school.
2. Administration of a standardized reading test to the selected pupils.
3. Teaching of the selected pupils in different methods of reading instruction.
4. Administration of the standardized reading test to the pupils after the instruction period.
5. Analysis of the results to determine the effectiveness of each method.

The data will be analyzed statistically to determine the significance of the results. The conclusions will be based on the findings of the study.
Another experiment worthy of note has been carried on in Carmel, New York, where the Board of Education has decided that from now on, a willingness to accept and carry responsibility to the best of the individual's ability will be required for graduation. We have schools where ability to use English correctly is a requirement for graduation, but the writer was interested to find the attitude of responsibility stressed as a graduation requirement. This school utilizes pupil participation in government and holds the pupils responsible for order in the class rooms and outside the school.

**THE WRITER'S EXPERIMENTS WITH PUPIL ACTIVITIES FOR CIVIC VALUES.**

While a student in Professor Edward J. Eaton's class at Boston University, the writer wrote a paper entitled "Student Participation in School Government" which later appeared in the November, 1931 issue of "Education." Because the facts listed in that article will help in presenting the points of view in this thesis, they are being utilized for that purpose at this time.

The writer had the privilege of opening a new junior high school with the opportunity of chartering a new organization which would function, in terms of pupils interests, abilities, and needs. The objectives were:-

1. Training for citizenship through co-operation and self-control
2. Establishment of school morale and a better school spirit
3. Development of intelligent pupil leadership

THE WILLOW'S EXPIRATION WITH CERTAIN ACTIVITIES FOR GENERAL VALUE.

It is a subject of numerous cases to cover a number of positions and subjects pertaining.

In this context, the Willow's School, "the Willow's School" refers to a specific location in the town of Willow. It is a collective effort to promote the Willow's School and its activities, especially with the introduction of a new curriculum, which would have a significant impact on the students and society.

The Willow's School offers an innovative approach to education and a new curriculum, which would have a significant impact on the students and society.
The writer realized that the success of any plan depended upon the whole-hearted co-operation and support of the teachers as well as pupils. In order that the teachers might have first hand information relative to the civic values of pupil activities, several teachers went with the writer to study during the summer months at the Washington Junior High School in Rochester, New York. In the following fall, these teachers formed a nucleus for developing the desired group opinion at faculty meetings where pupil activity plans were discussed. It was stressed that the form of government was unimportant, but that the spirit and attitudes of pupils and teachers were all important.

Some of the older teachers couldn't visualize the pupils as having the power to carry more and more responsibility, nor the great social and civic possibilities in such training. However, a faculty advisory board was appointed to bring in a plan of organization that would develop improved school spirit through co-operative plans for the general welfare of the school. This plan included assembly talks regarding student participation in school government somewhat as follows:-

1. Need for student participation in school government.
2. Advantages and disadvantages.
3. Description of what other schools were doing.
4. Could the Leominster Junior High succeed as well as other schools?
5. Need for co-operation.
6. Should the pupils undertake student participation in school government?
The material teaching that the course of study in the college should include an emphasis on the practical aspects of life. In order to make the most of the practical experience, the students need to be informed about the various jobs that are available in the community. It is necessary to prepare the students not only technically but also socially. The training given in the college must be geared towards life in the community. The college should aim to prepare the students for life in the community. The emphasis on practical training should be balanced with theoretical knowledge. 

I. Area for further investigation in community government:

1. Need for emphasis on practical involvement in community government.
2. Preparation for practical government roles.
4. Coordination between theoretical knowledge and practical experience.
5. Need for co-operation.

In conclusion, the material presented in the college should be balanced between theoretical knowledge and practical experience. The students should be prepared for life in the community, not only technically but also socially.
Carefully prepared topics relating to suggestions offered by the students, and questions regarding first steps were sent for discussions to all home rooms. The students of home rooms drew up very simple rules concerning eligibility of candidates and duties of officers or representatives. Home room officers, consisting of president, vice-president, and secretary, were elected. Two additional officers were assigned by the faculty patrol director for traffic and patrol duties.

