INFLUENCE OF CLUB ACTIVITIES ON THE SOCIALIZATION AND CHARACTER OF JUNIOR HIGH SCHOOL STUDENTS

THESIS FOR THE DEGREE OF M. A.

JENNIE E. JOHNSON

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THESIS

Boys - Societies & clubs
Girls - Societies & clubs
Club activities
Socialization of junior high school students

INFLUENCE OF CLUB ACTIVITIES ON THE SOCIALIZATION AND CHARACTER OF JUNIOR HIGH SCHOOL STUDENTS

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GRAPHS

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CHAPTER I

INTRODUCTION

The youth of the United States today have a difficult task before them. Their work is to solve the problems created by the lassez faire methods to which their forefathers adhered. In order to be able to do this satisfactorily the opportunities to face difficulties should be presented to them as children and adolescents. At the latter period especially, when they are filled with energy, altruistic tendencies, and ambition to conquer, life-like situations are most interesting.

One way the school creates such situations so that pupils may be the more able to meet problems they must solve for themselves in later life is through extra-curricular activities. These activities of West Junior High School are centered in clubs, music, art, dramatics, athletics, and a student government which in the above organization is considered a club. The purpose of all these is the development of good citizenship and ethical character in the future voters of this country. Membership in all of these as explained in Chapter II is voluntary. Such groups are usually more homogeneous than regular school classes, so that sociability ordinarily is easily attained. The need for these activities is indicated by the fact that other means of education have not adequately developed socialized attitudes and character in the personality of the pupils.

This thesis is a study of a particular kind of club in the West Junior High School, Lansing, Michigan, and the results produced by it in the socialization and character development upon the pupils who were members. This club started as a

leadership group called the "Citizenship Club;" but its work was so successful that a Student Council Club of greater scope was created which took over its activities, most of its duties, as well as a large number of its members. From then on the Citizenship Club could no longer be recruited from the leaders of the school but with membership from the defeated candidates for leadership, misfits, and maladjusted children, it continued the study of character education and good citizenship. This thesis commences with the study of the Citizenship Club, shows how it instigated and provided a pattern for a larger leadership group, e.g., the Student Council, and then considers a club of a different organization which later adopted the name The Better West Club.

Purpose and Scope.

The first purpose of this study is to show that clubs can be used as an instrument or tool to develop habits of unselfish thoughtfulness which will lead to consideration of others' rights and problems. It attempts to show what effects student participation has upon the character of students. This is possible because clubs in West Junior High School were organized with character development as a definite aim. The students formed a general code for the school, as well as various individual trait codes, such as honesty, loyalty, etc. They prepared for the students' use a bibliography of the character education material found in the school library. They made careful studies of themselves - their motives, their reactions, their judgments and acts for self-rating. They acted as a jury in hearing the cases of misconduct which came before them. The above mentioned acts of participation are studied in relation to development of character.

The second purpose is to show whether the conscious efforts of one kind of club had any effect upon the morale of a whole student body of the school. The third purpose is to discover the kind of traits that can be developed by study and consideration in a club in which all members are working for improvement of conduct and scholarship. The fourth purpose is to show that there are no adequate tests for measuring character traits, and to bring before club leaders, teachers and parents, an objective study of actual club procedure so that the need for further investigation and experimentation will be forcefully brought to their notice. In other words, this thesis will examine the possibilities of club work in developing ethical character and will show the influence of club activities on the socialization and character of junior high school pupils.

The social characteristics considered will be such elements as cooperation, obedience, loyalty to school, courtesy, industry, thrift, cleanliness and leadership. Other social factors considered primarily as a background for the study of the foregoing characteristics are the race or nationality of the child, the occupation of the parents, number of children in the family, the birth place, the number of cities or villages in which the family has lived, the number of schools attended by the child, and the group associations to which the pupil has had access. The scholarship records of each child before he belonged to the club and during period of club membership are compared. Honor roll achievements before belonging to the club and while in it are also examined in relation to intelligence quotients.

The study naturally divides into three sections: the first is the study of a club composed of carefully selected

pupils who were chosen because of their thoughtfulness, excellent manners, studious habits, high achievements, high intelligence quotients, and social leadership. This group known as the Citizenship Club was studied for a period of two years. The second part is the study of the Student Council which was a direct outgrowth of the Citizenship Club, and was so organized that it took over fourteen of the leading members of the former organization. The third section is the study of a club composed of all the pupils of West Junior High School who wanted to study citizenship and applied for membership during the year 1931-1932, or were denied admission in the other clubs because of unsatisfactory conduct. This was called the Better West Club. More complete data were obtained and utilized for this club than either of the others.

Previous Studies of this Nature

Many books, essays and articles have been written concerning character education. For the past two years nearly every educational publication has had some article about it. At State Educational Association Meetings speeches have been made about it. The high water mark of all was the work of the Department of Superintendence Tenth Year Book on "Character Education," which is a summary of the results of an extensive investigation. It shows the need of a definite character educational program. All methods of approach to the subject found by the National Committee are discussed and criticized, but no definite plan is suggested.

Some writers are too general and vague in their statements of what is needed and the methods to be used. Their writings are mainly subjective or philosophical generalization. Others

use the statistical method and clearly show relationships which they have discovered between intelligence quotients and scholastic scores, between mental conflicts and scholastic scores, and between maladjusted children and socialization. Hartshorne, May and Shuttleworth's three books are excellent examples of the statistical approach. These studies do not illustrate the methods used in instruction or development, but they do record initial testings, and then make general statements that the behavior trait or characteristic was brought distinctly to the attention of the group. How this was done is not described, but the records obtained by final tests are presented, and conclusions are formulated.

One of the first works of this nature carefully studied by the writer was "Character Education in our Public Schools," a paper given by Emilie Wood of Walter French Junior High School, Lansing, at the Junior High School Division of the Michigan Educational Association at Jackson, in October, 1929. This is an account of her Leadership Club, its aim, methods of procedure, and results. She made no special tests for comparison, nor any tests to ascertain types of personality. A typewritten copy of this paper, which she kindly gave the author, is placed in the pocket on the inside cover of this thesis.

Walter Armstrong's thesis for a Master's Degree (1929) at the University of Chicago, is an account of "A Controlled Experiment in the Direct Method of Developing Ideals." In this he used the same technique of tests and records as the writer used in the present experiment, but he did not give any of the methods of presenting the subject of character education to the group with which he was experimenting. It was called "an experimental group," in contrast to the central group which was tested but

not taught concerning ethics. He concludes that some traits may be so developed, others may not. This study will not bear out Mr. Armstrong's conclusion. It will show that different methods have to be devised and that in one year's time all pupils will not become integrated to the same extent. The writer, however, acknowledges the help which his thesis has given in the arrangement of some of the material.

"Group Education and Character Building" by Lillian Elizabeth Parcels for a Master's Thesis (1928-1929) Boston University, deals with character education as the result of heredity and environment. She pleads for a favorable environment, but through the customary channels of the regular curriculum. She would have traits and characteristics taught by classroom procedure in a special class. The only socialization would be the teacher-pupil and question-answer relationship.

Grace Emma Burnham in "A Course of Study in Character Education for Grades One to Twelve," College of Education, University of Colorado, presented in her thesis of 1927 a list of ten character traits and lesson plans for the teaching of these in each grade. Some of her work is similar to material presented in this thesis, but the notable exception is that in the writer's study the children collected all the data and determined what traits were to be studied, instead of having them all presented in a course of study as in Miss Burnham's.

Thomas and Thomas in "The Child in America" enumerate the school systems which had character training in 1927. (1)

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1. Thomas and Thomas, The Child in America, Chapter VI, Character Education in the Schools.

The Knighthood of Youth, planned for schools and directed by the National Child Welfare Association is also discussed. Reference is also made to "Case-Conference Method" by Paul M. Reading of Toledo, who once a week referred problems arising in the school, concerning property rights, social adjustments, school loyalty, sense of duty, classroom deportment, moral attitudes, courtesy, good taste, community spirit, health, home membership, promptness, self-reliance, self-control, vocational choice and scholarship to the pupils. Discussion followed and cases sometimes were not settled for weeks.

Although there are many studies showing the nature and desirability of clubs and many summaries of tests proving the moral, civic and ethical value of them, to the knowledge of the writer no work such as the one herein presented has ever been attempted. All the methods discussed in the above studies were used in the clubs of West Junior High School. Many of those studies have helped the writer in the organization of the work and presentation of the subjects undertaken.

Method

Socialization and character education begin long before children have membership in school clubs, but careful observation and tabulation of actions indicate that clubs are important in causing improvements. Other influences may have been at work, but if improvements are due to friendships made in the club, or to suggestions made by the club, or to the need of working out a code or slogan, the credit belongs to the club. When certain new tendencies and new attitudes develop and the child feels and says that a club is responsible, it is justifiable to place the credit with that particular organization.

The growth in cooperative living and better habits of conduct were watched in class and measured by tests. A discussion of this is given in Chapter VII. By a careful practice of all the courtesies and polite usages which civilization has found useful, the improvement of personality is secured. The degree of this real personality growth is measured to as great an extent as possible by the judgment of fellow club members, parents and teachers.

The principal methods used in this thesis then are: case study, life history, and the experimental. Direct observation and supervision are also employed. The most direct technique of explaining the extent and manner in which each of these methods was used is by referring to the content of the various chapters. In Chapter II the survey method is used. A letter of inquiry was sent to eighty-seven cities whose population was 100,000 or more and to State Superintendents of Public Instruction, also to the Research Departments of the Universities of Chicago and Columbia. The form letter of inquiry and the results of this investigation form a part of the chapter. Comparison is made of work done in West Junior High School with work done in the other local Junior High Schools and one Senior High School.

Three years ago a Citizenship Club was formed in West Junior High School. Chapter III tells of the personnel of that club, its purpose, accomplishments that year, and further results as shown by the High School records. The following year the same club continued, but because it had lost half of its members due to promotion to High School, others were recruited. The purpose remained unchanged. All this is recorded, together with a change in procedure. This change

was the use of a work book by Elmer Harrison Wilds, the Junior Discussion Book. The greatest result of the Citizenship Club was the reorganization of the student council of West Junior High School. This necessitated change in membership and purpose of the club. In Chapter III the life study method is used as extensively as possible. Chapter IV in which the statistical method is used, contains the tabulation of reasons why each person chose the Better West Club in preference to forty-five others, and detailed records of each member.

Chapter V, the longest one of this thesis, tells of the organization of the Better West Club, its procedures and its projects. It utilizes the case study method, giving the "boy's own story," other teachers' evaluation of the child, the parents' statement and the boy's own evaluation of the club. The experimental method is also used.

Chapter VI contains accounts of conclusions reached in working with the Better West Club. The intelligence quotients of the members of the club ranged from 125 to 70, the home training was highly diversified, and their interests covered a wide range. The statistical method with graphs and tables is used. The conclusions arrived at in this thesis through careful perusal and examination of data obtained from current literature, and from studies in which the experimental method was used, as well as the results of experiments, testings and evaluations derived from the actual observation and work with the Better West Club, are set forth in Chapter VI.

The author of this thesis writes as a participating director, adviser, and observer of the activities which were cooperatively

undertaken by the group for its socialization and the development of character.

CHAPTER II

THE ROLE OF EXTRA-CURRICULAR ACTIVITIES IN SOCIALIZATION AND CHARACTER EDUCATION AMONG JUNIOR HIGH SCHOOL PUPILS.

The educational programs previous to 1900 were not adequate to impress upon the majority of the students the need of effective participation in both curricular and extra-curricular activities. The lack of this has often caused a-social and unsocial behavior and has convinced many educators of the need of socialization and character education among junior high school pupils.

The Need for Socialization and Character Education among Junior High School Pupils

Within the last thirty years communication through cables, airplanes, ships and radios, has made the people of the world one community in interests and welfare. That youth may come to as full a realization of this as possible it is necessary that they have an opportunity to participate fully and freely in group activities of high order. For emphasis upon this need of ethical training as well as for suggestions of methods for accomplishing it, one of the most complete and latest works on character education presents these views:

> "The fact of social change has become a commonplace. Yet few of us realize how extremely dynamic contemporary society is and what revolutionary implications this dynamic quality holds for moral education. Although all civilizations move, even the most primitive, for practical purposes men in the past could assume that they lived in a static world. This condition no longer prevails. . . .
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"If society as a whole is not to continue to drift with the ebb and flow of circumstances, men must fashion certain fundamental objects of allegiance through which social change may be given some measure of purpose and direction. This task of achieving a modicum of control over a changing society is perhaps the greatest problem of our age . . . . .

"The development of the great society (industrial civilization) with its close integration and extreme mobility must seriously affect both the content and the method of moral instruction. Emphasis on the large group as opposed to the small group consciousness has become imperative. Loyalty to the family must merge into loyalty to the community, loyalty to the community into loyalty to the nation, and loyalty to the nation into loyalty to mankind. The citizen of the future must be a citizen of the world. The sentiment of patriotism must be widened to embrace other races and peoples. To the white races of the West, accustomed as they are to regard themselves as the natural rulers of the world, this will undoubtedly prove to be a very difficult lesson to learn. Yet it must be learned if mankind is to escape disaster. The various sects, nations and races of men must somehow learn to live together in peace.

"Also within the limits of a particular society, individualistic and competitive impulses must be subordinated increasingly to social and cooperative tendencies . . . . . Practically all tasks are cooperative in character; interdependence rather than independence is the rule of life; and the road to power leads through the organization of men as well as the conquest of the resources of nature . . . . . .

"In conclusion let us turn to the responsibility of the school as an agency in character education . . . . . The distinctive mark of the school is perhaps the fact that it is the only agency which at present is under the conscious direction of society. If by taking thought society is to improve itself or any of its institutions, it will have to work through the school.

> "A certain function of the school should therefore be critical and evaluative. This means for example, that pupils will learn to criticize and evaluate such things as radio programs, advertisements and newspaper articles. It is more important that the school teach children how to think than it be a channel for the acceptance of the present social practices and of ideas set forth by the dominant social group. But if the school is to become an effective tool of society, its methods will have to change. Its activities must become more vital to the child and much more closely related to the life of society than they are today. If the work of the school is not significant to the child, its teachings will not really become a part of him; and if that work is not closely related to the life of society, its teachings will not bear fruit in the world of reality which lies beyond the walls of the school. Only to the extent that the school becomes a living and organic part of contemporary society will it realize its potentialities as an agency of character education." 2.

A. L. Threlkeld says in substance that character education is the successful rearing of the young and is the work of many agencies of which the home has been the most prominent, but because of the change of "set-up" of life incident to the change from an agricultural to an industrial, urbanized civilization, this education has been forced upon the school. The school must appropriate the general principles of procedure which have been selected by social experience as basic to character education if it is successfully to meet this new responsibility. In the old days father took his son with him to do the work of the farm or the shop and together they worked for the good of the family group. If any duty was neglected, such as getting the water from the well, other work was delayed, dinner in this case would not be prepared and served on time,

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2. The Department of Superintendence Tenth Year Book, p. 10-13.

and the displeasure of the group soon visited itself upon the negligent member. The mother and daughter worked side by side in the kitchen, dairy, or berry patch, and together they met social and moral problems.

> "Today the modern home is a place to sleep after the day's work at factory or office. What the parents do the child knows, but how social and ethical problems are met by the parent are an unknown factor." 3.

So there has been a shift in the scene of operations to the school. Throughout the schools of the country the change from the old order is observable. Group activities of all kinds have become a part of school life. Most of these are called the extra-curricular program. They represent situations analogous in many respects to the psychology of the old home before referred to. The individual pupil functions as a member of a group. To him are assigned certain duties which he must meet promptly and well. If he meets them promptly in this manner he is a good citizen; and he learns that this is success; good character becomes a way of successful living with him. If he fails in his duties toward his group, he suffers an unsatisfactory reaction, which causes him to drop that sort of behavior. As far as it goes, this program of group activities in our schools of today is a program of living in terms quite similar to those of the old home.

Extra-Curricular Activities in Relation to Socialization and Character Development

Extra-curricular activities exist because they fulfill an important need. They are the school's most direct means of

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3. A. L. Threlkeld, Character Education and the School, Journal of Educational Sociology, Vol. IV, No. 4, Dec. 1930, p. 218-224.

providing life-like situations in which an individual acts cooperatively with others in group projects, meets problems and participates in their solution. In this way the pupil may form a more adequate conception of his aptitudes and of his relation to the larger human life. He may obtain a sense of personal self-realization in cooperation with the other members of the group and in rendering service to it. The participant may become aware of the importance of self-development, and that it is dependent upon the inter-actions with others and in the unifying wholeness of society.

Charles R. Foster says that: "Since 1890 the High School enrollment has increased 710 percent; population has only increased 68 percent. The number of high school students jumped from 22,000 in 1890 to 250,000 in 1907. At present 2,000,000 pupils are enrolled in secondary schools of the United States." 4. These changes have led to a broadening of purposes, more varied curriculum, a more cosmopolitan body of students and a manifest tendency on the part of students to imitate the life of the community in which they find themselves. These tendencies have led to a realization of social need. Due to the individual differences the greatest need was moral training, and extra-curricular activities furnish a means to this end. They are educative when they develop qualities that make for a complete citizenship, notably leadership, initiative, cooperation and intelligent obedience to authority. These qualities are developed through extra-curricular activities.

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4. Charles R. Foster, Extra-Curricular Activities in High School, p. 3

"Personality is achieved only through experience, so education is assisting growing persons to achieve desirable types of personality through a growing experience," 5. is a statement which shows that William Clayton Bower felt that changes in the regular school activities were needed. These changes can be brought about only by the experiments which extend over a long period of time. Still another writer (6) points out that each student must be a good citizen in physical, social, intellectual, moral and religious characteristics. A very important element of citizenship is morale, based upon a number of elements, perhaps the largest of which is confidence. This is based largely upon two things; (1) knowledge and ability, (2) pride. Knowledge and ability may be obtained more quickly by extra-curricular activities because the motive in joining these is interest, and pride is easily engendered and fostered.

In Bulletin 51, Moral Values in Education, published by the Bureau of Education, is found this summary: "First in importance as a moral agency should be placed the actual performance of the pupils themselves. It is one thing to hear right conduct praised and see it exemplified, it is quite another and more necessary thing for boys and girls themselves to do the acts. Character is essentially a matter of action, the habitual performance of certain kinds of deeds rather than others, and the only genuine way of learning how to do these deeds is to do them, just as tennis is learned by playing tennis." 7.

5. William Clayton Bower, Character Through Creative Experience, Chapter 3.
6. Joseph Roemer and Charles Foster Allen, Extra-Curricular Activities in Junior and Senior High Schools, p. 2, p. 100
7. Bulletin #51 (1917) Moral Values in Education, p. 10

Other conclusions reached are that students need social training and to know about conventional customs.

Just as everyone is agreed with Helen Gumlick Supervisor of Kindergarten, First, Second and Third Grades of Denver Public Schools, and Caroline B. Zachry of the National Educational Association staff of psychiatrists, that the first social group beyond the family in which many children participate is the kindergarten, so all educators agree that the junior high school is the right time for extra-curricular activities to begin. This is the time of adolescence when the group interest is the strongest, and the child is looking and reaching for ideals. He is keen, alert and critical and can be urged to attain the qualities which will contribute to his strength, popularity and success. This child on the threshold of adulthood should be given a chance to find out for himself that "Moral life is wholesome living," (8) because intelligence is created, and is constantly developing new standards of living. New values inevitably emerge in this process.

The extra-curricular activities in West Junior High School are centered in music, athletics and clubs. The music expansion has been so great that one might argue that it was a very definite part of the regular school work, because the two bands, i.e., the regular school band and the beginners' band, have a definite period for practice each day, thepupils in each receive credits for five hours each semester, and also are graded or marked. The same is true of the two orchestras, and the various violin and viola classes. However, small groups in the band have organized for specific purposes and practice outside of the

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8. H. Gordon Hullfish, Moral Life as Wholesome Living, Junior-Senior High School Clearing House, Vol. V, #10, June, 1931, p. 577

regular class hours. One of these is the "Sax Quartette." The personnel of this varies, sometimes it is composed of three boys and one girl, sometimes two boys and two girls. Only one small boy has been in it at all its appearances. It plays during intermissions in the auditorium, and it has played at banquets and at Parent Teacher Meetings of several of the schools, at Business Men's Luncheons, and wherever requested. There is also a 9A orchestra, in which each member is also a member of the school orchestra or band. The West Junior Chorus which sings at banquets, at church services and at school functions is another example. Members of this can be used as quartets, duets, trios, or double quartets.