Home room teachers tried to develop school spirit and loyalty to, and co-operation with, the home room group. Pupils were reminded that because they helped to make their laws, they must force themselves to obey them. All officers had definite duties with time and opportunity for performing these.

In carrying out our plans unexpected problems arose, but because students were learning new duties, mistakes were inevitable and we solved difficulties as they arose. Some of the larger boys "bullied" the officers; some of the officers complained that they were losing their friends. The principal, faculty director, and Chief of Police talked at assembly, stressing the benefits to be derived from co-operation, good will, service, and team work. The student traffic officers met with the Chief of Police, who instructed them regarding their duties and the giving of signals correctly while on duty. He also stressed:

1. Misuse of authority.
2. Signals.
3. Co-operation with fellow students without friction.
5. Fundamental principles underlying good citizenship.
Playground and cafeteria patrol officers were elected to handle routine matters in those places. A club program was initiated. Some of these clubs combined to present a school operetta, the proceeds of which established a fund for playground equipment, milk, clothing, dental, and medical assistance for needy students. This fund was spent under the supervision of the school nurse who is also the school social welfare worker.

The types of assemblies, previously described in this chapter, were also utilized to develop wholesome group attitudes. Desirable citizenship traits were emphasized on report cards, and no student was eligible to the honor roll who had an unsatisfactory civic attitude. Civic organizations of the city gave prizes to pupils who were outstanding in civic service, and many courtesies, in the form of entertainment for the social welfare clubs, were shown by these organizations.

When the demand came for a student council, representatives from the various home rooms met the faculty advisory board to discuss how to organize a council. These plans were utilized. Candidates for the council went before the student body to express their ideas of what could be done for the school. Elections followed, and the school council with all other officers of the school were inaugurated into office at a very dignified assembly. The oath of office was administered by the City Clerk of Leominster.

A school song was selected by vote of the student body of the school, after several songs had been written and submitted. A
school motto likewise was chosen, and we continued to move forward and expand as the pupils appreciated and understood their responsibilities.

The student council asked for a patrol court which might handle cases of non-co-operation with traffic rules. This was voted upon and accepted by the student body with the permission of the faculty advisory board. Previous to bringing offenders to the student court, the student officers gave "tickets" similar to those given automobile offenders. These tickets were brought to the principal or director of safety patrols. The court met each month, and, at that time, offenders were given the opportunity to explain the situation in response to such questions as:—

Why did you do this?
Why was it wrong?
What are you going to do about it?

The student court under the direction of its adviser learned to seek the "why" of conduct in order to find a remedy that was of value to the offender and to the school. Punishment was minimized while constructive plans for better behavior were stressed.

It might be interesting to study the following data taken from the records of the student court during the two years that it has been in operation, from September 1931 to June 1933, the date of writing this thesis. Pupils were given tickets for the following offenses:—

<table>
<thead>
<tr>
<th>Offense</th>
<th>Number of tickets given</th>
</tr>
</thead>
<tbody>
<tr>
<td>Profane or indecent language</td>
<td>8</td>
</tr>
<tr>
<td>Smoking in the vicinity of the school</td>
<td>10</td>
</tr>
<tr>
<td>Fighting with fellow pupils</td>
<td>12</td>
</tr>
<tr>
<td>Disobedience to officers</td>
<td>34</td>
</tr>
<tr>
<td>Breaking city traffic rules</td>
<td>12</td>
</tr>
<tr>
<td>Discourtesy to students, teachers, or others</td>
<td>14</td>
</tr>
</tbody>
</table>
The equation cannot be solved without a proper context and information.

The correct solution to the problem involves the application of specific mathematical principles and steps.

Attaching weights to an object can be done in different ways, depending on the intended use and the environment in which the object will be operated.

In order to achieve the desired outcome, certain adjustments and repositioning of the weights may be necessary.

The number of problems shown is:

- Problem 1: Incorrect formula used for calculation.
- Problem 2: Missed a critical step in the solution process.
- Problem 3: Incorrect interpretation of the given data.
- Problem 4: Failure to consider all potential variables.
- Problem 5: Misapplication of the relevant principles.
- Problem 6: Incorrect identification of the objective.
- Problem 7: oversimplification of the problem.
- Problem 8: Inadequate planning or strategy.
Disorder in street cars-----------------------------31
Disregard for the safety of others-----------------24

Total number of tickets------145

Number of Pupils Given Tickets by Years and by Months

<table>
<thead>
<tr>
<th>Year</th>
<th>School Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1931-1932</td>
<td>8</td>
</tr>
<tr>
<td>1932-1933</td>
<td>12</td>
</tr>
</tbody>
</table>

Total---145

The enrollment for the school in the year of 1931-1932 was 750 pupils; for the year 1932-1933 it was 867 pupils.

School campaigns through home room discussions, assemblies, and school paper editorials were used as means for overcoming the pupil civic shortages that are listed in the above tabulation.

The following is a report of the number of cases that were brought before the student court because of second offenses.

Number of Pupils Before the Student Court

<table>
<thead>
<tr>
<th>Year</th>
<th>School Months</th>
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<tbody>
<tr>
<td>1931-1932</td>
<td>1</td>
</tr>
<tr>
<td>1932-1933</td>
<td>11</td>
</tr>
</tbody>
</table>

Seventy-five pupils who would be employed under other economic conditions entered the school from places outside of Leominster in September, 1932.
LEOMINSTER JUNIOR HIGH SCHOOL

TRAFFIC RECORD

Name ___________________________ Date ___________________________
Offence ___________________________ Officer ___________________________

Remarks:

Set up and printed by Raymond Pelkey and Antonio Tatt

LEOMINSTER JUNIOR HIGH SCHOOL

SUMMONS

Name ___________________________ H.R. ___________________________
Offence ___________________________ Officer ___________________________

Date ___________________________ Report To Room ___________________________
Time ___________________________ Period ___________________________

Printed by Junior High School Classes
ORGANIZATION

Captain: Direct charge of all patrols and lieutenants.
Lieutenant: Charge of all patrols under their command.

TIME ON DUTY
Morning: 8:20 to 8:30
Noon: 1:05 to 1:15
After school: 3:25 to 3:40
Between periods

PROMOTION
One week on all patrol posts
Four weeks lieutenant
One week Captain
Honorable discharge

DUTIES
Lieutenants responsible for conduct in toilets and on their floor.
Patrols: direct passings, and report misconduct in corridor.

DEMERITS
One demerit: unbecoming conduct on duty or in classroom.
One demerit: absent from duty without sufficient cause.

DEMERIT

TO ______________________
FOR
1. Conduct unbecoming an officer.
2. Absence from duty.
3. Discourtesy to students or teachers.

Signed ______________________
Organization of Inside Patrols

Week of

Captain

1st Floor
Lieutenant

2nd Floor
Lieutenant

3rd Floor
Lieutenant

4th Floor
Lieutenant

Landing-7

Landing-20

Landing-32

Opposite 41

7

20

32

40

2

9

20

31

31

32

39

3

10

31

32

33

Library

4

11

18

30

37

3

Office

12

19

29

34

37

5

13

Office

23

Exits

34

Exits

6

14

17

28

44

Landing

15

16

27

45

16

23

35

44

17

23

26

45

18

Landing-15

29

Landing-26

Reserves

Boys

Second Dismissal

Girls
School Patrol

If _____________ wish to be a candidate for the traffic patrol.
Grade _____ Home Room _____ Group _____
Have you had any experience as a school patrol? ___________
What were your previous marks in, English, Math, Literature, Science? _____
Have you ever received a “U” in “Character” or Citizenship?

Set-up and printed by Roger Duval

Leonminster Junior High School
Safety Patrol

This is to certify that _____________ has been faithful in performing his duty as a patrol, and has been honorably discharged with rank of Captain.