A few members of the art classes give chalk talks. They are often called the "West Junior Picture Talk Foursome."

Although there are gymnasium classes which meet three times every week and are compulsory except for children who are forbidden by their family physicians to participate in it, the intra-mural sports held each noon are in no wise compulsory. Voluntary members of one home room compete in seasonal team games with members of another home room. The seventh grade has championship games when spectators throng the bleachers, so also do the eighth and ninth grades. Boys and girls both have schedules for these sports. The school also has teams which play games with other schools in the city and with surrounding small town high schools, as well as intermediate schools from Jackson and other cities.

Although the student council is considered an extra-curricular activity in every school system studied, in West Junior High School it is one of the school clubs. Chapter III

gives a concise explanation of the student council and its development as a result of the Citizenship Club.

School Clubs in Relation to Socialization and Character Development

School clubs are voluntary organizations. In some schools a child may join a club if he wishes, in other schools a child may join any club he wishes but he must join one and only one. Others allow a child to belong to any two clubs. Moreover the time when clubs should meet is a debated question. Some teachers and administrators of schools consider that clubs should meet during regular school hours, others believe club meetings should be held at some other time, e.g., early in the morning, or five o'clock in the afternoon.

A study of the only book available on clubs written by Lura Blackburn (9) shows that she found high morale was an outstanding product of a good club system. This fact she wrote was commented upon by students who have attended schools without clubs, and who have changed to another school where they could take part in outside activities. She claims clubs should be held after school because in this way the greatest cooperation and freedom would be achieved. If they were held during school hours some studying would have to be done after school, and the result would be just a juggling of time. In order to be influential school spirit must be built up and maintained. It cannot be effected in a single night but must be the result of the student body molded by experience and customs of the school as best practiced by clubs.

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9. Lura Blackburn, Our High School Clubs, a Study of Extra-Curricular Activities in Oak Park and River Forest Townships, p. 7.

"The school is a place for growth not only physical and mental but social, moral and spiritual. Club work will make the child conscious of his responsibility for the general welfare, more able to meet new situations and more sensitive to the spiritual values of life." (10) Clubs will thus make character education an outcome not a program.

The big job of the club according to Riverda Harding Jordon (11) is to develop proper conduct through understanding of the amenities of life, and through the setting of standards of taste and appreciation.

Klopper (12) points out that school regulations do not always have their origin in social need, children fail to see school control as social control, the teacher not the pupils are hurt and offended they think. Their thinking and emotions should be trained to self-control through the assumption of social responsibilities. Each can be given a task to collect data, fill ink wells, erase boards, water plants, feed the goldfish, and other duties which help the group. If the school is a miniature society then its round of social duties must be a medium for developing socialized conduct. School clubs may exercise a far-reaching influence on their members for they cater to every legitimate human craving; they aim to satisfy the whole range of normal interests of youth. Through these clubs children learn the art of self-government, taste the joys of intimate friendships, and develop worthwhile hobbies and group loyalties. In the clubs, teachers come in closer and more informal contact

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10. The Department of Superintendence, Tenth Year Book, p. 215
11. Riverda Harding Jordon, Extra Classroom Activities, p. 4, 8
12. Paul Klopper, Contemporary Education, Its Principles and Practices, p. 203

to their pupils and thus really learn to know them.

Another educator's views [13] are that: it should be the business of the school to attempt to utilize as many of the adolescent characteristics as possible and direct them into wise and intelligent expression. Some form of student participation in control of school affairs is desirable because such an organization approximates the democracy in which the student as an adult will live. It will consequently help to train him for this membership. Further such participation will help to organize and systemize the extra-curricular activities of the school. The club appeals to this age pupil - he is a "joiner" as evidenced by the many secret societies, cliques, and organizations to be found among students of this age. Furthermore, if clubs are included in the regular schedule it makes them more convenient for the student and the teacher, thus encouraging a good attitude toward them, and dignifies them as well.

The aim of proper attitudes and ability to share in the experiences of others can be obtained. To the experimentor, however, is left the choice of "conduct" or "character" education. It is the latter which may lead the child to joys of right living. It affords opportunities for gratification of individual tastes and ambitions, exercising special talents and aptitudes, the developing of leadership, and the assembling of individuals interested in the same activities.

> "The Junior High School's aim of training for citizenship is to build up the work of the elementary schools, give the children the social experience which is appropriate to their age,

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13. Henry Charles McKown, Extra-Curricular Activities in Schools, p. 21, 65, 93, 99.

and send them on to Senior High School and the life outside of school with the most effective type of training for participation in the organized group life of the adult community." (14)

"The value and need of clubs is set forth in this statement. The average number of organized clubs increases regularly with advances in enrollment. The parallelism between the two types of pupil experience (extra-curricular and program of studies) suggests an increasing recognition on the part of teachers and principals of the value of extra classroom activities." (15)

All of these writers agree that clubs are essential for Junior High School education, but here is a somewhat dissenting note. E. M. Draper states that:

"No one has written in this field so far who has gone beyond, first, a status study of the present practice of school people and their attitudes toward the results achieved, and second, the theoretical possibilities of the extra-curricular act, as determined according to the new psychology of learning and the modern philosophy of education." (16)

This writer next wants us to view the inadequacies, such as: first, inadequate knowledge of the principle of worthy living; second, knowledge of psychology and the learning process; third, knowledge and appreciation of both school men and laymen of the implications of a philosophy of education which predicates exceedingly comprehensive fields of teaching material for the development of the educational experiences of great cosmopolitan groups of scholars; fourth, inadequate methods of validating the specific objections which may be subsumed under a general principle or aim as worthy living. He continues:

"At present many earnest students appear to be

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14. Paul Washington Terry, Extra-Curricular Activities in Junior High School, p. 11
15. Same Author, Extra-Curricular Activities in Junior High School, p. 18
16. Edgar M. Draper, Realization of Worthy Living Thru Extra-Curricular Activities in Junior-Senior High Clearing House, Vol. V, #10, p. 532-536.

> confused in their thinking regarding the educational values of the extra-curricular act. In certain schools the results attained through student participation are outstanding and significant, while in others the results are inferior and even dangerous. Are these excellent results attained through contact with the activities as such or through the exposure of the students to the extra-ordinary leadership and wonderful personality of teacher sponsors."

He then proceeds to criticize the data heretofore presented as insufficient and poorly organized. He leaves the reader with the advice to determine the specific objectives which will make worthy living, and furthermore to organize carefully controlled experiments to determine the definite contributions of clubs, etc.; then to make careful analysis of results and present techniques used step by step so that the experiment may be truly scientific as far as being verifiable is concerned.

So far in this thesis a presentation of eighteen different treatments of the subject of clubs has been given and an analysis shows that with the exception of the critic above mentioned they are unanimous in three general concepts, namely, the club is an educational situation that most nearly represents the community in which folks live, that clubs make possible social experience because they are concerned with group activity, and that all emphasize student participation. They agree with Dewey: "That the pupil have a genuine situation of experience - that there be a continuous activity in which he is interested for its own sake; secondly that a genuine problem develop within this situation as a stimulus for thought; third, that he possess the information and make the observations needed to deal with it." (17)

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17. John Dewey, Democracy and Education, p. 112

One says a child is socialized by acting in clubs in the same way as tennis is learned by playing, another as learning to drive a car is done by actual driving.

To this point the references have been mostly from articles in magazines and books, but following is a report of an experiment in student government at McLaughlin Union High School, Milton-Freewater, Oregon, which weaves into the lives of the pupils experiences that help them later to adapt themselves to community life. Mr. Brownson in this article says: "Citizenship should be learned by doing, just as the operation of a car is learned by driving." (18) The children in this school drew up their own constitution, elected officers for a student council, instituted a series of courts, worked up a pledge, appointed monitors for study halls, corridors and the library. The results have been very gratifying because students have zealously attended to their duties and assumed responsibility in their community, the conduct was as good as in previous years when disciplinary matters were brought before the office. Spirit and enthusiasm were high in academic and extra curricular activities. Their achievements surpassed any previous records made.

> "Furthermore, in competition with other schools of the state these young men and women who were learning through active citizenship that the success of their community was in a great measure their responsibility demonstrated a leadership in numerous lines of endeavor. During the school year 1929-30 these pupils won the following honors for the school: the State Debating Championship; the Eastern Oregon Football Championship; four first places, two second places and one third place in Eastern Oregon Typing Contest; first and second

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18. Harold G. Brownson, How to Vitalize the Teaching of Citizenship, The Nation's Schools, Vol. VIII, #1, July, 1931, P. 67-69.

place in the State Division of the National Chemical Essay Contest; second place in the State Newspaper Contest, with the editor of the school paper elected president of the State High School Press Association, also superior rating among the High School Yearbooks." (19)

Another author stresses club work to a very marked degree, but he believes very little can be done for character building by the schools alone. They must be upheld and encouraged by the whole community. "What can we do with a child in five hours of a day when all that he is doing the other nine or ten hours is undermining our teaching?" (20) is his opening remark. We can motivate a boy or girl to desirable conduct within the school but we have no control over his outside hours and he is developing during that time as well as while with us. About forty percent. of the life of most of the children is spent in leisure time activities, and so they have an important influence in the formation of character. Milwaukee has a municipal program of playgrounds and social centers which is conducted by the Extension Department of the Milwaukee Public Schools. Eighteen school buildings and three community centers are open five or more nights a week from September 15 to May 1, and last year were attended by more than 1,325,000 people. Fifty playgrounds were open from June until September, twenty playgrounds are open all the time. Athletic sports are scheduled, moving pictures are shown, trips are made to other parts of the city, and hikes are taken to points of interest. After school activities, especially clubs are fostered where gymnasium

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19. Ibid
20. Francis C. Rosecrance, Character Building, a Community Enterprise. The Journal of the National Educational Association, Vo. 21, No. 2, Feb. 1932, p. 51-54

table games, stories, hand work, cabinet making, dressmaking, mechanical drawing, aircraft, radio, reed work, dramatics, and music are undertaken. This correlation of school work with outside of school activities made possible through the School Board's direction of both provides the opportunity for a concentrated attack on the problem of character building.

Clubs in West Junior High School

In West Junior High School clubs are a part of the school work. A complete list follows:

Name of Club	For	Room	No. Limit
Chess Club (Chess Set Required)	Boys & Girls	205	35
Library Training Club 8A & 9A	Boys & Girls	112	35
Reading Club	Boys & Girls	309	35
Flower Club	Boys & Girls	310	35
Saxaphone Club (Competitive)	Boys	222	35
Model Airplane Club (Material fee $1.00)	Boys	221	35
Historical Study Club	Boys & Girls	300	35
Journalism Club 8B & 9A	Boys & Girls	105	35
Spelling Club	Boys & Girls	101	35
Sewing Club	Girls	209	35
Latin Club	Boys & Girls	303	35
Girl Scout Club	Girls	305	35
Camp Fire Club (Fee $1.50)	Girls	203	35
Travel Club	Boys & Girls	206	35
Cartoon Club	Boys & Girls	322	35
French Club	Boys & Girls	307	35
Public Speaking Club	Boys & Girls	326	35
Clay Modeling Club (Material Fee $1.00)	Boys & Girls	210	35
Life Saving Club (Competitive)	Boys	123	35
Bugle and Drum Club	Boys	201	35
Violin Club	Boys & Girls	104	35
Leather Club (Material Fee $1.00)	Boys & Girls	324	35
Who's Who in America	Boys & Girls	109	35
Better West Club	Boys & Girls	102	35
Camp Cooking Club	Boys	213	20
Student Council (Members elected by Home Rooms)	Boys & Girls	204	35
Debate Club	Boys & Girls	200	35
Public Speaking Club	Boys & Girls	226	35
Agricultural Club	Boys	312	35
Shorthand Club 9B - 9A	Boys & Girls	319	35
Girls' Glee Club (Competitive)	Girls	316	35
Ukelele Club	Boys & Girls	302	35

Clubs, continued:

Name of Club	For	Room	No. Limit
Gymnastic Club	Girls	221	35
Embroidery Club	Girls	301	35
Radio Club	Boys	108	35
Literature Club 8A, 9B, 9A	Boys & Girls	203	35
Penmanship Club	Boys & Girls	304	35
Mathematics Club	Boys & Girls	313	35
Girls' Woodwork Club	Girls	126	35
Magazine Club	Boys & Girls	202	35
Spanish Club	Boys & Girls	327	35
Clogging Club	Girls	221	35
Electrical Club	Boys	122	35
Amateur Typewriting Club	Boys & Girls	106	35
Gymnastic Club	Boys	225	35
Fancywork Club	Girls	308	35
Candymaking Club 8B-9A	Boys & Girls	115	25
Child Care Club	Girls	215	30

Each child in this school must belong to some club but can choose the kind of club which interests him. Royal J. Creitz in his Thesis 1932 entitled, "Social Factors in the Achievements of Junior High School Students," arrives at the conclusion that the work of clubs in general, and their socializing influence is one of the great factors for achievement.

If pleasant social intercourse can be established in the formative adolescent period of the life of a child, there is less probability that, as an adult, he will be anti-social. In West Junior High School fifty-three only out of thirteen hundred fifty students were listed as maladjusted. A number of these became members of the Better West Club. The club was not organized for these, but use was made of it to help them become better members of society. Clubs, as this study shows on a small scale, help the anti-social folks, but clubs also help the normal and the superior people.

A Questionnaire Study of Character Education in Other Schools

The experience of other schools in character education

programs was the next step to be considered, so the principal of West Junior High School appointed a character council, consisting of four women and three men. These teachers were a representative group, one from the gymnasium, one a commercial teacher, one the cafeteria instructor, a shop work instructor, a mathematics teacher, chairman of the English Department, and the assistant principal, to represent the administrative side. At the first meeting of the character council the chairman was instructed to send letters of inquiry to all cities of 100,000 population and to the State Departments of Public Instruction of Iowa, Connecticut, and Nebraska, and to the four outstanding colleges.

Three years previously the following questionnaire had been sent out:

"CHARACTER EDUCATION DEVELOPMENT
QUESTIONNAIRE

This school feels the need of training its pupils in social behavior and ethical character; therefore, it is greatly interested in what other schools have attempted of this nature and any results obtained. Will you please fill in this short questionnaire and return to the undersigned:

Do the schools have a definite character education program Yes_____ No_____

Does your school favor the direct_____ or indirect_____ method

Has it worked out its own course of study in character education Yes_____ No_____

Does it have printed source materials_____ mimeographed materials_____ no definite source materials_____

Are clubs organized with this in mind Yes_____ No_____

Are these materials for sale_____

Please send price lists or material C.O.D."

The results of this were not very satisfactory, so the council decided upon these two forms of letters:

"Dean of School of Education,
University of _____,
Address.

Dear Sir:

As a member of a committee on character education in our school, I am attempting to find out how the schools of education of our universities are advising that it be taught. Should it be taught incidentally or directly as a separate unit in a course of study?

Please advise me as to source and cost of material available from your university.

Yours very truly,

Name of Chairman."

Form 2.

"Superintendent of Schools,
City - State.

Dear Sir:

As a member of a committee on character education in our schools, I am attempting to find out what is being done along this line in other cities. Please advise me as to source and cost of material available from your city.

Yours very truly,

Name of Chairman."

A comparison of the results of these two investigations shows clearly that the question is more universally before the educators today than it was three years ago, or else that educators do not like even short questionnaires, but will courteously answer letters.

In the study made in 1920 twenty-five questionnaires were sent out to outstanding schools which had been reported as having a definite plan for character training, or were reputed as very progressive. Of these twenty-five only nine responded at all. Of these nine, two wrote that they had no definite

course in character training.

A representative from Gary, Indiana, wrote: "It is taught incidentally by every teacher in every department; i.e., we believe the 'work-study-play' type of organization is ideally adapted to a natural character forming. Right ideals are taught and under a natural environment children may try out these principles and observe results."

The informant from Evansville, Indiana also said that their school system had no definitely organized course but emphasized it in every grade and enclosed three different citizenship report cards upon the backs of which were also recorded scholastic records. The first listed six traits, and is used in kindergarten, first and second grades. The next listed ten traits and is used from grade three to eight inclusive. The former is smaller, but is otherwise just like the second named.

The writer from South Philadelphia High School said they were in the process of evolving a course. In their athletics and weekly clubs they tried definitely to teach Fair Play. In their family group (there was no explanation about this group) the principal wrote, "We are teaching manners from the ethical viewpoint. Once upon a time we taught the Hutchins Code." This school sent a form divided into five divisions and subdivided into forty-one traits. 1, Learning abilities; 2. Attitude toward school; 3, Team work qualities; 4. Qualities of leadership; 5, Personal and social qualities.

Two other schools wrote to recommend some other person, university, i.e., school of education, or some other system. One sent the same bibliography sheets which the National Educational Association and Department of Public Instruction

had sent us.

From Denver was received Monograph Number Fourteen, Character Education in the Denver Public Schools, 1929. This tells the purposes of, methods of teaching, correlation with subjects taught, the school environment, and lists some traits.

From Los Angeles was received High School Character and Conduct Course of Study Reprint 1926. It includes the same contents as the monograph from the Denver School, but in a much better organization and presentation.

From Elgin, Illinois was received the Annual Report of Public Schools of Elgin, 1926-1927; p.p. 62-86 includes traits to be discussed and acquired or strengthened.

Somerville, Massachusetts sent twenty-six pages of mimeographed materials. It was called their Guidance Program: (1) Problems of Adjustment; (2) Opportunities afforded by Clubs; (3) Attendance; (4) Thrift; (5) Cooperation; (6) Self-control; (7) Responsibility and Trustworthiness, etc.

Letters were written to the Universities of Wisconsin, Chicago, Columbia, Leland Stanford, California, the National Education Department of the Interior, each of which sent bibliographies.

From Angelo Patri was received this answer: "I have had no experience in formal courses in character training, and so can say nothing of value on the subject." But he referred to Mr. E. Nifenecker of New York City, from whom nothing has as yet been received.

The percentage of answers received from all these sources was 48%.

In the recent undertaking of the character committee ninety-four letters were sent, eighty seven to cities of 100,000 population or more, and seven others as follows: Leland Stanford, California, Chicago and Columbia Universities, and the State Departments of Nebraska, Connecticut and Iowa. Sixty-eight answers were received. The percent of answers was very gratifying, 72.34%. Moreover, of those who answered nineteen had no materials to furnish; we obtained pamphlets, courses of study, catalogues, bibliographies from thirty different sources, and were placed on the mailing lists of nine whose courses of study were in the process of being evolved or being revised.

For a clearer understanding of data received both years, consult Table I -

TABLE I - CHARACTER EDUCATION IN THE UNITED STATES AS SHOWN BY ANSWERS TO TWO QUESTIONNAIRES:

Year of Inquiry	Number of Letters Sent	Number of Answers Received	% Received	States Included in Inquiry	Direct Education	Indirect Education	Source Material Received From	Catalogues Received from	Bibliographies Received from	Request for Suggestions from	Source Material being Revised	Course Now being Used
1929	33	18	48.5	11	7	2	4	0	9	0	1	0
1932	94	68	72.3	33	52	7	21	0	7	3	2	7

While the council awaited the answers from its inquiries it met and apportioned off all faculty members to serve on small committees under the chairmanship of each member of the council. This was done in the following manner: the seven council members sat around a table and the principal read the names of the faculty

alphabetically, beginning at a certain person each councilman took one person's name until each had seven on his committee.

The next move of the council was to make and send out to the faculty the character training questionnaire herewith submitted:

CHARACTER TRAINING QUESTIONNAIRE

1. Do you think there is a need for systematic character training in the public schools? Check. Yes_____ No_____

2. (a) Should it be taught as a separate unit of one semester in junior high school? Yes_____ No_____ (b) More than one semester? Yes_____ No_____ (c) How many semesters?____

3. Should it be taught along with certain other subjects, say one day a week? Yes_____ No_____

4. Should it be taught in connection with any other subjects? Yes_____ No_____

5. (a) Should it begin in the elementary schools? Yes_____ No_____ (b) If so, in what grade_____

6. (a) Should it be continued into the high school? Yes_____ No_____ (b) If so, in what grade?_____

7. Check the name under which the work, generally conceded to be desirable, could best be accomplished: Character Training_____ Manners and Conduct_____ Correct Attitudes_____ Bible Study_____ Personal Traits necessary for Success_____ Individual and Social Attitudes_____

8. Suggest a name, if you have one, which you think would be desirable. _____

9. In case you think this work should be done as a side line to other subjects, give a brief outline or suggestion as to how you would carry on the work in your subject:

10. General remarks and suggestions.

11. Give brief bibliography on reverse side of available material such as books, workbooks, texts and magazine articles.

_____
Signature

NOTE: - Please fill out and turn in before January 10. If necessary complete number 9 and 10 on reverse side of this sheet.