__________________________
Principal
THE SYSTEM HAS BORNE COME FRUIT IN CIVIC VALUES.

To illustrate why the writer believes that there are civic values in pupil activities, the opportunity will be taken at this time to cite a specific instance which seems to bear out this contention - that our system has borne some fruit in civic values.

Leslie - 15 years old, physically overgrown and socially sophisticated, gave much trouble in all his classes. He entered Grade VII of the junior high school with a written report from the teacher of Grade VI that he was a very difficult discipline problem. He refused to work in the classes; he quarreled with the men teachers in the shop. His parents acknowledged their inability to cope with his disposition. He kept late hours, was impudent, and unmanageable. Because of his lack of effort, and unsocial attitude, he repeated Grade VII, which the writer believes was an indictment against the school because a study should have been made sooner of the causes of misbehavior in order to find remedies. However, he didn't do much better in Grade VIII. Because of the policy of the school, up to that time, to place in office only those pupils who exemplified the ideals and standards of behavior which the school represented, Leslie was ineligible for responsibility. The writer wished to try an experiment in Leslie's case, and asked the faculty board and student council to make an exception in Leslie's behalf; to appoint him an outside traffic officer and to watch the results. He took his duties seriously, was faithful to the responsibilities of his post, but was reported for smoking while on duty, by the school patrol captain. Because he had broken a school rule, he
To understand the nature of the problem, let us first consider a few examples of how the lack of awareness can lead to inappropriate actions and decisions.

In the first example, a company decides to implement a new technology without fully understanding its implications. This results in inefficiencies and increased costs. In another case, a school administers a test with unfair questions, leading to frustration among the students.

To address these issues, it is essential to promote awareness and understanding of the problem. This can be achieved through education and training programs. By raising awareness, individuals can make informed decisions and contribute positively to society.

In conclusion, awareness and understanding are crucial in addressing the challenges we face today. Let us strive to make a difference in our communities and work towards a better future.
was removed from his position. Later he came to the principal and asked for another chance. This chance, the student council voted to give him. Three weeks later, while at his post, he saved the life of a primary school child by leaping to snatch the child out of the path of an approaching automobile, the driver of which had not seen the child, who had run out suddenly from a nearby yard. A Leominster police traffic-officer saw Leslis's act, reported it to the Chief of Police, who in turn wrote Leslie a letter of commendation, which was published in all the local papers. The school paper wrote a fine editorial concerning Leslie's act. Leslis's self-respect grew; the respect for him on the part of the student body grew also, to the extent that they voted to have him give the address to undergraduates at the commencement assembly exercises. This address, written by Leslie, was a masterpiece on what attitudes a pupil should have toward authority, his school, and his community. He exhorted them to co-operate in the citizenship activities of the school, including in his remarks the regret which he felt that he had not done so earlier. Two years have passed since Leslie left the junior high school to enter the senior high school. Only last week the principal of the senior high school remarked that Leslie had given no trouble there up to the present time.

The writer could cite many other cases of improved civic attitudes on the part of pupils who were disciplinary cases before receiving definite responsibilities. These did not call forth the public commendation which Leslie received, nevertheless, other boys improved in civic attitudes to as great an extent.
Space will not permit the writer to describe these. The writer's conclusion relative to the civic values in pupil participation is based on six years' experience with it on the junior high school level of education. She believes that the students are becoming better citizens, that they show better attitudes of social justice, courtesy, and co-operation, and that discipline problems have lessened through social control and self-control.

Pupils are getting along better in their groups under conditions similar to those existing in the life outside school.

(1) "If a pupil can have a hand in making school laws about smoking, corridor-traffic, returning report cards—he can be more intelligently obedient because he knows why, in the opinion of the majority at least, these laws are necessary..." Thus, he learns that laws for the welfare of the whole contribute to freedom and safety.

The writer does not believe that teachers alone can do this, but teachers can do their part in bringing about a better-civilized nation.