When these were returned the results were tabulated as follows:

	Yes	No
1. Need for systematic character training	43	2
2. Taught as a separate unit:		
(a) of one semester in Junior High School	20	22
(b) More than one semester	16	11
(c) Two semesters	3	
(d) Six or all semesters	10	
(e) 1½ semesters	5	
3. Should it be taught along with certain other subjects, say one day a week	13	23
4. Should it be taught in connection with all other subjects	37	8
5. Should it begin in the elementary schools -	50	0
In first grade	43	
second grade	0	
third grade	1	
fourth grade	0	
fifth grade	1	
sixth grade	1	
6. Should it be continued into high school	47	0
to eleventh grade	1	
to twelfth grade	40	
to college	1	

7. The names best liked were Personal Traits necessary for Success 14; second choice Individual and Social Attitude 11; Manners and Conduct 8; Character Training 8; Correct Attitude 3. Nine other names were suggested.

The council then worked up the following questionnaire:

IN OPINION OF THE JUNIOR

Please do not sign the following questionnaire. Express your opinion of the rating you feel West Junior would receive in the following phases of school life. Check under the heading, poor, fair, good, or excellent as you feel best fits the situation. If you think of other items which are not mentioned, add them to the end of the list and rate them as suggested above.

	Poor	Fair	Good	Excellent
Courtesy of students to each other	____	____	____	____
Courtesy of students to teachers	____	____	____	____
Courtesy of teachers to students	____	____	____	____
Friendly spirit toward new students	____	____	____	____
Fair play in games	____	____	____	____
Fair treatment of opponents at games	____	____	____	____
Sportsmanship of crowd at games	____	____	____	____
Order in halls	____	____	____	____
Neatness and appearance of halls and rooms	____	____	____	____
Neatness and appearance of school grounds	____	____	____	____
Return of lost articles	____	____	____	____
Respect for lockers and property of others	____	____	____	____
Relationto property owners near school	____	____	____	____
Attitude of study in home rooms	____	____	____	____
Attitude of attention in auditorium	____	____	____	____
Attitude ofindustry in classrooms	____	____	____	____
Ability to assume responsibility	____	____	____	____
Punctuality	____	____	____	____
Loyalty to school	____	____	____	____
Support of school activities by students	____	____	____	____
Support of school activities by teachers	____	____	____	____

Other items may be added below or on back of page and rated as above

The small committees were asked to criticize and amend it. A few changes were suggested. The writer was not in favor of changing the question concerning teachers' attitude toward pupils, but the wishes of the majority were followed. The second questionnaire was then submitted to every pupil in the school in their club period. The revised questionnaire is as follows:

MY OPINION OF WEST JUNIOR

Please do not sign the following questionnaire. Express your opinion of the rating you feel West Junior should receive in the following phases of school life. Check under heading poor, fair, good, or excellent as you feel best fits the situation. If you think of other items which are not mentioned, add them to the end of the list, and rate them as suggested above.

	Poor	Fair	Good	Excellent
Courtesy of students to each other	____	____	____	____
Courtesy of students toteachers	____	____	____	____
Courtesy of students to substitute teachers and other adults	____	____	____	____
Friendly spirit toward new students	____	____	____	____
Honesty in work	____	____	____	____
Fair play in games	____	____	____	____
Sportsmanship of crowd at games	____	____	____	____
Order in halls	____	____	____	____
Habit of clean speech	____	____	____	____
Neatness and personal appearance of students	____	____	____	____
Neatness and appearance of halls and rooms	____	____	____	____
Neatness and appearance of school grounds	____	____	____	____
Respect for rules and regulations of school	____	____	____	____
Return of lost articles	____	____	____	____

My Opinion of West Junior, Continued:

	Poor	Fair	Good	Excellent
Use and care of lockers	____	____	____	____
Respect for property of others	____	____	____	____
Respect for rights of property owners	____	____	____	____
Habits of study in home rooms	____	____	____	____
Attention at auditorium	____	____	____	____
Industry in class rooms	____	____	____	____
Ability to assume responsibility	____	____	____	____
Punctuality	____	____	____	____
Loyalty to school	____	____	____	____
Support of school activities by students	____	____	____	____

Other items may be added below or on back of page and rated as above

The teachers next worked upon desirable character qualities and submitted their reports of characteristics most desirable:

1.	Honesty	249
2.	Courtesy	153
3.	Respect	149
4.	Dependability	110
5.	Responsibility	106
6.	Self-control	103
7.	Sympathy and kindness	100
8.	Loyalty	90
9.	Service and helpfulness	89
10.	Cooperation	80
11.	Punctuality	70
12.	Industry	68
13.	Sportsmanship	65
14.	Obedience	56
15.	Initiative	49
16.	Courage	46
17.	Perseverance	42
18.	Thrift	38
19.	Leadership	37
20.	Neatness	26
21.	Tact	24
22.	Cheerfulness	24
23.	Cleanliness	15
24.	Morality	13
25.	Tolerance	11
26.	Optimism	9
27.	Temperance	5

Each small committee was then given a task: first group to work out an auditorium program for character development; second, to work out plans for the indirect and incidental teaching of character; third, projects to be carried out by the student council for school betterment; fourth, clubs as a means of socialization; fifth, traits to be stressed and methods used in the seventh grade; sixth, in the eighth grade; seventh, in the ninth grade. These reports are not yet fully formulated, but the work will continue next semester.

The other junior high schools are working their socialization through home room activities, intra-mural sports and student councils. In French Junior High School the past years the interest centered in the physical setting and social environment of the child. This was done through "Student Survey" sheets containing these questions, and many more:

1. How long have you lived in Lansing?
2. How many in your family?
3. How many boys? How many girls? Ages of each.
4. What is your father's nationality and occupation?
5. Is he employed now? How many days a week?
6. Does your mother work? Where? What kind of work?
7. Do you work at all? What kind?
8. Do you usually go home for lunch? How far do you live?

To finance the feeding of those who needed it, the teachers contributed $100.00, and then the school gave a play to raise more money. Here is a schedule of the first forty-five minutes period which is called the activities period:

"Monday is devoted to study; Tuesday to banking; Wednesday to character work. In the upper classes this is conducted by

the Booster Class, or definite character training group of the school, each member of which takes a home room and discusses actual character and ethical programs of the school, supplemented by illustrations and projects developed previously in the Booster Club. The Seven B's have an auditorium class at this time which is in the hands of our assistant principal, Miss Wood, for the training in ethical behavior . . . . Thursday is devoted to home room meetings, while Friday closes the week with a general school auditorium program. The formal organization of the home room is in the hands of a set of officers, elected by the students and given definite duties." (21)

In Eastern High School the assistant principal interviewed every girl, and the principal every boy, and tried personal adjustments where needed. Each student was given a test of "Knowledge and Social Usage." This consisted of:

30 statements, some correct, and some incorrect, to be marked plus or minus, concerning Manners at Meals

15 statements concerning manners in Meeting People

18 statements concerning manners in Talking and Walking with people.

12 statements concerning manners of Guest and Host

6 statements concerning manners in Dress

29 statements concerning Miscellaneous Manners

110 statements to be answered but not signed and handed to the assistant principal. A course will later be worked out to augment the greatest needs as shown by the student body. (22)

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21. Olive Mears: Successful Practices in our Home Room given in the Junior High School Section, meeting of the Michigan Educational Association, Jackson, Michigan, October, 1931. A copy is in the envelope on the back cover of this book.
22. A mimeographed copy of this questionnaire is placed in the envelope on the back cover of this book.

Summary

A brief summary of the facts shown in Chapter II indicate there is need of socialization and character education in the junior and senior high schools at the present time. Various types of extra-curricular activities are adapted to this achievement.

Of all extra-curricular activities the clubs give greatest freedom of choice. The children develop happily in these cooperative situations. In the clubs the bashful child is given some simple task, such as watering the plants. He is commended for faithful performance, given other tasks and soon forgets himself in happy service. He has learned to live socially and to contribute to the group. The overbold child may learn to curb his impulses, his speech and actions. The maladjusted child may also find some interest, the pursuit of which will help in the integration of his personality.

CHAPTER III

THE CITIZENSHIP CLUB OF WEST JUNIOR HIGH SCHOOL

During the time of the investigation in regard to what other schools were doing toward character education, discussed in the previous chapter, two experiments were being tried out by the writer. One was concerned with changes in the vocational course, and the other with organization and activities of the Citizenship Club. Only a brief outline of the former can be given here. The first semester course of social studies, listed as occupations, was changed from fifteen weeks of studying the various types of work, qualifications for each kind of work, advantages, disadvantages, and the history of each occupation and two weeks study of the kind of character needed for the chosen job, to eight weeks study of "what am I going to do" and nine weeks of "what am I going to be." The course now is a study of the field of work and of a desirable character. (23)

Before the Citizenship Club was organized three of the faculty members of West Junior High School visited the Walter French Junior High School of Lansing which had a Leadership Club that boasted of no truancy problem, and of excellent behavior from most of its pupils. The order in the halls, as well as the businesslike movements and interest in keeping the halls, grounds, and cafeteria neat and attractive were noted by the faculty members. Then the club was visited. Emilie Wood, the Assistant Principal of Walter French Junior High School

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23. DeWitt S. Morgan, Case Studies for Classes in Civics, published by Laidlaw Brothers, is used in 9B classes.

had charge of this club. It used as it's text, "Studies in Conduct" by Hague, Chalmers and Kelly, and a case study note book by DeWitt S. Morgan. A story was told or read and discussion followed; then the principal gave a childhood experience in which he didn't overcome temptation. Following this a statement was discussed from the "Case" book. Next a child who was habitually tardy was brought before the club. He rather shamed-facedly gave his reasons for tardiness. The members of the club then talked to him very kindly and informally. One boy said he would be willing to call for the offender every morning if the pupil wanted him to do so. Then the gong sounded and the Leadership Club meeting was finished for one day. The meetings are held daily and the same number of hours credit is given as for mathematics, English, geography, or any other subject. The Will Hutchins morality code is the basis for all the work and study of this club. The faculty of Walter French Junior High School argued that the teacher discussing morals would not be nearly as effective as having the children themselves do it. "So," says Miss Wood, "It was agreed that a group of about thirty of the finest pupils constitute a class which should be given special training all through the week and on Monday morning of each week each individual in the class should present the week's lesson to his particularly assigned home room." These pupils were told that the slogan was to be "Every Pupil of French Junior High School a Better Citizen," and that the aim was to create a desire for right action and a hatred for wrong.

> "Each pupil was made to feel that the home room in which he spoke was his personal charge and any pupil failing to cooperate must be interviewed by him personally. These personal conferences play a vital

part in this character education program, for youngsters feel keenly the criticism of those of their own age." (24)

After the visit to the Walter French Junior High School the student council of West Junior High School was called together, the results of the visit to the neighboring school were presented to the members of the council, and they were asked their pleasure in the matter. This student council consisted of five students, a president and secretary from the 9A group, and a representative of each of the three grades. These were elected after campaign speeches had been made in the auditorium by voting on the machines loaned to us and set up for us by the City Hall employees. After the election returns were published the council could convene in the principal's office, and would be informed of its duties in a general way. It would be told that its biggest business was to make suggestions for any improvement of the school. As has been stated, this student council was asked for their opinion about character education for West Junior High School. They voted that a club called the Citizenship Club he started at once. Since it was impossible to have this club meet every day, they decided to have meetings on Mondays and Fridays.

The purpose of this club, as stated in the minutes of the Student Council meetings, shall be to: "Erase the most flagrant mistakes of our school citizenry, such as unnecessary noise, crowding in the corridors, truancy, and stealing; to substitute helpfulness and cooperation for the spirit of rivalry and competition which now exists: to foster a feeling of loyalty

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24. Emilie Wood, Character Education in our Public Schools, Unpublished material, copy in pocket on the back cover of this book, p. 4 and 5.

to the home room and the school; and to change the attitudes of the pupils who are lawless and express by their actions this policy: 'do as you like, have a good time, pass the buck if possible, but don't get caught'." (25)

The nature of the club made it desirable that the oldest, best, most thoughtful and well-mannered children be members of it since they were to be the leaven to raise the standards of thirteen hundred fifty other children. Only the three highest sections of the school, 8A, 9B and 9A would contribute members. In other words, the upper group students alone were eligible. The five students of the student council immediately claimed membership and proposed that the defeated candidates for the council also be invited to join, because these ten people would represent more fully the whole school. This proposal made the Seventh grade represented, an exception to the above rule.

Out of further discussion the procedure agreed upon was: each home room teacher of 8A, 8B and 9A was asked to send the names of her best pupils to the office. Best pupils were described as the socially minded, tactful, honest, dependable, self-confident, whose scholarship was "B" or better. The last stipulation was necessary because the pupils would be in club two study periods each week and would have to do their work at noon, or at home, or in shorter time than usual. The home room teacher would also announce to her pupils that this club was in the act of formation and those who wished to apply as candidates were to see the assistant principal and leave their names. The council felt that all members should be volunteers

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25. Minutes of Meetings of Student Council Notebook, October, 1929.

who were interested in the betterment of the school and could be trusted to know many things not known to the student body in its entirety. The notices were so worded that each child would know that only thirty-six could be selected, that no one with any bad habit, such as tardiness, nor any mediocre or poor student could be chosen. These notices were read only in the home rooms of the three upper sections. If the presence of any child was desired who did not volunteer, the assistant principal approached him regarding the matter, and in all cases each child felt it a great honor to belong.

At the first meeting of the club it was decided that members should be eligible to one other regular club, and that the Citizenship Club would meet every Monday during the third period and on alternate Fridays, the third period, when their other club did not meet. The next step was to obtain a group opinion of the hours of credit to be given. There was some difference of opinion; five of the girls and three of the boys said this club should be altruistic and should work without credit. This attitude was taken by the ninth grade pupils and might not be as "big-hearted" as might seem at a glance. The 9A's were not in need of the two hours which would be superfluous for promotion to Senior High School and could not be applied there for future credit. It is not believed that these fine young students reasoned the matter through in this way, but the possibility is worth mentioning. After thorough explanations and discussion concerning the value of this club credit, slips of paper were passed and the pupils asked to write "two hours credit," "no credit," or any other suggestion they had. A majority of 24 to 6 decided that for attendance

and work in this club the members would receive two hours of credit. "This cannot" said the teller "be construed as a bribe but would give honor and prestige to the club and place it on the same footing as any other subject studied in school."

The teacher then fully explained that the aims of this club would be: "To cultivate in its members a thoughtful attitude, tolerance and pity for unfortunates, ability to think straight and act justly toward everyone; ability to raise the standards of the school children so that they will be better mannered, more orderly, more polite, more thoughtful, prouder of their school, more thrifty, more punctual, and more law-abiding." After this talk an opportunity was given to all those assembled who did not care to undertake this work to leave. The teacher left the room for a few minutes, but returned to find the same thirty still there.

The children were than asked to give their names, grades and home rooms. Those present organized themselves electing officers. The period was about over but the president made a few remarks and asked the club leader to assign some work, so all members were asked to come prepared Friday with a list of character traits, and some ideas for discussion of the topic - Being a Gentleman or a Lady. The bell rang; a new club was in existence.

At its Friday meeting all but one person came with a list of desirable characteristics or qualities. From these lists was made one complete list to be studied and used. It was compiled in this manner: the secretary of the club was asked by the president to write the characteristics upon the board as the child read his list, but to make a mark after a characteristic

already on the board and not to duplicate words.

While the secretary was getting ready at the board, the lists were collected, shuffled, and passed out. Then someone read the first trait on his list. It was written on the board and all who had that trait on their papers so designated. These words were then arranged alphabetically with the number to show how many of the club considered them important. Each characteristic was discussed as to meaning, and a vote followed the discussion to see how many of the club then considered each trait important.

The remainder of the club period was spent in reading Charter's list of 222 qualities which were grouped under 31 "families." In the list the club made out, honesty and truthfulness were designated as two distinct qualities, whereas Charters has honesty as one "family" with integrity, veracity, truthfulness, and rectitude included. He has the "family" poise: calmness, deliberateness, self-confidence, self-control, self-reliance and dignity. (26)

From the same source it was discovered that ideals are complex:

> "In the first place they are so enormous in number that in the dictionary one can find over five hundred, and of this number . . . . no two mean quite the same thing . . . . Not only do they differ in meaning but experience and the kind of social group changes the meaning through the years. Moreover, meanings interweave and overlap, i.e., dependability may involve industry, patience, honesty, courage and accuracy. One must not forget that ideals often conflict, too. At examination time loyalty to a friend may be a temptation to honesty in the test." (27)

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26. W. W. Charters, Teaching Ideals, p. 53, 54, 58, 59, 60
27. W. W. Charters, Op. Cit.

The next day of meeting a mimeographed sheet of these traits, alphabetically arranged, was given to each pupil. They were asked to check each trait they considered important, and also rank it from 1 to 45, if all were to be used, but they did not need to consider those they thought insignificant:

TABLE II - LIST OF NECESSARY QUALIFICATIONS FOR DESIRABLE ETHICAL CHARACTER AS CHECKED BY THE MEMBERS OF THE CITIZENSHIP CLUB

Qualities Necessary Alphabetically Arranged	Original Rank	No. of Times on List	No. of Votes of Members after Explanation of Terms	No. of Votes recd. on final ballot after discussion	Final Rank
Adaptability	13	17	25	25	6
Ambition	10	20	30	29	2
Beauty, love of	9	21	22	22	8
Broadmindedness	3	27	29	29	2
Carefulness	12	18	10	18	12
Cheerfulness	5	25	15	15	14
Cleanliness	4	26	28	28	3
Consideration	10	20	22	20	10
Cooperation	1	29	30	30	1
Courage	7	23	27	20	10
Courtesy	2	28	30	28	3
Dependability	4	26	30	27	4
Fairness	5	25	27	30	1
Health	22	3	5	5	17
Honesty	1	29	30	30	1
Honor	18	11	15	25	6
Humor	17	12	7	17	13
Industry	3	27	27	27	4
Initiative	14	15	21	10	15
Leadership	11	19	20	19	11
Loyalty	3	27	30	28	3
Morality	21	4	30	27	4
Neatness	20	8	15	8	16
Obedience	5	25	28	25	6
Optimism	17	12	10	5	17
Patriotism	8	22	25	25	6
Pep	15	14	7	5	17
Perseverance	13	17	20	30	1
Poise	7	23	27	25	6
Popularity	22	3	0	0	19
Reliability	16	13	25	27	4
Responsibility	6	24	27	30	1
Religious-minded	24	1	1	1	18
Scholarship	4	26	26	26	5
Self-control	8	22	28	30	1
Service	6	24	27	29	2
Sincerity	7	23	29	28	3
Sociability	19	9	5	10	15
Sportsmanship	9	21	29	27	4

TABLE II - Continued

Qualities Necessary	Original Rank	No. Times Listed	No. on Second Vote	No. on Ballot	Final Rank
Sympathy	10	20	22	25	6
Tact	11	19	30	23	7
Temperance	22	3	8	8	16
Thrift	5	25	22	20	10
Tolerance	23	2	19	21	9
Truthfulness	3	27	30	30	1

The characteristics which ranked highest are those considered by the pupils each year in nominating boys and girls for the Sons of the American Revolution Medal. Notice concerning these with definitions is herewith submitted:

"The qualities to be considered in awarding the S. A. R. Good Citizenship Medal shall be:

First: DEPENDABILITY as evidenced in the record of punctuality, truthfulness, honesty, loyalty, trustworthiness and self-control.

Second: COOPERATION as evidenced by the record in respect for authority, respect for property, respect for rights of others and courtesy.

Third: LEADERSHIP as evidenced by what the pupil has done to make the school a better school.

Fourth: PATRIOTISM as evidenced by loyalty to, a knowledge of the purpose expressed in the preamble of the Constitution of the United States.

Fifth: No pupil shall receive the "Sons of the American Revolution Medal" who is not clean in speech and in personal habits.

Note - These qualities should be studied and considered very carefully before a vote is cast for the boy or girl who possesses these in the highest degree. It is suggested that this list of "Qualities of Good Citizenship be preserved and placed in a conspicuous place for frequent personal check.

Sincerely,

Principal."

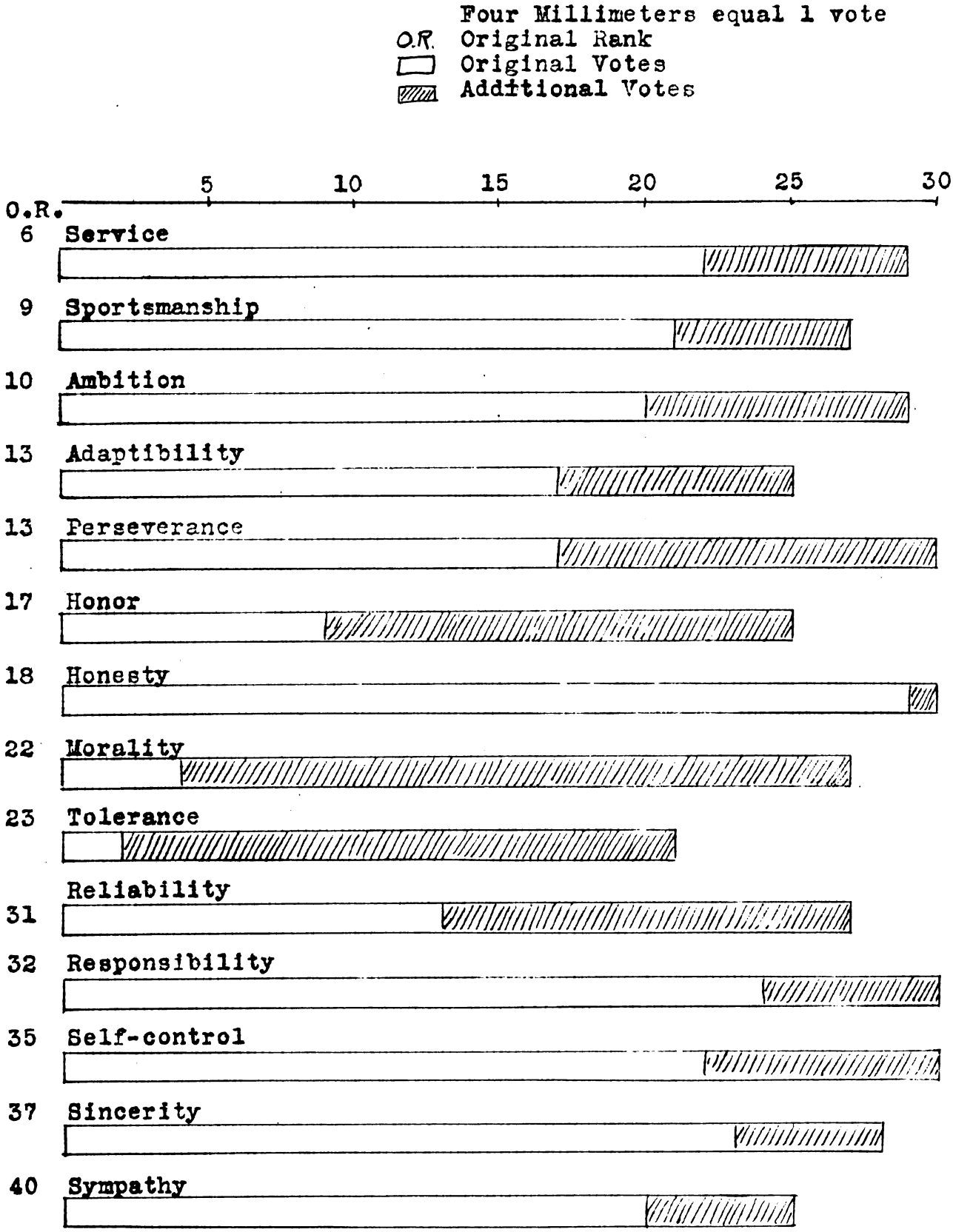
Graph I shows the increase of five or more votes in the popularity of a trait after the members took part in a discussion of each. O.R. on the graph means original rank which the trait had. The

unshaded bar is the measure of the original popularity of the trait, and the shaded bar represents the addition made by the discussion and the thought it stimulated.

The traits which gained status in the group listed according to the number of votes and the explanation of increase are:

	Trait	Addition	Cause of Omission from Original Lists
1.	Morality	23	Considered as the sum of good behavior.
2.	Tolerance	19	Never thought of as a characteristic, by eighteen pupils.
3.	Perseverance	18	My mother says that's stubbornness, by seven pupils
4.	Reliability	14	synonymous with dependability and responsibility
5.	Honesty	14	More situations than students had conceived possible
6.	Ambition	9	Considered selfish aim in order to win approval, but gained popularity when shown laudable.
7.	Sportsmanship	8	Many not interested in athletics and thought of the trait only in that connection.
8.	Adaptibility	8	Considered weak and without will power to not stick to one's opinion.
7.	Self-control	8	Inexperience in cooperative thinking.
8.	Responsibility	6	Inexperience in cooperative thinking, and used to being told what to do.
9.	Service	5	Same as above
9.	Honor	5	Same as above
9.	Sincerity	5	Considered part of truthfulness by many
9.	Sympathy	5	Lack of cooperative thinking

GRAPH I - AMOUNT OF INCREASE OF FIVE OR MORE VOTES IN THE POPULARITY OF A TRAIT CAUSED BY GROUP DISCUSSION

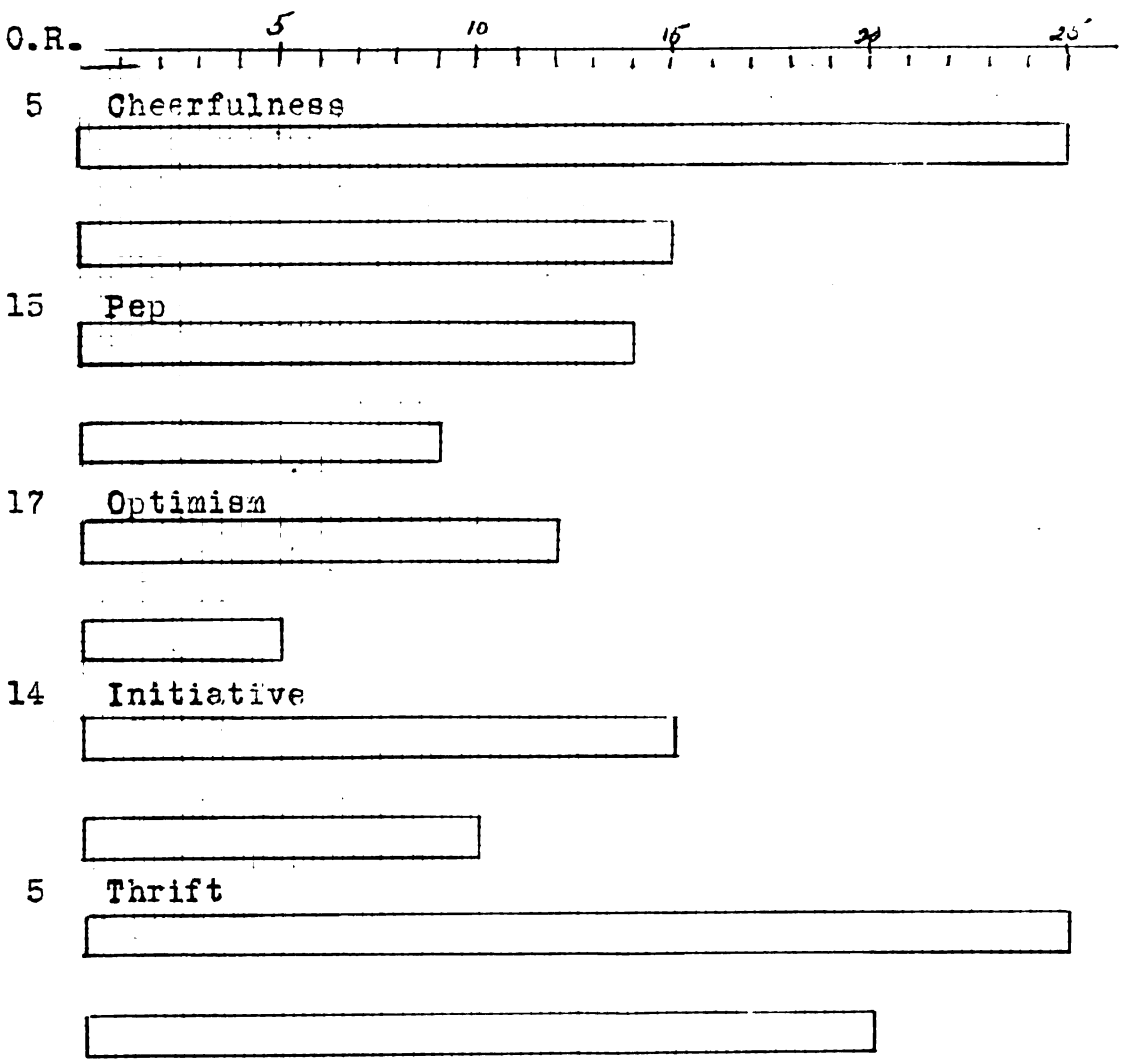


Graph II shows the decrease of five or more votes in the expressed necessity for a trait after a period of consideration and group discussion. This graph shows two bars for each trait. The upper bar indicates the original number of votes, and the lower the final number. No explanation was ever given which showed why optimism pep, and cheerfulness should not be considered necessary. The decline in votes for initiative was explained this way: dependability and adaptibility will get one as far or farther than initiative, and save time and trouble. The decrease concerning thrift can be explained by the unemployment and the failure of the stock market, and the effect these had upon some of the homes. After these last results were obtained a talk about stability, dependability, fearlessness and cooperation were given. The results in some instances seem to show a deeper grasp of the situation and a willingness to change and not to be dogmatic.

Following closely upon the investigation just mentioned came the discussion of being a lady or gentleman - courtesy in all its fine and delicate shades of meaning. After this meeting each child seemed more quiet, orderly, and very sincere. This was the fourth meeting of the club, and the first time that a boy had been sent to the "Adjustment Room." Pete had been unruly and defiant in his previous class. He listened carefully to the stories of Woodbridge N. Ferris, our Democratic gentleman, of parents' characteristics, and of heroes from history. At an appropriate moment the children were reminded that all things discussed were personal and not to be repeated as gossip. Pete was asked: "Would you like to have these boys and girls be your jury? As your teacher's accusation is read you may deny any part of it but explanations from a teacher's standpoint will be made by the

GRAPH II - THE AMOUNT OF DECREASE OF FIVE OR MORE VOTES IN THE POPULARITY OF A TRAIT CAUSED BY GROUP DISCUSSION. TRAITS ARE GROUPED ACCORDING TO THE AMOUNT OF DECREASE.

O.R.	Original Rank
First Bar	Original Votes
Lower Bar	Final Votes after Discussion
⌴	Four Millimeters One Vote



club leader. If you'd rather not have the members of the club as a jury, the principal, your teacher and the assistant principal, or any two of the three named, will hear you privately." Pete took advantage of the offer and club had its first real case. Skillfully but kindly they questioned him and before the period was over he had shown willingness to apologize and to promise better behavior.

Twenty-two cases were tried during the first semester. Only once did a child say; "I do not want the club as a jury," only once was it impossible for the members to get a response, and that was the case of a boy who had been truant. He stood and looked solemnly at them but said nothing. Though he never played truant again, the club is not convinced that the experience changed his way of thinking, nor his attitude toward life or school. The club somestimes sentenced a miscreant who came before it to serve a number of hours before school or after the regular session. This time allotted by the club was usually longer than a sentence the administration would impose, but the child always seemed satisfied. Only one child appeared before the club a second time. No well worked out system as to whom the club would "try" and if necessary punish, was made. The children who had been suspended from class room or home room for insubordination, impudence or failure to do their work had to sit in the adjustment room (102) until a convenient time for the "sending teacher" and either the principal or assistant principal to have a conference with them. The conference usually was held at noon or night after dismissal of school, or at 7:30 the following morning. If a pupil had not been readmitted to class when the club met Friday, the third period, his case was adjusted by trial with the club as a jury.

Of the six members of the writer's social studies classes who were Citizenship Club members, two were elected officers - a girl as president, a boy as clerk. The nature of the work of the assistant principal is such that sometimes her class does not see her for a whole period; sometimes she is in and out of the room six times during one class period. The president of the class, who was also a member of the club, always quietly took charge and saw that the assigned lesson was read and discussed, the clerk made a list of the names of the few who were not on their best behavior. Persons entering the room made the assertion that order was nearly perfect and that they always looked for the teacher in some seat at the back of the room.

One incident will illustrate the thought, tact, presence of mind of the president: there was Violet, who was very noisy, an only child and badly spoiled. She either had to be scolded or assigned penalty time after the dismissal of school before she would attend strictly to her own business if the teacher was not present. It was Parent Teacher Association visiting day, and a conference in progress in the office kept the teacher away from class. The papers for "checking out" a boy who left for another state without formally returning his books, etc., lay on the desk. The president used her head well. Calling Violet to her, she said: "I believe Miss Johnson would appreciate if we could get this done for her, and you are an 'A' student, so I thought you might like to do it." Violet said she had her lesson studied and the proper permits were issued; the class went on quietly and smoothly with its work; parents were received and invited to remain. The president when asked, "Where is Violet?" replied: "B (') and I decided Violet's errand was more desirous

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(') B is another girl club member

than her presence would be." That certainly was forethought.

Soon after the organization of the club each child was assigned a home room, and became the advisor of that home room. On certain club days they would outline the week's lessons and on the next club day they would go to their home room (') and present the lessons. Sometimes, since there were thirty-six members and only twenty-seven home rooms they worked in pairs. If it was found that a certain type of boy or girl did not do well in his room a change was made, but very few of these were necessary. When studying thrift, as usual, club members were sent to their room to do their work. The worst room in respect to thrift in our school had been assigned to two very capable boys. They were two of the biggest boys in school, both very active, both had poise, and both were eloquent speakers. Moreover, they had a history of the room which follows:

The Fall previous to this time this room of forty-five entered with about two hundred others. They were the least punctual of all groups, had the highest rate of absence, and had the most failures. They seemed a lawless group in the negative sense if not in all ways. Their banking average was about 61 percent. The Bank Board asked the Bank Manager, a man teacher, to speak to them and have a campaign started in that room. He talked with them; they promised to do better but in the next three weeks there was no gain. The principal of the school was asked to speak on the subject which he did, and asked for the raising of hands to show how many would bank. All hands were raised. The Bank Board felt elated; but the next banking day this room had fallen to 46 percent. A little boy from

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(') Assigned - not necessarily the one of which they were member.

the Ninth grade was sent and couldn't even get a hearing, because they jeered and clapped so loudly. A very capable girl student was sent and was better received, but accomplished nothing. Now was the club's turn. T and R went. They were asked to come next day because the regular teacher was ill and the substitute didn't want to be bothered. The next day was banking day and the teacher was back but she told the boys there wouldn't be time. Wednesday they came to their club leader and said, "We haven't done our duty yet!" Then they explained the above, and to the question, "What about today?" "It is Auditorium," they answered, "we are an usher and a scene placer or shifter. But we'll do it tomorrow." "Aren't you discouraged?" was asked. "No, you see each time we practice we get better," said T. They did 'their duty' Thursday, with the result that for the next banking day that room was 96.4 percent, next it was 96.8 percent, and the third time it was 97 percent. In a year of unemployment one hundred percent cannot be expected. Of course many of these members were 9A pupils and went to Senior High School the next semester. One girl attended a private school in the East, but wrote for news concerning the club. All 9B and 8A members asked (') if they might continue in this club the next year.

The 9A boy chosen to receive the Sons of American Revolution Medal for citizenship, and the girl who received the Daughter of American Revolution Medal for citizenship, were both members of this Citizenship Club. The boy chosen as toastmaster for the 9A banquet was another member of the club, as was the girl who gave the toast of farewell. The 9A class had 314 members.

(') Extra-curricular club work allows a person only one semester in any club. This ruling prompted the question.

Some general results of the Citizenship Club may be mentioned: there was a marked improvement in hall order; in answering charges concerning truancy; there was also less of lying; confessions of truancy were often given before investigations were started.

Central High School to which most of the West Junior students are promoted has for two years held an honor banquet each June. At this banquet the honor students are entertained, and their names and honors won are printed in a little booklet. Examination of this showed fifteen of the club members of the first two or three Citizenship groups were awarded scholarship honors, and six were given athletic honor.

It was planned to have this club continue for a considerable period. All members were allowed to continue semester after semester in it until they were promoted to High School. At the first shift nine members left through promotion, three moved out of the city or district, and two boys had so many extra duties and calls for their services during third periods that they had to resign, so only sixteen originals remained as a nucleus the second year.

The club was continued on much the same order except that pupils were given the added duty of assisting in the game room at noon. In order to do the club work efficiently a number of committees were appointed. These were: (1) Committee on Supervision of Halls; (2) Committee on Home Rooms; (3) Committee on Class room Work (the pupils especially good for this work were to be listed with the Committee so that they could be called upon to take charge if a teacher became ill, or was called upon for some other work); (4) Committee on Punctuality; (5) Committee

on Absence Excuses; (6) Committee on Noon Library Supervision; (7) on Game Room Supervision; (8) on Correspondence. The name of each committee is self-explanatory of its kind of work.

Every meeting had roll call and summary of the previous meeting, then report of committees, suggestions for trait to be emphasized during the week and the manner of dealing with it; then the maladjusted cases were dealt with.

Through the work of the Correspondence Committee a copy of a work book which seemed very good was obtained. It was the Junior Discussion Book - a pupil's work-book for home room guidance periods and classes in English and Civics in the Junior High Schools, Experimental Edition, prepared by Elmer Harrison Wilds, and published by the Extension Department of Western State Teachers College, Kalamazoo, Michigan, 1930.

The number of pupils enrolled the second semester was 36. The range of intelligence quotients was from 131 to 94. The mean was 111.8, median 112. The average grade was B plus, but one child failed due to laziness and indifference. In the Fall term of 1930 the membership was 36 again, and each child bought the book mentioned above. The first lesson after organizing was Discussion Unit One - Parliamentary Procedure. On Page 19 is space for notes on outside reading; but most of this page was filled with comments from parents who either took the child to some club meeting or discussed the procedure with him. Two meetings were needed for this; then the Unit Two, Manners in the School; Third was Health; Fourth was Hobbies for Boys; and Fifth for Girls; Sixth was Safety, and a great deal of time was spent on this subject. Unit Seven, Bird Study, was omitted, also Unit Ten, Pets, and Unit Twenty-five, Community History, which is

carefully studied in the elementary schools as a social studies project. This took the whole semester.

The second semester there was an influx of twenty members so that chairs had to be brought in each period to accommodate the members. The twenty new members bought books and reviewed what they missed. About the second week of school pupils who were interested enough to read through the book, began to agitate for a pledge and code. There were 17 pledges and codes found on pages 302-308 of the work book, [28] but the children voted to adopt as their code the Part V of Unit Thirty: Our school aim "to develop individuals who will 'hit on eight cylinders:' These are:

1. Vocational cylinder
2. Health cylinder
3. Leisure cylinder
4. Civic cylinder
5. Domestic cylinder
6. Social cylinder
7. Moral cylinder
8. Religious cylinder "

which is just another way of quoting the seven cardinal principles of education. They next decided that the Club needed a new name. They brought in suggestions and finally decided upon Better West Club.

All of this work was a foundation for the advising, sentencing, and helping of maladjusted children.

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28. Elmer Harrison Wilds Junior Discussion Book, Extension Department, Western State Teachers College, Kalamazoo, Michigan, 1930.

For a year the Leadership Club continued the work of the preceding group except that each member used a work book instead of a scrap book or note book for the recording of lessons, and had as its name not "Citizenship Club" but "Better West Club."

During the second semester the Character Council (x) invited the president of the Better West Club, the secretary and the club director to meet with it and discuss student activities. After this conference thestudent council was told to take over the supervision of the game room and furnish a number of games available for play each noon.

The next step taken by the Character Council was to have one small group work out the student council's share of character education. The small committee met. Two of its members were chosen sponsors of the student council. It was to be greatly enlarged and patterned upon the Better West Club. The membership was to be three officers and one representative from each home room of the school. It was to be a club and meet regularly on club day once each week. Credit was to be given for this work.