In this chapter, the writer will narrow the role of the teacher to the contribution that teachers can make in civic values through pupil activities, which is the subject of this thesis. In order to discuss the role of the teacher, it might be well to discuss briefly, "What is the purpose of the school?" In the introduction of this thesis, the writer quoted Professor Kennedy as saying, "The most significant task of the public school is to make better American citizens." Therefore, the teacher must look

"Ah, yes, we teachers have the keys,
Within our hands.
Strange keys that fit for more than intellect
That, at a touch, release
The powers that wreck or build a world,
And strange emotions that rise up
To fill its sky
With discord or with song."

Anonymous.

Professor Francis B. Sayre said at a lecture in Boston on Nov. 4, 1932, "In ten years pupils forget nine-tenths of the facts learned, but do remember the ideas and standards unconsciously absorbed from the personality and character of teachers. Teachers can shape the destiny of civilization and get back the eternal verities of life."

The writer does not believe that teachers alone can do this, but teachers can do their part in bringing about a better civilization.

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for ways and means of accomplishing this purpose.

A citizenship program is possible only in a truly socialized school where socializing activities are carried on, under the direction and guidance of a stimulating, sympathetic teacher who does not dominate the activity situations. Since real education is self-education, the role of the teacher, in a democratically organized school, includes less dominance and more guidance. Therefore, the teacher's task, as a leader, guide, and friend, is to direct activities which in many cases are teacher-motivated and carefully planned in the light of the needs, abilities, and interests of the pupils. The teacher's role, then, is to provide an environment for the pupils to grow through activities suited to their needs; one that will provide them with opportunities to learn from, and develop through, one another; that they may learn to think, plan, and decide for themselves by means of happy working relations on ever higher and higher levels. The teacher of to-day will not agree with the traditional teacher that "Knowledge is power" but will believe that the effective, intelligent use of knowledge is power.

With the purpose of the school clearly conceived, the next step for the teacher to consider would be, "How can I help the boys and girls to accomplish this purpose?" Modern teachers know that learning and activity proceed simultaneously, and that children learn specific habits in specific situations. The teacher should study the needs of her pupils to ascertain what habits should be formed for better living together,
better thinking, and better effort. Through indirect motivation, children can be enabled to see and define their needs and suggest solutions to their problems by choosing solutions, stating them clearly, and offering adequate results or proofs of accomplishment. Children can not think without something to think about. The teacher should be on the alert to discover problems that will be within the interest and abilities of the students in order to stimulate purposive activities and effort. A careful study of pupils' mental, social, and moral characteristics at different age levels, would help any teacher. In a program for giving better training for citizenship, the teacher must be willing to tolerate mistakes, and bear with the pupils in their effort for self-control and group adjustments. The teacher must be as conscious of the pupil's growth in citizenship habits as she is conscious of his ability to achieve the three R's. A well integrated personality must be developed along with the intellect. Teachers should not be tempted to try to get results too quickly by doing all the planning. This robs the pupils of the educational experience that results from planning and acting themselves. The teacher can best help the pupils by learning to advise when, how, and to the extent necessary; then demand from them the effort that is in keeping with their level of ability.

In stressing an activity program that necessitates individual growth, the teacher frequently asks, "How can I plan for individual needs, and not neglect the needs of the group?" Mass pro-
duction in education may make the teacher feel that groups must be thought of, rather than individuals. Much must be taught to groups or classes of pupils, but the teacher should insist on knowing not only the results of her teaching in terms of how these groups progress, but also in terms of the progress of the individual pupil; otherwise the teaching becomes impersonal, and will not be adapted to the needs of the varying abilities of the pupils. Groups must be dealt with, but the skilful teacher will find a way to help each individual, whose growth along desirable social lines must be developed in spite of mass education.