The school now had a fine working group. A careful study of the Constitution (xx) of the student council shows the organization, aim and personnel very clearly. By this reorganization and enlargement of the council the Better West Club lost all possibility of having these members as part of its personnel. (xxx)

(x) It is the Supervisory Committee of all character work undertaken in West Junior High School. For full particulars concerning Character Council, see Chapter I.

(xx) Student Council Constitution is found in Appendix A

(xxx) See Chapter III

Second, supervision of the halls became a part of the duties of the student council. Third, matters of thrift and character development are now the concern of the council. Fourth, if a big sister or brother is needed to give advice or to undertake the problem of calling for an habitually tardy pupil a member of the student council is chosen. Fifth, school projects such as lecture courses are sponsored by the student council. Sixth, game room equipment and supervision was also delegated to the student council. The change of name to Better West Club and the loss of these six specific duties were not the only changes. The reorganization of the school system so that each club met weekly meant that the Better West Club could not meet twice on alternate weeks, but must meet every Friday.

Summary

In conclusion it may be stated that the Citizenship Club of West Junior High School was valuable in its effect upon the selected members who belonged. These members learned by working together that cooperation is more satisfactory than competition, because in cooperation all participants share in the results and no feeling of defeat is experienced by anyone. They encountered experiences never thought of in their sheltered and separate environments, and realized by actual experience that the work caused by foolish pranks is useless. A consideration of other people was developed.

Secondly, this experiment showed that work of this club was valuable in a Junior High School. It caused the reorganization of the student council, but the greatest result was the

effect upon the school as a whole. The order in the corridors was improved, and the attitudes of the children were altered. They became helpful and courteous to regular and substitute teachers. In the next chapter an attempt will be made to show in detail how the results were achieved.

CHAPTER IV

THE PERSONNEL OF THE BETTER WEST CLUB

In view of the changes discussed in Chapter III, namely: personnel, duties and time of meeting, it was decided that the Better West Club of 1931-1932 be an experiment along different lines to see what could be done with all kinds of students, instead of the selected ones of the four previous semesters. So the club has become more democratic and far reaching in its results. About the only factors that remained the same were the purpose and the fact that membership was voluntary. The only distinctive duty not usurped by the council was that of serving as a "jury of peers" in a trial of some maladjusted child. It was a club on the same basis as other clubs.

In West Junior High School all students are notified a week in advance of the names of the clubs, the teacher director, the room in which each will be held, and any qualifications or limitations which appertain to any club; i.e., if a child wishes to join the Pottery Club the fee is $1.00, the Miniature Airplane Club $1.25, the Camp Cooking Club is for boys only, Wooden Toy club is for girls, the Poetry Club for advanced students, 8A to 9A, inclusive. For two evenings after school teachers remained in their rooms and students who called were told about the work of their particular club. No child could enroll with any teacher until eight o'clock on Thursday, the third week of school.

The Better West Club competed this time with the other forty-seven clubs. Timid children, bold youngsters, big and

little folks came in to see if the notices were correct, and if this club was open to all, and what its nature would be. The director explained it fully, answered all questions and told former club members that they would be welcome if they could continue with the work.

On the morning of enrollment the assistant principal was at her desk ready to enroll club members and enrolled twenty-three members within a few minutes before other duties called her away. The next entry was the fifth week when a boy decided to come to school, although old enough to go on Part-Time-Continuation school. The sixth week a big, handsome fellow who had contrived to enter high school was demoted to the Junior High School, and he signed for this club. The seventh week one newcomer to the system was initiated. The eighth week there were two others; ninth week still one more; and the tenth week another one. The few who entered later were not enrolled except as visitors. Only four of these had belonged previously to the Better West Club, and three of the four were 9A pupils, and would be out at the semester promotion. Two other pupils dropped out because they were chosen for the student council, and one left to go to her mother in California, and another was taken to the State Vocational School for Boys, in Lansing.

At the end of the first semester the members were told that they might reenter this club and receive credit, but that there was no compulsion. Except for those above mentioned, all expressed a desire to remain and work for the betterment of the school. On the day of enrollment the teacher was present at 7:30, so were a few of the applicants; but before long a mother

of a pupil who had been very ill desired an interview and the sponsor left a 9A girl in charge, telling her to get the names of those who were reentering on one sheet of paper, and to enroll new members on another sheet. The result was an enrollment of 49 members. The day of the first meeting found 13 standing after 36 were seated in the available chairs. Of these 13, 11 were old members who had studied courtesy, and after roll call they carried in chairs. After two meetings the Better West Club exchanged rooms with the Spelling Club.

Data concerning all of these 49 members have been obtained, but no record of the data for those who quit in January except the last two named cases is given. All data concerning these two is retained because their records were exceptional.

Of what kind of children was the club composed? What were their scholarship records? What were their intelligence ratings? What were their ages? From what kind of homes did they come and why had they joined the club? These were questions of great interest and would help to solve the most important question of what could be done with them and for them.

The information from school records concerning the members of the Better West Club is shown in Table III. It shows that: the club was composed of fifty-one members, of which number twenty-four were boys and twenty-seven were girls. One boy was present at only one meeting, a second boy was a visitor for three weeks. All three grades and six sections were represented. That the 8A class had the greatest representation, as 41.2 percent. of the total membership are from this class. That seven children, five boys and two girls, have not completed one grade each year in Junior High School.

TABLE III - SCHOOL RECORDS OF BETTER WEST CLUB MEMBERS

Code No.	Sex	Grade	Age	Semester in Jr. H.S.	Absence from Club	Rating in Club	Average Scholarship	I.Q.	Test	Date
38	F	8A	13	4	0	A	A	125	N.I.T.	1/30
11	F	7A	12	2	1	B	C+	123'	Otis A	10/31
28	F	8A	13	1	0	B	A-	123	N.I.T.	1/30
39	F	9A	14	1+	2	A	B+	116	Otis A	12/31
37	F	9A	14	2	0	C	B	115	Terman A	10/29
2	M	7A	12	2	0	B	C	112	Otis A	9/31
27	F	8A	13	2	0	C	B	111	N.I.T.	1/30
35	M	9A	16	3	0	A	C+	111	Terman A	12/28
45	F	8A	13	4	0	B	B+	111	N.I.T.	1/30
23	F	8A	13	4	2	C	B	110	N.I.T.	1/30
24	F	8A	13	4	1	C	B	109	N.I.T.	1/30
36	M	8A	13	4	0	B	C	109	N.I.T.	1/30
6	F	8A	13	4	0	A	B+	107	N.I.T.	1/30
30	M	9A	16	8	1	A	D	107'	Otis B	11/31
15	F	9B	14	5	0	A	C	106	N.I.T.	10/29
21	M	8A	13	4	1	A	C	104	N.I.T.	1/30
5	F	8A	14	4	0	B	B+	103	Terman A	11/30
34	M	9A	14	2	1	A	C	102	Otis A	11/31
29	M	8A	14	3	1	C	C	101'	Terman A	10/31
44	M	9A	15	6	0	B	D+	101	N.I.T.	2/29
13	M	8B	14	3	4	A	C-	100	Terman B	4/31
20	M	8A	13	1+	0	C	C	100	N.I.T.	1/30
33	F	8B	12	3	1	C	C	100	Otis A	10/30
3	F	8A	14	4	0	C	C	99	N.I.T.	1/30
18	F	9B	14	5	0	B	C	99	N.I.T.	10/29
51	M	7B	15	4	Left after one meeting	E	E	98	Terman B	4/30
4	F	7A	14	2	2	C	B-	97	Otis A	10/31
7	M	8A	13	4	1	C	D+	97	N.I.T.	1/30
9	F	8A	15	5	0	C	C	97	N.I.T.	1/30
43	M	9B	15	6	3	D	E	97	N.I.T.	2/29
14	M	8A	15	1+	2	B	D	96	Otis A	12/31
16	F	9B	14	5	0	A	D	96	Terman B	4/31
41	F	9A	14	6	3	C	C-	94	Terman A	10/30
19	F	9A	15	6	1	C	C	93	Terman A	10/30
50	F	9A	17	7	Lft. 1/22/32	A	D	92'	Otis A	3/31
46	F	9A	16	1+	Left 4/1/32	None	E	91	Otis A	12/31
12	M	8A	17	9	6	C+	E	90'	Terman A	3/28
8	M	7A	13	2	0	C	D+	90	Otis A	12/31
1	F	9B	15	5	6	B	D	87	N.I.T.	9/29
32	F	9A	16	6	2	B	C	86	N.I.T.	4/29
26	M	8A	16	4	0	C	D	84	Terman A	10/29
22	M	8B	16	3	0	C	C	83	Otis A	10/30
40	F	9A	14	1+	4	D	D	83	Otis A	11/31
42	M	8A	15	4	0	B	D	83	N.I.T.	1/30
48	M	9A	16	8	11	E	E	83	N.I.T.	2/28
10	M	9B	15	5	0	C	D	82	N.I.T.	10/29
31	M	9A	16	10	2	B	E	82'	Otis A	3/31
49	M	8A	13	4	1	A	B	82	N.I.T.	1/30
47	M	8A	17	4	9	Left	D	80	Terman A	11/30
17	F	9B	16	5	0	A	C-	73	N.I.T.	11/29
25	F	7A	15	1+	Left	Left	D	70	Otis A	10/31

As shown in Table III; the range of ages for the boys is 17 - 12, their average age being 14.3, the median age 15, the mode 15, the youngest boy in the club was 12. The range of ages of the girls is also 17 - 12, mean is 13.9, median is 14, and mode is 14.

A noticeable peculiarity is that in the "B" or lower group of each grade there is a much smaller representation than in the "A" group. Probably this is due to more pride in their grade as they reach the last section of it. From the first half of their respective grades there are 11 members, i.e., 22.4 percent.

Twenty-four pupils were not absent from the club at any time during the year. In the club rating thirteen members received superior marks, A, i.e., 25.5 percent. of the group did exceptional work. Only two persons failed to do any work. Their club marks were E. The boy #51, who was suspended from the club of his choice because of misconduct was only present in the Better West Club at one meeting. After that he stole a car; broke his parole with the Probation Officer; was captured by the police, and sent to the Vocational School. The other boy #48 frankly admitted that he couldn't find another club. He didn't care to belong to the Better West Club; so another club was found for him. But one club day the detectives called for him and interviewed him. The following Friday he was ill, the third club day Miss Lockhart of the Social Service Bureau and the probation officer interviewed him, and the following Friday he had to go to court. Four absences out of fifteen club days caused his failure. All the others did average or better work. Of these thirteen who received A grades

or ratings in the club two had A average scholarship, four B plus, so that 60 percent. were superior students.

The range of I.Q.'s is typical of an unselected group; the highest was 125, the lowest 70. The mean I.Q. is 97.8, the median is 98, and the mode is 97. This mean of the I.Q. ratings is 8.2 points lower than the mean rating 106 of the Citizenship Club. No intelligence tests were given to the club as a unit, because intelligence tests had previously been given in former schools or in this one previously, because the I.Q. of each child must be accessible to the principal and other interested members of the faculty.

In studying column 4 of Table III the fact is very noticeable that many newcomers entered the club. The explanations for this may be: (1) that the clubs with special technique, such as printing, typing, pottery, require special training; (2) some clubs have a limited membership; (3) the Better West Club room is next to the office where children enroll, so there is no effort needed to locate the room; (4) they may be urged by the office to try this club; (5) the name of the club may appeal to them.

Table IV shows the relation between Intelligance Quotients and scholarship previous to membership in the Better West Club. Table V shows the relation between Intelligence Quotients and club ratings, and Table VI the relationship between club ratings and average scholarship previous to club membership.

TABLE IV - DISTRIBUTION OF THE SCHOLARSHIP AVERAGES CLUB MEMBERS HAD ACHIEVED PREVIOUS TO MEMBERSHIP IN CLUB IN RELATION TO THEIR INTELLIGENCE QUOTIENTS

I.Q. Group	No. of Pupils	Average Scholarship Rating A No.	B No.	C No.	D No.	E No.	Pct. of Pupils Below Standard
125-115 incl.	5	2	2	1	0	0	20
112-102 incl.	13	0	6	6	1	0	53.8
101-90 incl.	20	0	1	9	6	4	50
87-80incl.	11	0	1	2	6	2	72.7
73-70 incl.	2	0	0	1	1	0	00
Totals	51	2	10	19	14	6	

Table IV shows the distribution of scholarship averages achieved by club members previous to Better West membership in relation to the Intelligence Quotients. Educators use the Intelligence Quotients as a standard measurement of the ability of the child. Teachers expect a higher grade of work from a child with a high I.Q. In general "A" or "B" is the rating a child in the 125-115 I.Q. group is expected to make. B is the grade expected of the 112-102 incl. group; C of the 101-90 incl. or "average group" and D of the 87-80 inclusive group. D can be earned by children in the borderline 80-70 group, but much effort must be expended to do this.

Table IV shows that 80% of the 125-115 I.Q. group achieved the expected ratings. The only exception was the twelve year old boy who was too immature for perfect integration and socialization in a Junior High School. In the 112-102 I.Q. group six pupils were "up to standard" and seven, or more than half, were not doing their best. The "average group" is the largest, which indicates that this club is about thesame as the classes in any school. It has 20 percent. E's which required special attention,

and 50 percent. were not functioning as they should. The 87 to 80 I.Q. group includes the greatest number of pupils whose attitudes and habits need investigation and help.

One girl with an I.Q. of 73 appears to be intelligent, but is shy. Syrian is spoken in her home, so she may have had the handicap of a foreign language, which caused her I.Q. to be so low. The other girl came into school late the first semester, and is shy and hesitant. This may be due to the fact that her brother is on parole from a Western State Vocational School, and is always in trouble here.

Graph III is a histogram which shows the distribution of scholastic averages of club members previous to membership in the Better West Club.

The distribution of club ratings of members in relation to I.Q.'s is indicated by Table V. It has the same I.Q. groups and the same number of pupils. No completed mark is given a child who transfers to another school unless tests were given beforehand, so three are placed in a column headed "no grade."

TABLE V - DISTRIBUTION OF THE CLUB RATING OF MEMBERS IN RELATION TO THE INTELLIGENCE QUOTIENTS

		Club Ratings					Left-
I.Q. Group	No. of Pupils	A No.	B No.	C No.	D No.	E No.	No Grade
125-115 incl.	5	2	2	1	0	0	0
112-102 incl.	13	6	4	3	0	0	0
101-90 incl.	20	3	3	11	1	1	1
87-80 incl.	11	1	4	4	1	1	1
73-70 incl.	2	1	0	0	0	0	1
Totals	51	13	13	18	2	2	3

GRAPH III - THE DISTRIBUTION OF SCHOLASTIC AVERAGES OF CLUB MEMBERS

yy' Axis - No. of Pupils in Better West Club
xx' Axis - Grades

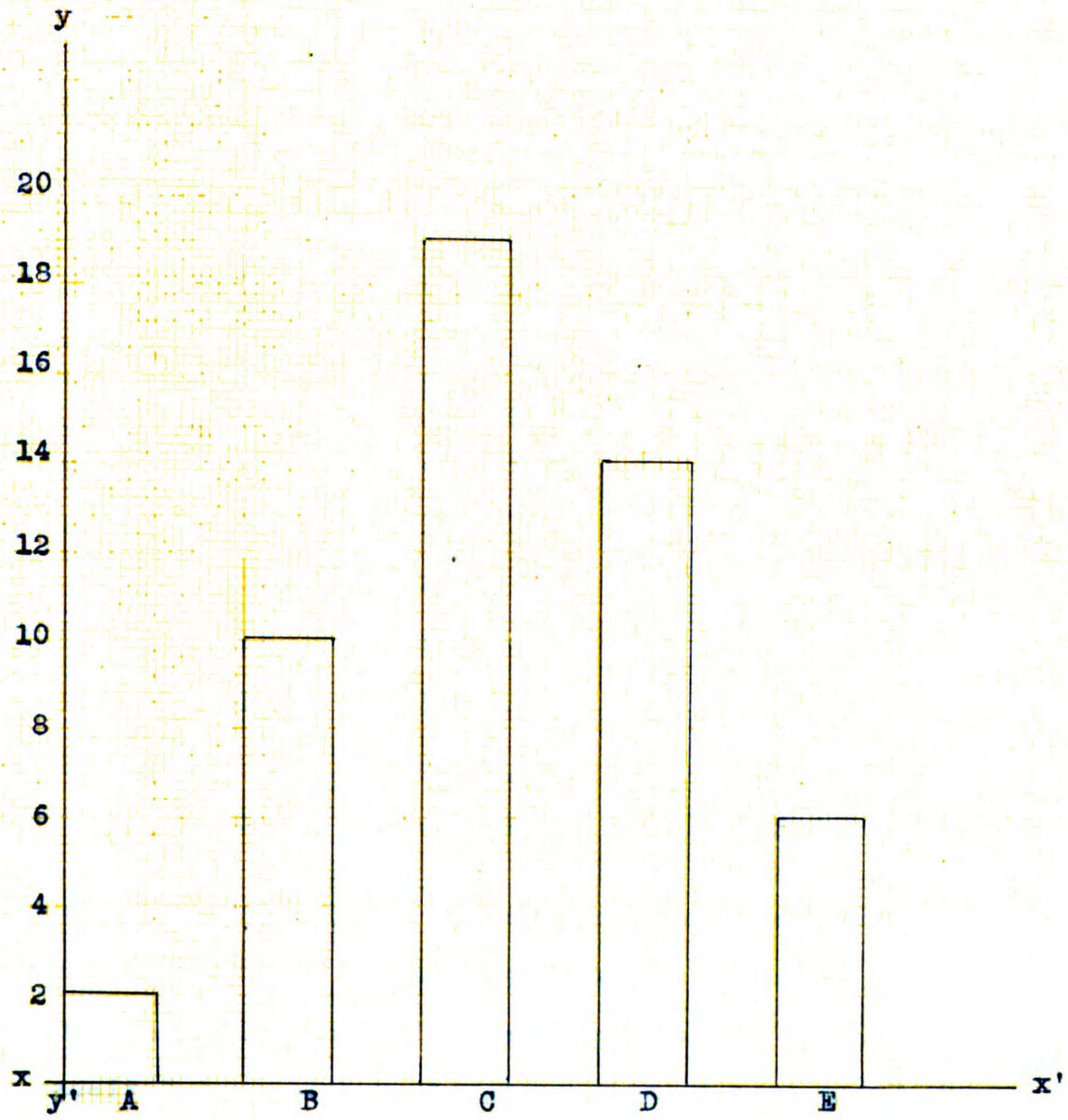


Table V shows that A's were received by children in all groups, but that those in the two highest groups received 72.7 percent of them. The B's are of the same number. The bars of grades as shown on Graph III indicate the distribution of scholastic average.