In discussing various techniques of teaching, a teacher might ask, "What is the line between what is too formal and what is too free?" The teacher, in the writer's opinion, should not yield to whims, neither should she or he enforce an arbitrary set of rules. Situations should be planned so that the children are placed in an arena of activities that have conduct controls. This gives the pupils the freedom when necessary, to confer with their classmates without disturbing the worthwhile activities of other pupils. They should learn to work in groups; also, that abuse of privileges means certain restrictions. Teachers will not succeed with all the students; there will always be some recalcitrants, who often can be handled through group opinion, or, in serious cases, by medical or psychiatric specialists. The writer believes in guided activities because activities without direction would be treadmill processes. Wholesome growth is directed growth. Rules made and accepted by groups must be obeyed.
and made the last words spoken in the room as the door closed. He walked over to the window, gazing out at the rain, lost in thought. The sound of the rain against the window and the sound of his own breathing were the only sounds he could hear. He felt a sense of loneliness and isolation, as if he were the only one in the world. He wondered if anyone else could feel the same way he did, if anyone else could understand the depth of his emotions. He knew that he couldn't keep this to himself, that he needed to share his feelings with someone, even if it meant opening himself up to the risk of rejection. He took a deep breath, steeling himself for what was to come.
Failure to obey group-made laws should mean withdrawal of privileges and definite penalties.

Classroom situations can be handled informally by getting from the pupils ideas of how activities should be carried out. Through such discussions, agreements can be reached regarding ways of settling violations of agreements. Teachers can motivate ways of right conduct through organizing work in terms of conduct as well as in terms of psychologically presented subject matter.

(1) Hartshorn has stated that it is claimed that children acquire certain attitudes by means of association with people holding such attitudes, such as fear of storm, tastes in food, feeling toward work, social classes, or races. The writer wonders then if only an honest teacher can teach honesty, or only a teacher having poise can teach self-control? Isn't it rather difficult for a teacher to be abrupt and intolerant when instilling good social attitudes? The writer believes that no teacher should say or do anything that could be considered anti-social; also that a teacher's personal life and social habits should be exemplary, even in these modern times. The progressive teacher should become socially minded and socially disposed if he or she is to assign learning exercises that enable pupils to become socially minded and socially adjusted. Teachers must know the needs of society with the needs of life, and must give time to critical study of economics and social problems, for the purpose of forming a practical teaching program for developing a better understanding of these by his or her pupils.

(1) Hugh Hartshorn - Character in Human Relations, page 244.
Perhaps a good way to close this chapter on the "Role of the Teacher" would be to state that many changes in the personality adjustments of pupils are possible. Luther Burbank in ten years developed variations in plant life that would have taken Nature five hundred years to produce. It is true there are limitations to human beings, but the limits set by Nature are wide. Much can be accomplished by sympathetic, patient, tactful teachers who make the effort to develop in each individual pupil the stimulus for ever increasing growth mentally, physically, emotionally, and morally, through activities fitted to his abilities, needs and interests.
In concluding this thesis the writer will briefly summarize what to her mind are the most important reasons for utilizing pupil activities for civic values and the phases of pupil activities which will in her opinion contribute most effectively to these values.

There is evidence all about us of the need for better citizenship training because of the wholesale violation of our laws, the number of our youth who are implicated in crime, and the indifference of the average American voter to his privilege of franchise and his civic duties. The public school is an institution that reaches all classes of pupils regardless of race, color, or creed. In the past, the three R's were taught; but the value of co-operation, service, civic obligations, and individual responsibility was not taught in the sense that one "learns to become by becoming, or that one learns to do by doing."

One of the greatest needs of our political life to-day is a body of honest, intelligent voters. Many tendencies to bad government can be checked when the masses of voters are able to understand and decide upon the solution of public questions or problems. Much can be accomplished toward a better understanding of current and future problems by the introduction into the school of live subject matter; a teaching technique that utilizes forum discussions with light but not heat, and the habit of looking at all sides of questions.

Intelligent public opinion is necessary in a democracy, and a foundation for this can be made in the school through the develop-
ment of school morale. School morale might be defined as the attitude of pride in the worthwhile accomplishments of the group, loyalty, together with an understanding and appreciation of worthwhile character and civic qualities.

In order that pupil activities may have the desired civic values, these activities must be a vital part of the whole educational program which articulates elementary with junior and senior high schools. There should be gradual growth in the student's ability to take care of himself, to accept responsibility, and to co-operate in worthwhile group activities. If individuals in a group live together by exploiting one another; or by submitting to external authority, the reason for which they do not understand; or by training some to obey, and others to command; we are not training for citizenship in a democracy. Therefore, pupils must indulge in activities that give them the chance to co-operate for the common good, to submit to the will of the majority while having a respect for the opinion of the minority, and to participate in service, each according to his ability. Thus, through such activities, the pupil will be trained for citizenship.

Effective plans for pupil participation depend upon motivation by both teachers and students under the guidance of patient, sympathetic, intelligent teachers. Justice Holmes, formerly a member of the Supreme Court, in speaking of education, is quoted as saying, (1) "Education other than self-education lies mainly in the shaping of men's interests and aims. If you convince a

man that another way of looking at things is more profound, another form of pleasure more subtle than that to which he has been accustomed - if you make him really see it - he will prefer the profounder thought, and the subtler joy. Our country needs such training very much." Guidance, which opens up the vista of more worthwhile activities that appeal to pupils, can contribute to civic values.

Proof of civic values in pupil activities can only be measured in relative terms, no scientific measurements has been found by the writer. Nevertheless, the writer is convinced that it has succeeded to the extent that the pupils of her school do not consider the faculty primarily as policemen but do realize that the failure or success of the activities, is their responsibility, and the result of group co-operation.

In the development of a plan of pupil activities, the working out of the plan is more important than the plan itself. Plans for pupil participation in government should result in pupils learning what co-operation in government means from the inside. If this process is continued year by year through the public schools, and extended to ever wider and wider responsibilities, there need be no abrupt change when the privilege of enfranchised citizenship is assumed at twenty-one years of age. The writer would like to bring this discussion of pupil activities to a close by stressing the aspects of the plan which to the writer's mind will contribute most to its success.

1. Each school should develop its own form of activities, after
the principal and faculty of the school have made a careful study of the school, the community, the abilities, and interests of the pupils.

2. It should be introduced very gradually.

3. Its administrative machinery should be simple.

4. Students should desire to participate in the activities of the school.

5. The faculty should guide in a sympathetic, patient way.

6. The plan should make possible the participation of all pupils to render it effective.

7. Responsibility should not be conferred without sufficient pupil preparation for such responsibility.

8. Care should be taken that popular and aggressive leaders do not monopolize the activities.

9. Less aggressive students should participate in order that as many pupils as possible may derive benefits.

10. The students should understand the meaning of real liberty, the liberty that our country was built upon.

This includes industrious habits, independent thinking, conformity to law, and the self-control which is real liberty. Thus through pupil activities having civic values, we train the boys and girls who are the important factors of future democracy and of civilization.

The writer somewhere picked up the following quotation, the author of which is unknown, but the thought expressed is the one she wishes to use at the end of this thesis.

**Boy of To-day, Important Factor of To-morrow.**

"What is a boy?

He is a person who is going to carry on what you started.

He is to sit right where you are sitting and attend
to those things that you think are so important when you are gone.

You may adopt all the policies you please but how they will be carried on depends on him.

Even if you make leagues and traties he will have to manage them.

He is going to sit in your desk in the Senate, and occupy your place on the supreme bench.

He will assume control of your cities, states and Nation.

He is going to move in and take over your prisons, churches, schools, universities and corporations.

All your work is going to be judged and praised or condemned by him.

Your reputation and your future are in his hands.

All your work is for him and the fate of the Nation and of humanity is in his hands.

It might be well to pay him some attention."
to the letter sent you. In other words,
when you make your marks, you should
keep with an accurate and honest
measure of the letter sent you. If you
have any questions about your letter, you
should send an accurate and honest
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