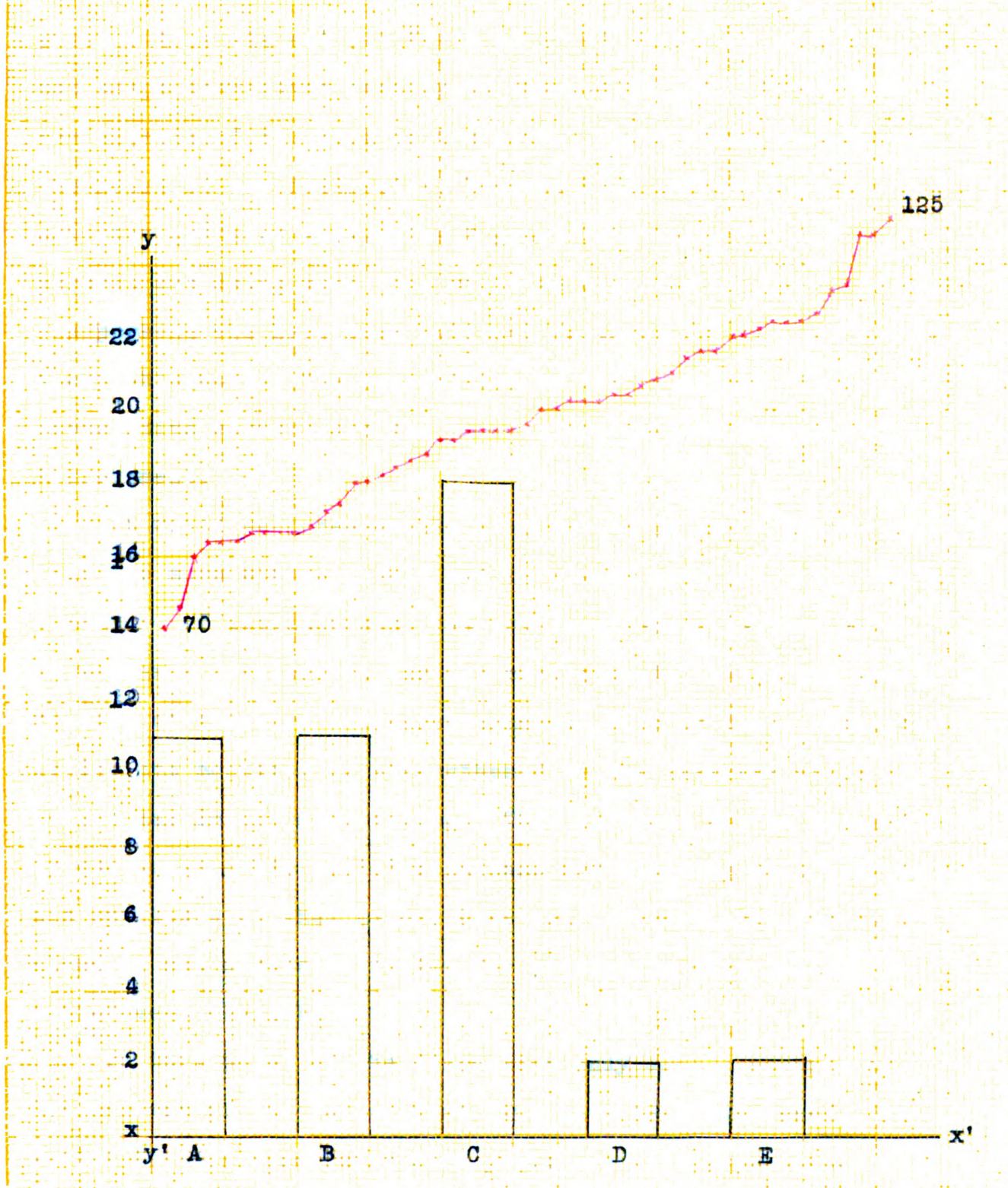
Graph IV is a histogram; it shows the distribution of the marks of the club. The line in red shows the range of I.Q.'s of the club members and is shown as a background for necessary comparison. In order that a comparison of previous marks and Better West Club marks may be made easily Table VI is constructed. It has no I.Q. groupings, but shows the distribution of club ratings in relation to the scholarship averages:

TABLE VI - DISTRIBUTION OF CLUB RATINGS IN RELATION TO SCHOLARSHIP AVERAGES PREVIOUS TO 1931-1932

		Club Ratings					
Scholarship Averages	No. of Pupils	A No.	B No.	C No.	D No.	E No.	Left
A	2	2	0	0	0	0	0
B	10	3	2	5	0	0	0
C	19	6	5	8	0	0	0
D	14	3	4	4	1	0	2
E	6	0	1	1	1	2	1
Totals	51	14	12	18	2	2	3

There is a much closer correlation shown between marks a pupil has averaged for scholastic work and marks earned in the club. One hundred percent is the comparison of the A group, two girls received A in club work and were straight A pupils. They were the only ones of the 125-115 I.Q. group who were achieving what the sponsors of the Intelligence Test would be pleased to call their "standard."

GRAPH IV - THE DISTRIBUTION OF THE MARKS OF CLUB MEMBERS



In the B group there are three pupils who have fine reactions, good attitudes, well developed judgment, and enough industry to raise them to A's. Only two are actually B, that is twenty percent have the expected rating. Half of this group either did not put forth as great an effort or did not adapt themselves readily to the sociability, freedom and new aspects of the work of the club. The C group should warm the heart of any instructor, because 57.9 percent were doing a superior grade of work. The D group is even better, 78.7 percent are doing more than might be expected of them. Of the six persons who have been habitual failures all but two did acceptable work. The recognition by the group and the cooperative element are the two factors that explain this improvement.

It would seem reasonable from Tables IV and V to assume that too much stress should not be placed upon the I.Q. It is a measure of intelligence, but not innate intelligence only. It measures development through environmental helps and the results of industry and perseverance. Both of these characteristics are acquired or strengthened by the interest which a person has in any undertaking. This interest may be aroused by encouraging his social relations and allowing full sway to his aptitudes so that he may have self-expression. The I.Q. alone is not a safe criterion for predicting what the achievement shall be.

To this point of the discussion only school records of the members of the Better West Club have been discussed. The social factors concerning each pupil are also important. So the place of birth, occupation of the parents, whether the family

is broken or not, the size of the family, the hobbies of each club member, and the social advantages he has received, are depicted in Table VII. The adjustment or lack of adjustment to school life is also indicated by the number and kinds of misdemeanors.

An explanation of some terms used in Table VII may facilitate its use. Explanation of words used:

(a) In headings:

Home as the occupation of the mother means that she does not help to earn the family cash income, but stays at home with her family.

Chores is the word used to indicate that the woman goes out by the day to do housework, to wash, scrub, take care of children, or any such work.

(b) In listing kinds of misdemeanors:

Disorder is understood to be unnecessary noise in a room or hall, slamming doors or books, throwing paper wads, whistling.

Disturbance would be poking someone, talking without permission, laughing at a poor recitation.

Laziness means that the receiver has neglected to do some required work.

Forgery does not pertain to checks and money, but to excuses concerning absences.

(c) In the column for social advantages:

Church means that the child belongs to some church organization, such as basket ball team, Sunday School Class, orchestra, Glee Club, Junior Choir.

Club means Scouts, Camp Fire or Girl Reserves.

TABLE VII - SOCIAL FACTORS CONCERNING MEMBERS OF BETTER WEST CHAIR

TABLE VII - SOCIAL FACTORS CONCERNING MEMBERS OF BETTER WEST CLUB

Code No.	Birthplace	Parents at Home	Occupation Of Father	Occupation Of Mother	Other Children	No. of Schools	Misdemeanors No.	Misdemeanors Kind	Hobbies	Social Advantages
38	Lansing, Mich.	2	Factory	Home	Yes	2	0	0	Sports	Dancing
11	Alma, Mich.	2	Insurance	"	"	3	0	0	Woodcraft	None
28	Lansing, Mich.	2	Auditor	"	"	5	0	0	Sports	None
39	Muskegon, Mich.	2	Chef	"	"	3	0	0	Skating	Dancing
37	Urbana, Ill.	2	Manager	"	"	3	0	0	Tennis	Dramatics
2	Reading, Mich.	2	Factory	"	"	2	0	0	Aircraft	Church
45	So.Haven, Mich.	1	M.D.	Dead	"	2	1	Disorder	Poetry	Dancing
35	Lansing, Mich.	2	Manager	Home	No	4	1	"	Swimming	Travel
27	Lansing, Mich.	2	Office	"	"	2	0	0	Music	Music
23	Fowlerville, Mich	1	Dead	Chores	Yes	3	0	0	Hiking	None
24	Lansing, Mich.	2	M.D.	Home	No	2	0	0	Reading	Clubs
36	Pine Lake, Mich.	2	Printer	"	Yes	2	1	Disturbance	Woodwork	None
6	Lansing, Mich.	2	Treasurer	"	"	2	0	0	Athletics	Clubs
30	Lansing, Mich.	2	Manager	"	No	6	6	Insubordination, Truancy, Stealing	Collecting Signs	Travel
15	Lansing, Mich.	2	Toolmaker	Home	Yes	2	0	o	Music	Music
21	Lansing, Mich.	2	Manager	"	"	2	2	Laziness & Fighting	Building	Club
5	Lansing, Mich.	2	Insurance	"	No	3	0	0	Sports	½ yr.Abroad
34	Farwell, Mich.	1	Electrician	Dead	Yes	4	0	0	Baseball	None
44	Lansing, Mich.	2	Machinist	Cook	"	2	0	0	Football	None
29	Jackson, Mich.	2	Store Clerk	Home	"	6	0	0	Swimming	Travel
33	Lansing, Mich.	2	Factory	"	"	2	0	0	Hiking	None
20	Lansing, Mich.	2	Political	"	No	2	0	0	Swimming	Church
13	Lansing, Mich.	2	Factory	"	"	2	2	Laziness & Tardiness	Coll.Fish Tackle	Travel
3	Alma, Mich.	2	Factory	"	"	3	1	Truancy	Swimming	Dancing
18	Lansing, Mich.	2	Machinist	Chores	Yes	2	0	0	Sports	None
43	Barry Co., Mich.	2	Factory	Home	"	2	5	Truancy, Disorder, Forgery	Airplanes	None
9	Angola, Ind.	2	Factory	"	No	2	3	Laziness, Truancy, Blaspheming	Traveling	None

TABLE VII - SOCIAL FACTORS CONCERNING MEMBERS OF BETTER WEST CLUB - CONTINUED

TABLE VII - SOCIAL FACTORS CONCERNING MEMBERS OF BETTER WEST CLUB - CONTINUED

Code No.	Birthplace	Parents at Home	Occupation Of Father	Occupation Of Mother	Other Children	No. of Schools	Misdemeanors No.	Misdemeanors Kind	Hobbies	Social Advantages
7	Herrin, Ill.	2	Factory	Chores	Yes	2	0	0	Sports	None
4	Lansing, Mich.	2	Dentist	Home	"	2	0	0	Nursing	Dancing
14	Tulsa, Okla.	2	Carpenter	Chores	No.	4	1	Disorder	Football	None
16	Fremont, Mich.	2	Salesman	Home	"	2	0	0	Reading	Club
41	England	2	Garage	Home	Yes	4	0	0	Sports	Church
19	Lansing, Mich.	2	Machinist	"	No	2	0	0	Reading	Church
46	Manton, Mich.	1	Divorced	Nurse	No	2	0	0	Dancing	None
12	Lansing, Mich.	2	Supreme Court Crier	Home	Yes *	2	32	Truancy, Disorder, Laziness,etc.	Music	Travel
8	Lansing, Mich.	2	Factory	"	Yes	2	1	Laziness	Drawing	None
1	Lansing, Mich.	1	Dead	Chores	"	3	0	0	Swimming	None
32	Flint, Mich.	2	Hospital Orderly	Home	"	2	0	0	Reading	Music
26	Milwaukee,Wis.	2	Laborer	Home	"	2	0	0	Swimming	Clubs
22	Lansing, Mich.	2	Factory	"	No	2	1	Laziness	Football	Church
48	Lansing, Mich.	2	Laborer	Landlady	Yes	3	6	Insubordination, Truancy,	Cars Disorder	None
42	Lansing, Mich.	2	Contractor	Home	Yes	2	0	0	Hitchhiking	"
40*	Detroit, Mich.	2	Factory	Chore	"	2	0	0	Music	"
10	Lansing, Mich.	2	Insurance	Home	"	2	2	Disorder and	Swimming	Clubs
49	Lansing, Mich.	2	Merchant	"	"	2	0	Forgery0	Golf	Travel
31	Lansing, Mich.	1	Dead	Cook	"	2	9	Truancy and Tardiness	Air Pilot	None
47	Lansing, Mich.	2	Factory	Cook	"	2	3	Disturbance and Truancy	Printing	None
17	Lansing, Mich.	2	Factory	Home	"	2	1	Nasty Note	Singing	None
25	Seattle, Wash.	2	Laborer	Chores	"	4	0	0	Reading	None

Divorce merely means that the father does not live at home, he may help to support the family.

In some cases where "none" is shown as the social advantage, a minus sign would be more accurate. The only thing the child sees or hears is strife, lawlessness and wilfulness. The absence of comment on language spoken in the home has probably been noticed, but except for two Syrian girls, English is the home language of each of the group.

Six children do not have both of their parents in the home, but have either a step-father or step-mother. The work of the fathers is very diversified. The fathers of thirteen of these children work in factories; so probably have had little work during the depression. Only three are common laborers, all the others are professional, political, or commercial workers. The mothers of twelve children work, so the child is unsupervised after he returns from school. The lady listed as "landlady" keeps a rooming and boarding house. A few children have attended many schools. Eighteen have had misdemeanors, which means too much energy, unsocial attitudes, bad habits or inability to adapt one's self to this group. More than thirty-three percent of the club have some bad habits.

It is interesting to note that tendencies to extroversion predominate in the group. Twenty-four members were interested in movement, in sports, hiking, using muscles and being active. Four were interested in music of some kind, nine were interested in occupational hobbies, two confessed to a desire to make collections, one traveling, four were introverts and enjoyed reading most of all.

Before these students became members of the Better West Club eighteen had received misdemeanors. That means eighteen to some degree were maladjusted to the school routine and its social conduct. The total number of misdemeanors was seventy-eight and eight pupils needed correction only once. The distribution of the remaining seventy was - five pupils received five or more suspensions from class or home room, and #12, a boy with many social advantages was the greatest culprit. #12 is the only son of parents who are old. He has nieces older than himself. One niece is in the same grade in West Junior High School at the present time. For practical purposes he could be treated as an only child.

#31 has two brothers, but both are men with families of their own. He has the added disadvantage that his father is dead. His mother goes to work at five o'clock in the morning, and his maladjustments are either truancy or tardiness. He oversleeps and does not report at school during the morning sessions or he is tardy. His trouble is easily diagnosed.

The two discussed above have the same kind of home membership as seven other maladjusted pupils. There seems to be some connection between the fact that a child has no brothers and sisters and the fact that it is harder for him to adjust himself to the social and industrial life of the school. Fifty percent of the maladjusted students studied are from families of only one child.

Of the children whose fathers worked in factories or were designated as "laborer," did not have the social advantage of membership in any cooperative organization, nor the broadening influence of travel, 57.1 percent were problem children. That

is, eight of the possible fourteen did not conduct themselves as self-governing Junior High School pupils without the aid given them in conferences with the principal or assistant principal.

There seemed no need for a study of neighborhoods, because all the factory workers lived close together, and the children of professional and business parents who received misdemeanors lived next door or even in the same apartment house with children who were of fine character and socially very cooperative. The three children who came from the poorest district were very quiet and contributed nothing to the discussions at first, but after the fourth meeting did their share of work very well. Not one of the three had been in any trouble in the school.

To further assist the club director in the classification of the children the six teachers each child had were asked to give their opinions. The following assortment of statements was the result:

You will enjoy having this child in your club, unanimous opinion for sixteen out of the fifty-one children.

She will ruin any club. She's epileptic and has as many as three spells in one day, unanimous and true.

She will be absent about three-quarters of the time due to heart trouble, not a good subject for experiments.

Four men teachers could say nothing nice about five of the boys and two of the girls. One teacher said about one girl: she will hang around and be a nuisance.

No. 12 is a fine good-natured gentleman, but too lazy to be tolerated.

All the others had divided allegiances. Some teachers found them industrious and well-behaved, while others claimed they were indifferent trouble makers.

The children themselves were given an opportunity to tell their attitude toward ratings and an estimate of the importance of marks. A summary of the children's statements of attitude toward subjects is here given:

33	percent.	agreed C was a gentleman's grade
9	"	wanted good marks and monograms
23	"	wanted to know enough to go to High School
6	"	didn't care, would quit if allowed to do so
18	"	wanted a parent or relative to be proud of them.
9	"	wished they could take interesting work and let English and Mathematics go
2	"	wanted to be scholarly and educated
100	percent.	expressed decisions

To ascertain the purpose of the members in joining the club, each child was given a slip of paper to fill out. Following is a copy of this paper:

"Please return to clerk. No name is needed.

I joined this club because _____

_____"

The summary of the pupils' choice is set forth in Table VIII:

TABLE VIII - DISTRIBUTION OF REASONS FOR JOINING THE BETTER WEST CLUB

	Reason for Joining	No. of Children	Percent
1.	To make a better school	10	19.60
2.	To become a better citizen	7	13.72
3.	To learn the rules of school	7	13.72
4.	Interesting	7	13.72
5.	Liked the teacher	6	11.76
6.	Chance of participation	4	7.84
7.	Reputation of being worthwhile	2	3.92
8.	Name sounded good	1	1.96
9.	Different from others	1	1.96
10.	Be with a friend	1	1.96
11.	Extra credit	1	1.96
12.	Curiosity	1	1.96
13.	When received blue slip he'd be there	1	1.96
14.	No other club	1	1.96
15.	No one would have him	1	1.96

Twenty-six of these motives are for school or personal betterment, so that fifty percent had the same aim and objective as the instructor.

Since many educators accepted the classification that June Downey used in her Will Temperament Tests, and it was most familiar to the sponsor of the club, it was used. This is the classification:

Wilful Aggressive - means that a child had initiative and determination.

Slow, Tenacious and Accurate - is self-explanatory.

Explosive - means that the child was easily influenced but that interest could not be sustained. The child is also quick tempered, i.e., lacks self-control.

One day the children of the club wrote the stories of their lives. From these have been ascertained the number of wilful aggressives, slow, accurate, tenacious and explosive types, as tabulated in Table IX:

TABLE IX - DISTRIBUTION OF THE THREE TYPES OF PERSONALITIES ACCORDING TO I.Q.'S AS SHOWN BY THEIR CONFESSIONS

I.Q. Group	No.	Wilful Aggressive	Slow, Tenacious and Accurate	Explosive	Unhappy Home	Unhappy School
125-115	2	2	3	0	0	0
112-102	13	2	6	5	2	0
101-90	20	1	9	10	2	4
87-80	11	1	6	4	0	2
73-70	2	0	2	0	1	0
Totals	51	6	26	19	5	6

There were according to this classification six potential leaders with twenty-six plodding and tenacious ones who lacked initiative and self-assertiveness, but could be used to advantage to curb and hold in check the nineteen of the explosive type. Of the five who showed unhappiness at home four were from broken homes and the other had a crippled mother. Five of the six who were unhappy in school were older than the mean of the group. Eleven children were somewhat maladjusted and should be made happy in this new society.

Wanting a further check upon types, a Sample Test #1, Diagnosis of Character by Desires was devised and given:

DIAGNOSIS BY DESIRES

SAMPLE TEST #1

Name_____ H.R._____ Grade_____ Date_____

1. Do you envy persons whose pictures are seen in the newspapers? _____Yes _____No

2. Check the kind of person you envy:
   - Rich _____
   - Criminals _____
   - Benefactors _____
   - None _____

3. Do you dream of great things you would like to do? _____Yes _____No

4. Do you like biographies? _____Yes _____No

5. Do you like to take part in all kinds of activities? _____Yes _____No

6. Do you like to boss the others? _____Yes _____No

7. Do you start out enthusiastically but soon lose interest? _____Yes _____No

8. Do you want to make the world better? _____Yes _____No

9. Do you feel you'd like to own things? _____Yes _____No

10. Do you enjoy arts - music, pictures, poems? _____Yes _____No

11. Do you accomplish what you are supposed to do? _____Yes _____No

12. When you have your own household, will your children be treated as you are now? _____Yes _____No

Judging the personality is done from certain combinations. For example, if question 1 is answered no, 2 is answered none, 8, 9 and 11 are answered yes, the child is classed as slow, accurate and tenacious in type. The results of this testw ere almost the same as recorded in Table IX.

This test has two questions which really tend to prove a person explosive. If the answer to question 7 is yes, and question 11 is answered by no, the child does not have determination, self-control, nor perseverance. Aside from helping the sponsor, this test was thought-provoking for the children.

TABLE X - DISTRIBUTION OF THREE TYPES OF PERSONALITIES ACCORDING TO I.Q.'s AS SHOWN BY SAMPLE TEST #1 ANSWERS.

Group	No.	Wilful and Aggressive	Slow, Accurate and Tenacious	Explosive
125-115	5	3	2	0
112-102	13	2	8	3
101-90	19	1	8	10
87-80	11	2	7	2
73-70	2	0	2	0
Total	50	8	27	15

Note: #51 left after one day's attendance at club meeting. Ran away with some others in a stolen car. His life history was obtained that one day.

The difference between the findings lead to the assumption that the diagnostic sheet was not conclusive enough. By use of Tables IX and X and classification of the club members the sponsor felt able to guide and control each one's inclination, until the group put each in his place, as it did in a surprisingly short time.

Summary

The careful study of the records presented in this chapter show that the members of the Better West Club were not a homogeneous group. In it were found the oldest children of the school, seventeen years of age, and others only twelve years of age. Some of these children were from broken homes, and a small number of them say they were unhappy at home. A small percentage have been pampered and waited upon at home because there were no other children. Consequently they need much practice in sharing with other children and cooperating with them instead of thinking only of their own wills and desires.

There is a wide range of Intelligence Quotients as well as a wide variation in scholastic achievements. Almost fifteen percent are repeaters, i.e., they have failed to progress at the normal rate.

The club membership is not a typical cross-section of the school, although it is a representative group. It contains the good and the bad; the poor and the rich; the intelligent and the retarded; the thoughtful and the thoughtless. There were eighteen maladjusted children members of the Better West Club, which is 35.2 percent of its membership. In fact more than 50 percent of the maladjusted pupils of the school were in it. The percent of maladjusted in the entire school for one semester is 2.5 percent.

The conduct and interest of the club members were very difersified, but they became welded into one club for the expressed purpose of self-improvement and school betterment.

CHAPTER V

ORGANIZATION, PROCEDURE AND PROJECTS OF THE BETTER WEST CLUB

In the preceding chapter the personnel of the Better West Club was considered and the conclusion reached that it was not a true representation of the enrollment of the school. Though not a cross section of West Junior society it was composed of a large number of those who needed help and guidance. It is hoped that a study of the work of this group would effectively show the value of clubs toward self-confidence, responsibility and leadership. Chapter V is an attempt to show in detail how the group organized and in what manner the members worked together. It will also show the results of the undertakings. The methods used will be informally presented in order to conform to the actual method used in conducting the club. The sources of all materials will also be presented. These members had presumably chosen this club for a great variety of reasons, so at the first meeting they were requested to explain their choice, then the roll was taken and an explanation of the purpose of the club was carefully made. They were also told that the club was their organization, that they could propose any plans that furthered the development of unity among themselves and better conduct in the student body. After this preliminary discussion the opportunity to elect officers was given.

Code 31, a big boy who had been in the school many semesters (see Table III) was chosen president. He was well liked but was much older than most of the others, so a certain member was asked to account for this selection. This was done one noon

when only three of the club members were doing some work. The report was: "#31 is a good sport, he's kind hearted, he's truthful, but he has a bad reputation which he ought to have a chance to live down." The girl who took charge of the adjustment room and helped at noon said: "If #31 is given some specific work, his interest may be aroused and it is possible that he may become less indifferent in other school duties."

The vice-president was another fine-looking, attractive young man who was retarded one semester, but he was a new boy in West Junior High School. No questions were asked concerning his election, the probable explanation is that he was new, attractive, well-dressed, immaculate, and had poise and a good vocabulary.

A 9A girl was chosen as clerk; but at the next meeting she was requested to play the piano for another group, and by the end of the first month she had to resign from the club, because the demand for her music talent was too great. On the day of her resignation #12 entered. He was almost seventeen years, over six feet tall, and was one of the best appearing boys in the school. It was the opinion of the writer that he was chosen as a joke. He was an habitual failure and had gotten into more trouble than all the other members of the club combined. He had 32 misdemeanors. However, the responsibility of the choice rested with the group, so he was installed as had been the others. After that every Friday that this member was present (he fractured his ankle and had to stay off of his foot for two weeks) he performed his duty very well and had a fine spirit.

An all "A" student, Code #38, with the highest I.Q. was chosen secretary-treasurer.

The Sergeant-at-Arms chosen was Code #44. His brother was

the only one, #47, who did not vote for him. When #47 was asked why he so voted by one of the boys, he said: "#44 is larger than I and younger; he is well liked in the neighborhood. I won't add to his glory."

There is no necessity to go into a discussion of the duties of president and vice-president, but an explanation of the clerk's duties are in order. The clerk's duty was to go to the sponsor's room before club meeting every Friday and get the class cards, the pads for absentee reports, the seating chart, and the lesson plan book. He was required to keep a record of all absences, sign reentrance admits, indicate if these were for illness, business absence, for truancy, or other reasons. He placed these reports and records on the teacher's desk in adjustment room after club, also all names submitted to the clerk by the sergeant-at-arms for lack of attention, disorder or disturbance during the club sessions were kept.

The secretary-treasurer's duties were to take the minutes of the meeting, and receive and give t o the clerk any lesson plans, data, poems, examination papers, etc.

A committee for the choosing of the most essential character traits was appointed. It's membership was seven, and was named the Characteristics Committee, usually called "C.C."

A committee for finding literature concerning character was appointed. It was called the Research Committee, and had nine members.

A committee for mottoes, slogans and poems was appointed. It's name was the Best Words Committee. It had only three members.

The Student Welfare Committee and the "Watch" were the other two committees. The Watch was a committee of four who saw that

lights were turned off as the club adjourned, that shades were adjusted, the plants watered, and that the floor, walls, and blackboards were clean.

At the next meeting the list of 45 necessary qualifications had been placed upon the board, and the chairman of the Characteristics Committee took charge of the discussion. The sponsor was called upon to define some of the qualifications, and dictionaries were used in a good many cases. A few illustrations are here given to show how eliminations were made.

Chairman: What does adaptability mean?

CC Member: To fit into any group or job.

Chairman: What is necessary in order "to fit?"

Another Member: Tact

Third Member: Courtesy

Fourth Member: Consideration

Chairman: Shall we retain adaptability, or use it as a part of some other family?

The decision was that courtesy be used, also cooperation.

Ambition was voted as inducive to pugnacity and competition; that one should not be too ambitious, it made one self-centered.

Cleanliness was retained.

Carefulness, honesty, honor, reliability and truthfulness were all classed as one - honesty.

By the end of the period twenty characteristics had been discussed. This discussion was again resumed at the next meeting, but someone moved that the other committees if ready submit their reports. It was suggested that the Research Committee's report might make available books which would clarify the meanings of some of these traits.

The Research Committee submitted the names of these three

different work books:

D. S. Morgan - Case Studies for Classes in Civics
E. H. Wilds - The Junior Discussion Book
W.W.Charters - Conduct Problems Grade 8, Playing the Game

The 9A's immediately vetoed Morgan's Work Book because it is used in the 9B Social Studies classes, and they had considered all the cases. Wilds' book was the one previously used by the club and everyone liked it, but its cost was 55¢ and due to scarcity of employment many students felt they could not afford to buy it. W. W. Charters' Work Book cost 41¢ and was very much smaller, so the club voted to study cases out of all three books, and also actual happenings, but to have no personal work book.

The second half of the report was a list of books suitable for young folks and telling of wonderful deeds. Some of these were taken from the bibliography of the above quoted work books; some were suggested by former teachers, parents and friends; twenty-two of the list of forty books are in the school library.

These names were placed on the board with the names of the authors, and the club was set to work to arrange them by authors in alphabetical order. One girl was through in twenty-three minutes, three boys ended at twenty-seven minutes, so close together that they were credited with the same score. Eleven of the children were not done when it was time to leave. Code #45 was the girl who finished first, she tore strips of paper and wrote authors' names and abbreviations of books upon each and shifted them into positions. She had three errors. This device has possibilities for study of invenuity, thoroughness, carefulness, perseverance, self-control, cooperation, but it was not planned by the sponsor so accomplished little except a busy social time, and a list of books which have been helpful to the club, and are placed in Table XI.

TABLE XI - SUGGESTED BOOKS THAT PUPILS MAY USE TO ADVANTAGE

Author	Name of Book	In School Library
Adams, E.C. & Foster W.D.	Heroines of Modern Progress	Yes
Adams, J.	Making the Most of One's Mind	"
Badt, E. L.	Everyday Manners for Boys and Girls	No
Baldwin, J.	American Book of Golden Deeds	Yes
Bliss, W. B.	Your School and You, p.156-182	"
Bolton, S. K.	Famous Leaders Among Women	"
" "	Lives of Girls who Became Famous	"
" "	Lives of Poor Boys who Became Famous	"
Brownlee, J.	Character Building in School	No
Calvert, M. R.	Everyday Living for Boys and Girls	Yes
Childs, E. H.	The Fun of Saving Up	"
Coe -	Heroes of Everyday Life	"
Conde, B.	The Business of Being a Friend	No
Conde, B.	Mannered Home	"
Cunningham, W. H.	Conduct, Character and Study	Yes
Drury, S. S.	Backbone	No
Drury, S. S.	The Thoughts of Youth	"
Eichler, L.	Etiquette Problems in Pictures	"
Elliott -	Training for Effective Life	"
Hague, Chalmer, Kelly	Studies in Conduct	Yes
Hardy, E. J.	How to be Happy tho' Civil	No
Heermance, E. L.	The Ethics of Business	"
Hunter, G. W.	Civic Biology	"
Livermore, G. G.	Take it From Dad	"
Lubbock, J.	The Use of Life	"
McSkimmon and Lynch	The Magic Spear	Yes
Mead, E. C., and Abel, T.	Good Manners for Children	"
Moore, H. H.	The Youth and the Nation	"
Morgan, D. S.	Living and Working Together	"
Morris, J. and St.Clair, A.	It Can Be Done	No
Parsons, G.	The Land of Fair Play	"
Post, E.	Etiquette	Yes
Reed, T. H.	Loyal Citizenship	"
Richardson, A. S.	Adventures in Thrift	"
Sangster, M.	Good Manners for all Occasions	No
Starrett, H. E.	The Charm of the Well	"
Thompson, A. W.	Standards & Practices of Athletic Administration-Supt. Public Instruction, Lansing, Mich.	Yes
Tower, S.F. & Lunt, J.R.	Science of Common Things, p. 305-333	No
Wade, M. H.	The Wonder Workers	Yes
Williams, S.	Successful Americans	"

Finally during the fourth meeting this list of fifteen qualifications essential to success was evolved:

1. Cleanliness
2. Cooperation
3. Courage
4. Courtesy
5. Dependability
6. Health
7. Honesty
8. Industry
9. Initiative
10. Leadership
11. Loyalty
12. Punctuality
13. Self-control
14. Thrift
15. Tolerance

As soon as these characteristics had been decided a test was compiled to find out how these children ranked in knowledge and judgment concerning these.

It is well known to teachers that many personality tests of character, social emotional traits, and will-temperament have been devised. Some of these are June Downey Will Temperament Test, which centers about motility as shown in the handwriting and is used to measure speed, freedom from inertia, flexibility and care for detail, assurance and resistance to opposition, coordination, inhibition and impulsion. Profiles may be plotted on the basis of these tests and the child may be placed as a:

1. Wilful, aggressive type
2. Slow, accurate and tenacious type
3. Explosive type

Brotmarkle Comparison Test, Fernold Ethical Perception Test, and Pressy X - O Tests for investigating the emotions are other character tests. Fernold's Ethical Perception Test is a device for testing persistence by the length of time a child will remain standing with his heels off the floor; it measures not fatigue, but willingness to undergo discomfort and monotony. Pressy has

tried to do this by having the child cross out of separate lists words which antagonize him, or worry him, or are immoral. The number and quality of these words crossed out tend to show the emotional breadth of the individual. Emotional attitude is tested by giving completion tests, i.e., sentences with several possibilities to choose from. Hart Test of Social Attitudes and Interests, Koh's Ethical Judgment, Upton Chessell Citizenship Scale are some of these tests. Our school had none of these and tests of this nature were needed at once. Consequently a test shown in Chapter VI was made and given. No discussion of the questions therein was carried on, and no mention was made of the test, except if a child asked about it he was told that it had not yet been graded as to final mark.

Two weeks before the school term ended when all fifteen qualifications had been carefully studied with a view of gaining full knowledge of the meaning of each concept, and opportunities for practice had been provided, the same test was repeated. Chapter VI Table XII will show its finding.

Each of the fifteen qualifications was carefully studied and the members were asked to make the best definition possible of it. A detailed lesson plan for the study of Cleanliness is given below, and will serve as an illustration. It is as follows:

The sponsor had charge of the discussion for the first unit. The name was first placed on the board. The definition was next decided and written into the outline. Then the situations involving cleanliness were listed.

The blackboard outline is here shown:

CLEANLINESS

1. Definition - free from dirt, pure

2. Situations involving cleanliness are:

   (a) Physical cleanliness
      (1) Person
      (2) Clothes
      (3) Desk and floor near it at school
      (4) Home
      (5) Papers handed in

   (b) Personal and Community Sanitation
      (1) Putting pencils, fingers, etc., in mouth
      (2) Drinking out of cups used by others
      (3) Other niceties of conduct
      (4) Smoking

   (c) Mental
      (1) Vile stories
      (2) Swearing

Making use of practical situations regarding physical cleanliness and personal community sanitation was easy. The Sergeant-at-arms gave names to the clerk of any person whose hands, clothes, including shoes or hair was not clean and neat. Inspection of desks (only the top was for the use of these persons) and the floor was made by the writer after each meeting, and during the meeting by the "Watch," who also reported to the clerk. Stories of the other situations were studied and decisions were discussed, defended, criticized in the light of the modes of the present leaders of polite usage.

Case studies on Cleanliness could not be found in Charters Conduct Problems for Grades 6, 7 or 8, so some were made up by the sponsor with the help of an English teacher and studied in the usual way, except that the work was placed on the board instead of read from a work book.

Unit 9 in Wilds' The Junior High School Discussion Book, Care and Repair of Clothing was studied, and also Unit 14,

Community Sanitation, after certain parts were omitted. Tests for the most part were oral discussions at the end of the unit. A true-false set of statements usually was the final and these scores were used in making up the average or rating.

COOPERATION

1. Definition - Ability to work for the good of the group, peacefully and helpfully with the group.

2. Situations involving cooperation are:

   (a) Competition with other students
   (b) Parents desire for child to excell
   (c) Teachers demands for a certain grade of work
   (d) Neighborhood projects of beauty and cleanliness
   (e) City projects of beauty and cleanliness

3. Factors involved are:

   (a) Unselfishness
   (b) Spirit of helpfulness
   (c) Courtesy
   (d) Tact
   (e) Understanding so that rebuffs do not hurt and embitter one
   (f) Industry
   (g) Self-control
   (h) Dependability

For practice in thinking of this Charters Conduct Problems Grade 8, No. 20, "The Game's The Thing" was very thought provoking, (p. 43), also No. 25, "Second Fiddle" p. 53, and No. 32, "Two Viewpoints." The last was a study in cooperation with a group against the interests of the folks of the future and others of the state. Also the use of Wilds Unit 13, Cooperation, p.130, which uses all situations before stated and finishes with a look into the future.

The following is copied exactly from Wilds because the children said they felt the importance of cooperation when they realized its application to adult life:

"Cooperation in Adult Life:

A - Industrial Cooperation
(1) Between employer and employee
(2) Among industrial concerns

B - Commercial Cooperation
(1) Cooperative buying
(2) Cooperative selling

C - Social Cooperation
(1) Churches
(2) Clubs
(3) Charity and social welfare

The test given for cooperation was an experiment conducted in this way:

A notice was read to the club in the same way that notices from the administration are often read to the club group, home room or class group. It stated that the Social Studies Teachers of West Junior High School wanted volunteers to help in a "Washington Celebration" in the auditorium. Many kinds of work besides acting would be needed, and each volunteer should leave his name and the kind of work he would be willing to do with the assistant principal before Wednesday of the following week.

By noon of club day nineteen names had been received. During the noon and after school consultation period seven club members called to ask for particulars. There was no response from four.

Another test for cooperation was the request for two large maps showing industries of the United States and of the world. The industries should be shown by small pictures drawn or pasted in the correct positions on the map. The club voted to have a committee receive pictures and place them in a file to be reserved for this purpose. The children were to bring these pictures to the next club meeting. Every child brought some small picture,

bit of cotton or wool, and suggestions to work on the project. Thirty-nine children came in at noon or night to work out this project.

COURAGE

1. Definition - Bravery, valour.

2. Situations involving courage are:

   (a) Confessions of wrong done
   (b) Reporting a child seen doing wrong
   (c) Taking a stand with a person in difficulty with a group
   (d) Rescuing a child from danger
   (e) To tell the truth
   (f) To withstand temptation
   (g) Courage to stop others from doing what should not be done
   (h) Courage to be a good sport and laugh when laughed at
   (i) Courage to tell a friend his faults

3. Factors involved:

   (a) Fearlessness
   (b) Judgment
   (c) Truthfulness
   (d) Justice

The case studies used were: Morgan's Case Studies for Classes in Civics, "There were others also," Case No. 27; Charters Grade 8 Case 6, The Unprotected House; Case No. 9, The Poor Sport; Case No. 3, The Ten O'clock Scholar; Case No. 17, Safety Last; No. 18, A Regular Fellow; No. 21, A Question of Ownership; Wilds Unit 15, Good Sportsmanship.

A set of true-false questions were given to test the knowledge of courage of the children.

COURTESY

1. Definition - Politeness, good manners.

2. Situations involving courtesy are:

   (1) Personal - an integration of the whole personality, right attitudes, knowledge of customary behavior.

(2) Manner situations:
(a) Manners in School
(b) Manners at home
(c) Manners in public places

Situations may involve:
(a) A new child in school
(b) Talking about people who are discussed at home
(c) Protecting unknown person's property (The Golden Rule is a safe one to apply in this case)
(d) Disregarding gossip
(e) Those less well educated

3. Factors involved are:

(a) Inner refinement
(b) Spirit of kindliness
(c) Politeness
(d) Knowledge of social usages
(e) Civic behavior patterns

The case studies used were: Wilds, Units, 2, 12, 16; Charters Case No. 1, The New Pupil; No. 4, Professional Ethics; No. 7, A Friend in Need; No. 8, Gossip; No. 19, The Imperfect Hostess.

Courtesy, dependability and honesty were tested by sending a request to the home room teacher of each pupil, as follows:

"Please report on the following students on each item indicated:

Name of Student	Courtesy in Home Room	Courtesy in Halls	Dependability in Home Room	Conduct When Teacher is Out of Room	Comments
1. Joe Black					
2. Nellie Gray					
3. Theo. Patrick					
5. Wayne Right					

_____
Signature of Home Room Teacher

Please return this to Room 102 on the Monday after it is received.

Thank you.

Jennie E. Johnson
Assistant Principal."

DEPENDABILITY

1. Definition - the reputation of being able to answer for one's conduct and obligations; a man of his word, punctual, careful, accurate.

2. Situations involving dependability are:

   (a) Doing what you know should be done (responsibility)
   (b) Keeping your promise
   (c) Good judgment as to what is the right thing to do

3. Factors involved:

   (a) Thoroughness
   (b) Faithfulness
   (c) Feeling of duty
   (d) Will
   (e) Perseverance
   (f) Interest
   (g) Health
   (h) Pep

Our Sons of the American Revolution Committee (see Chapters II and III) places Dependability first in its lists and gives as factors basic to it - honesty and self-control, but this club said honesty makes for dependability, and both should be listed.

Charters Case No. 2, The Campfire Girls do a "Good Deed," and Case No. 11, The Careless Custodian, were studied in this connection.

HEALTH

1. Definition - The state of being physically and mentally well, not sick.

2. Situations involving health are:

   (a) Food
   (b) Exercise
   (c) Rest and sleep
   (d) Posture
   (e) Clothing
   (f) Preventative measures, i.e.
       Vaccination
       Toxin Antitoxin
       Quarantines, etc.

3. Factors involved:

(a) Temperance
(b) Judgment
(c) Industry
(d) Thoughtfulness
(e) Cheerfulness
(f) Optimism
(g) Self-control
(h) Cleanliness

The nurse usually comes during the third period each day, so the club hears the calling of various children who have expressed a desire to see the nurse. They see some released to classes, some to clinic room, some to go home, and occasionally one put into the nurse's car and taken home.

Projects as suggested by Wilds, Unit 3, Health, were undertaken, and also Charters Case Study No. 24, Does the End Justify the Means, was used.

A health chart was made and kept by each member for one month. There was no other test.

HONESTY

Honesty seems to be the outstanding characteristic in the minds of all educators. To be honest a person must be conscientious, open, above board and fair, you must recognize honesty in others, and help them to be careful of property, you must encourage also all friends to be honest, and recognize the fact that there is a clear choice of honest dealing, one right and one wrong.

1. Definition - Being frank, free from fraud, just and full of honor.

2. The situations and factors where honesty must be displayed are listed together:

(1) Truthfulness involves:
(a) No misrepresentation in excuses for absence
(b) No exaggeration in telling of some personal deed
(c) No bragging of families or possessions

(2) Accuracy involves:
- (a) Grade your own paper with exactness
- (b) Grade another's paper with exactness

(3) Honor:
- (a) Return money you have borrowed
- (b) Return articles found
- (c) Report help received on lessons at home
- (d) Do not copy anothers' work
- (e) Do not cheat
- (f) Keep a promise
- (g) Give full value - true measure and work
- (h) Return money or tickets when selling tickets

(4) Respect for property:
- (a) Do not mar school or public property
- (b) Pay for any break or damage
- (c) Return books borrowed
- (d) Do not cut across lawns
- (e) Do not pick flowers growing in parks or boulevard on way to school
- (f) Do not take towels or spoons from hotels, restaurants, etc.

The children challenged the statement that the dishonest person is a continual menace to society, and asked for a debate; but taking Courtis' contentions into consideration a lesson in cooperation was undertaken instead. All children wrote their opinions of this statement and defended it or gave instances where honesty was not the best policy. A person just regaining consciousness should not be told that his beloved wife was killed by his side, and similar cases were accepted, but pupils were warned that exceptions proved the rule.

Cases studied from Charters: No. 2, The Campfire Girls do a "Good Deed;" No. 10, The Extra Passenger; No, 12, The Unofficial Banker; No. 13, The One Cent Sale; No. 15, The Wrecking Crew; No. 16, The Second Savers; No. 23, Poor Publicity; No. 27, The Easter Bonnet; No. 29, Borrowed Finery; No. 31, The Bungled Bag; and also Wilds Unit 84, Honesty.

INDUSTRY

1. Definition - Ability and inclination to work

2. Situations involving industry are:
   (a) Errands for parents and neighbors
   (b) Chores at home
   (c) School work
   (d) Music practice, swimming or ball practice
   (e) Care of pets

3. Factors involved:
   (a) Self-reliance
   (b) Perseverance
   (c) Will

Wilds Unit No. 22, Budgeting of Income and Time VII was used. The Time Budget is as follows:

(a) Importance of time budgeting

(b) The necessity for concentration
   1. Time for work
   2. Time for play

(c) Making a work program

(d) Worthy use of leisure time

The timing of work done in the club, the check on children day dreaming can be done as well as the cleanliness check up. This check up is the only test given.

INITIATIVE

1. Definition - The faculty of starting or introducing something new. Being different.

2. Situations involving initiative arose often in the club. The sponsor went with the nurse to see a sick child, or had to interview a parent, leaving the club president and members to do as they wished. If the lesson was a continuation of the one before the matter was not propitious for initiative, but if the president had prepared nothing excepting a test, then he called the meeting to order. The president did not have much initiative or imagination. The other members often had to help him in planning the work for the hour.

3. Factors involved:
   (a) Creativeness
   (b) Self-assertiveness
   (c) Decision
   (d) Insight
   (e) Imagination
   (f) Perseverance
   (g) Decision
   (h) Industry
   (i) Interest
   (j) Purpose

Studies were made to impress upon the children that novelty did not guarantee usefulness, and that old usages that were of proven value should be adhered to. Then Charters Case No. 14, The Xmas Gift, was studied, to show that a thing striven for can be obtained, and a study of Case No. 30, Breaks of the Game, showed the wrong use of initiative.

LEADERSHIP

Leadership is one aim of education. Schools need to foster growth of leadership, because every magazine and newspaper this past year especially has deplored the lack of it in the United States.

1. Definition - The ability to direct other folks under any circumstances.

2. Situations which concern leadership are:
   (a) Selling tickets for school concert or play
   (b) Carrying on an election campaign
   (c) Raising money for a class memorial
   (d) Starting some new reform

3. Factors basic to it are:
   (a) Self-assertion
   (b) Ambition
   (c) Ability to fire others with enthusiasm
   (d) Ability to direct
   (e) Initiative
   (f) Dependability
   (g) Judgment
   (h) Fairness

No case study was found, so situations from the experience of the children and their parents were introduced. One or two illustrations will be sufficient to explain how this was done. #13 was born in Herrin, Illinois. His folks lived there during the terrible trouble a few years ago (1926) and he told of how a

mob of people were chasing a leader of industry. He had taken refuge in a certain section of the town and a working man told him to go to his home. Then Mr. Person saw the fugitive seated in a chair and taking his hat he calmly walked down the street toward the mob. They yelled at him and questioned him. Very quietly he answered all their questions and then talked to them of his interests and theirs and finally persuaded them not to do any damage in that part of the town at that particular time, but to give up their hunt and go home.

Another contribution was made by #37, a quiet ladylike girl, born in Urbana, Illinois, who told about an Ohio flood when her aged grandmother was rescued from a floating home by a group encouraged to do so by a real leader.

Wilds Unit 11, Leadership, was later voted the best unit of the course, by a vote of 39 to 7, and as requested was sent to the Character Council. Because of this fact, this unit is included verbatim:

1. The need for good leaders
   - A. In Government
   - B. In industry
   - C. In education
   - D. In our own community
   - E. In our school
     1. As class officers
     2. As members of student council
     3. As committee members
     4. As squad captains
     5. As captains of teams
     6. As managers of activities

II. The attributes of a good leader

- A. Be a good follower first
- B. Be fair to himself and others
- C. Liberal in his views
- D. Able to control himself
- E. Of sound judgment
- F. With plenty of initiative
- G. Willing to serve
- H. Willing to listen to counsel
- I. Honest and fearless

III. Training for leadership

A. Obey your present leaders
B. Practice self-control
C. Practice doing something to help others
D. Overcome timidity
E. Expect more of yourself than of others
F. Lead in something every chance you get

IV. Great Leaders of History

A. A few great leaders -

1.	Bismarck	9.	Rockefeller
2.	Napoleon	10.	Ford
3.	Washington	11.	Jane Adams
4.	Lincoln	12.	Clara Barton
5.	Grant	13.	Frances Willard
6.	Lee	14.	Florence Nightengale
7.	Roosevelt	15.	Alice Freeman Palmer
8.	Wilson	16.	Madam Curie

B. What made these leaders great

LOYALTY

1. Definition - faithfulness

2. Situations and factors involved:

(a) One's own self - as faithfulness to ideals
(b) To one's family - one excuses his mother's temper, his father's laziness, etc.
(c) To one's group and pals
(d) To the school
(e) To the city
(f) Patriotism
(g) Reverence to God

Morgan's Case Studies in Civics, Case I, was reviewed by a 9A who had just studied it. It involved questions of loyalty to a fellow culprit. Case 2, School Honor and School Spirit; Case 4, Personal Views and the Law; Case 5, Personal Influence and the Law; Case 6, Personal Honor and Public Spirit, were also studied. In connection with this topic, the following experiment in loyalty of the students to the school was conducted, unknown to the participants:

At the beginning of the year being considered the policy of

having auditorium programs during the third period was continued for a few times. All pupils who could were urged to bring 10¢ to help pay the $50.00 for the lecturer, as they had been the previous year, but very little money was collected. The experimentor then sought the home room teachers of her club members and received exact data regarding the number who brought the dime. At the beginning of a club meeting about midway between the first auditorium and the time for a second one, blank pieces of paper were passed out and the children told to state why they did or did not contribute to this auditorium fund. Names were not required.

Examination of these returns showed thirteen admitted they were too poor to pay for extra things like entertainment; (there were eight in the club whom the assistant principal supplied regularly with meal tickets because they were unable to have enough nourishing food.) Three pupils who had paid 10¢ or more said they paid because the school thought these meetings were a good thing and our school was the only one having such lectures. Seven paid to boost their home rooms. Five said they didn't like the lectures, and wouldn't pay to be bored. Seven questioned the necessity of paying, as it was in school time, and attendance at the entertainment was compulsory. Two pupils reported that they had forgotten to bring any money, and two were absent, so they could not give any account. At that time membership of the club was 49. In checking with home room teachers it was found that 14 had paid, so some who claimed they couldn't or wouldn't pay were probably anticipating the future lecture.

Discussions of loyalty were not started until after this experiment. The two reasons of the ten constituted the subjects for the first lessons on loyalty. A careful checkup of all who

brought money for the next entertainment was made, and twenty-nine brought their donation. That was twice the number who contributed before. Commendation and congratulations were given at the meeting following this.

Another experiment was then undertaken. The school as a whole had gone down in contributions in spite of the doubling of club members, so the administration decided to have the lecture course after school instead of the third period. A musician was secured and enjoyed by all present, but although 8 of the 50 teachers attended, only 41 pupils of the 1,350 pupils, or 3 percent were present. By showing of hands the clerk reported 21 club members at the 3:30 entertainment, or 42 percent. This experiment was judged subjectively entirely, but to the best judgment of the club leader the ideal of loyalty to school and home room and possibly to the Better School Club had taken root and produced results.

The Research Committee brought in two cases reported by the librarian or found in some of the books which dealt with loyalty to a dad who had just come from prison, and loyalty to the teachings of his mother by a boy in college.

PUNCTUALITY

1. Definition - precise, prompt.
2. Situations where promptness is needed:
    1. In school -
        (a) Work completed and handed in on time
        (b) Person present on time for all classes
    2. At home -
        (a) prompt to do the chores
        (b) Prompt to answer mother's call to come home

3. At work -
   (a) On time to punch the clock
   (b) Work ready when it is scheduled to be done

4. At shows -
   (a) No inconvenience to other folks to get up or lose part of a picture while one is being seated.

5. At any appointment -
   (a) Doctor
   (b) Dentist
   (c) Hairdresser
   Because the next one will be held up if you are late.

Many children are tardy to school or to one of their six daily classes. They cannot enter a class without a tardy admit. The teachers are instructed in the Rules and Regulations to give those tardy admits for three tardinesses only. The fourth is considered habitual tardiness, and is a misdemeanor. A number of cases come to the assistant principal weekly and they were all held over for the club to dispose of. The only two club members who were habitually tardy were #13 who was tried before the club and sentenced to one week at eight o'clock "to get the habit of early rising and hurrying to school," and #31, the president of the club, but his tardinesses were both during the week after School Exhibit, when clubs had ceased to meet.

The club sat in judgment upon fifteen cases of tardiness. Ten persons were tried before the club. Seven of the ten appeared before the club only once. Two had to return a second time, and one was tardy four times. The last mentioned person was a little hunchback, whose heart was so bad he could not run. He was from a family who were lawless and careless. His older brother was a misfit, lazy and defiant, until his last year in Junior High School, when he suddenly changed his ways, was punctual and law-abiding. The hunchbacked child might have had

a good many visits to the club if it had not been for this experiment.

Pete (which is the name by which he will be known in this thesis) stood before the club and told his story. He answered very politely all questions about how far he had to walk, what time he went to bed, what time he arose, how often he had to rest, who his doctor was, if he had any lucrative work, and what he did with his money. Then the president asked for the members' decisions, and #30 made a speech asking leniency because Pete was handicapped. He suggested Pete get up ten minutes earlier and not be late again, and ho penalty for this time. One of the girls #24, said: "Everybody must learn to overcome their handicaps, and Pete should have solved his problem by the time he was an 8A." Pete was warned not to be tardy again and admitted to his first hour class. The second time he appeared before them #35 said, "Let's see what his brother has to say." The brother said, "Pete is called before we are so that he can get washed before the other three do, but usually he lies in bed until we troop down for breakfast." Pete was told that they were sorry he wasn't able to walk fast, but he'd been warned to get up early and he didn't, so was told to report at eight o'clock for one week. During that week he was late for eight o'clock only once, and was excused without record because the streets were dangerously slippery with rain. The second day after his sentence was completed he was again tardy. He pleaded that often he couldn't sleep for hours after going to bed, but he was sentenced for one month eight o'clock. He did very well for the first three days, but was tardy the fourth. At his appearance before the club Friday after this, the club sponsor

asked permission to be his lawyer. Statements from Ann Arbor Clinic were read, his condition discussed, the tiredness of a child who tossed for hours on the bed was pictured with the result that the club recommended that Pete be given permission to get a "not-tardy" admit whenever tardy hereafter, and the remaining sentence be revoked. A fuller discussion of what this proved will be found in Chapter VII.

In one case of tardiness the boy was told that #21 would call for him with his car every morning.

In another instance a girl was presented with carfare, collected as free will offering in the club, to be used on stormy days and when she got a late start for her three and a half mile walk to school.

Charters #5, Haste Makes Waste, was studied to see if any elements of punctuality might be derived from it, but the club decided it was a better study for self-control.

SELF-CONTROL

1. Definition - the ability to act cooly and wisely under all conditions and in all circumstances.

2. Situations which call for self-control:

   (a) When unjustly accused of some misconduct
   (b) When somebody is cowardly and blames you
   (c) When told to do something disagreeable
   (d) Something done with good intentions causes a reprimand.

3. Factors involved:

   (a) Self-reliance
   (b) Responsibility
   (c) Consideration of others
   (d) Courtesy
   (e) Tact
   (f) Tolerance
   (g) Sympathy
   (h) Understanding or insight

Six cases of losing one's temper and being impudent were judged by the club. It was gratifying to note that many of the discussions were quoted in giving advice and sentences for displays of ill temper.

Charters Case 14, The Christmas Gift, was the basis for some discussion.

THRIFT

While the group was engaged in looking up this word in the dictionary one boy said, "It's banking, isn't it?"

1. Definition - making use of everything, no waste, frugality, economical management.

2. Situations where thrift should be practiced:

    1. Home
        (a) Do not waste food - "clean up your plate."
        (b) Change from school clothes to play garments after school.
        (c) Do not break dishes, windows, toys, be careful!

    2. School
        (a) School supplies should not be wasted
        (b) Ink bottles should not be stuffed with paper
        (c) In cafeteria salt and pepper should not be put into the sugar
        (d) Lights should be turned off near windows and when not needed.

    3. State and Nation
        (a) Should conserve -
            1. Forests
            2. Minerals
            3. Wild Life
            4. Health of its people
            5. Food supply
            6. Wealth

3. Factors involved:

    (a) Carefulness
    (b) Judgment
    (c) Self-sacrifice
    (d) Imagination

Wilds Unit 20, Thrift, was carefully studied.

TOLERANCE

This should be studied last, because intolerance is so interwoven in the fabric of life that it is hard to untangle.

1. Definition - liberal-minded, able to see the other's viewpoint. Broadminded enough to let other folks differ from you.

2. Situations:

   (a) Religious differences and church affiliations
   (b) Politics - party platforms
   (c) Governmental errors
   (d) Mispronunciations
   (e) Impatience of fellow travellers

3. Factors involved:

   (a) Kindness
   (b) Insight
   (c) Open-mindedness
   (d) Judgment
   (e) Tact
   (f) Courtesy
   (g) Honesty
   (h) Sincerity

Historical instances of tolerance were noted; the Inquisition in Europe during the Religious Strifes; the sentencing of political offenders of Russia to Siberia, and many others. Lincoln's tolerance in pardoning sleeping sentinels, and his tolerance of the Southern States were also discussed.

CODES AND SLOGANS ADOPTED BY THE BETTER WEST CLUB

The Best Word Committee recommended a great many mottoes, codes and creeds:--

1. Cleanliness is next to Godliness.
   Slogan: Clean living.

2. Cooperation
   Life is a See-Saw
   Gin ye find a heart that's weary,
   And that needs a brither's hand,
   Dinna thou turn from it, dearie,
   Thou maun help thy fellowman.

   Slogan: Team Play.

3. Courage
I am bigger than anything that can happen to me. All these things, sorrow, misfortune and suffering are outside my door. I am in the house, and I have the key. -- -- Lumis

Slogan: Stamina

4. Courtesy
Politeness is to do and say the kindest thing in the kindest way.
Courtesy is the air cushion which eases the jolts of life.

Slogan: Shock absorber.

5. Dependability
It's doing your job the best you can
And being just to your fellow man;
. . . . . .
It's serving, striving, through strain and stress;
It's doing your noblest - that's success.

Slogan: Success

6. Health
Miss Maria Leonard, Dean of Women, University of Illinois - Ten Rules of Health:
1. Eat less, chew more
2. Ride less, walk more
3. Clothe less, bathe more
4. Worry less, work more
5. Idle less, play more
6. Talk less, think more
7. Go less, sleep more
8. Waste less, give more
9. Scold less, laugh more
10. Preach less, practice more.

Slogan: Resistance, Relaxation, Regularity.

7. Honesty is the best policy.

8. Industry
Let me but do my work from day to day
. . . . . .
Let me but find itin my heart to say
"This is my work, my blessing, not my doom;
Of all who live I am the one by whom
This work can best be done in the right way."
Henry Van Dyke

9. Initiative
Look forward not backward,
Look upward not down.

Slogan: Quick thinking under fire.

10. Leadership

I'd rather be first in a little Iberian village than second in Rome.

Longfellow.

11. Loyalty

Hutchins' Code - The Law of Loyalty:

"I will be loyal to my own family. In loyalty I will be gladly obedient to my parents or to those who take their place.

I will be loyal to my school. In loyalty I will obey and will help other pupils to obey the school laws which are framed to further the good of all.

I will be loyal to my community and to my state, and to those institutions of law and order, of justice and mercy which have been won and preserved for us by the sacrifice of the Fathers. I will do my best to prevent lawlessness and to promote reverence for law.

I will be loyal to my country. In loyalty I will seek by my life or by my death to save my country from wrong courses, to serve her in peril, to help her to become great and good.

I will be loyal to humanity. If America is to make her noblest contribution to the welfare of the world, I must do my best to help my country to maintain friendly relations with every other country, and to give everyone in every land the best possible chance."

Slogan: Loyalty to school.

12. Punctuality

Be there at the appointed time
Thy task to do.
Yesterday is gone; tomorrow
Never comes within our grasp.
Just this minute's joy or sorrow
That is all our hands may clasp.

13. Self-control

Those who best control themselves can best serve their country.

I will control my tongue and will not allow it to speak mean, vulgar, or profane words.
I will control my temper and will not get angry when people or circumstances displease me.
I will control my thoughts and will not allow a foolish wish to spoil a wise purpose.

14. Thrift

An American Citizen's Thrift Creed:

1. I believe in the United States of America
2. My opportunity and hope depends upon her future.
3. Her stability and progress rest upon the thrift of her people
4. Therefore I will work hard and live simply
5. I will spend less than I earn
6. I will use my earnings with care
7. I will save consistently
8. I will invest thoughtfully
9. I will do these things to insure the greatness of America's future.

15. Tolerance

Having learned that it is un-American to look up to men too much or to look down upon them at all, let us look on the level and diligently teach our young citizens this duty of generous equality to all.

Journal of Education,
July 15, 1926.

Many more poems, mottoes and slogans were presented by the club, but those given above were accepted by the majority of the class and incorporated into the teachings.

The poem "Wanted a Boy" was discussed in auditorium and the principal said he'd challenge any girl to write a code for girls, so #50 wrote Ten Every Day Suggestions:

TEN EVERY DAY SUGGESTIONS FOR GIRLS

BE CHEERY ----- Begin each day with smiling cheer
Then you'll be happy all the year.

BE ORDERLY ---- Activity with brush and broom,
A dainty girl, a dainty room.

BE DILIGENT --- Welcome the duties given you;
All play, no work, will never do.

BE FAIR ------- Whether at your work or play,
Be fair to all in every way.

BE MODEST ----- Demure of manner, becomingly dressed,
Be more attractive than all the rest.

BE CONSIDERATE -Think first of other persons' feelings
Make this a rule in all your dealings.

BE OBEDIENT --- No matter what you're told to do,
Respond at once, and see it through.

BE HONEST ----- Strict truth in every word and deed,
A rule for all to make and heed.

BE SERIOUS ---- A thoughtful prayer to Him each night
Brings restful sleep and morning bright.

BE THANKFUL --- For happy friends, for health and cheer,
for all in life you hold most dear.

These simple rules when followed day by day,
Will help you to grow in a womanly way.

EXPERIMENTS WITH MEMBERS

When #50 announced that she was transferring out of West Junior High School the club sponsor asked her to plan a duet with her sister for the next meeting. It was a surprise. The president asked if anyone cared to bring forth any suggestions before the next step, so #50 stood up, beckoned her sister from a back seat, and they sang some very lovely songs. Only five people (as nearly as the clerk and the sponsor could count) turned their heads to see how this departure was received by authority, There was a gasp and a ripple of astonishment at first, but the attention was splendid, the applause was hearty but not too prolonged. Courtesy had been stressed before this incident.

Long before honesty had been studied and discussed in the club, fifteen pennies had been placed by the sponsor behind ink wells, near the edge and in the center of fifteen different desks. On the seating chart a red dot marked the desk where each penny was placed. During the checking of the roll a boy, #10, came to the sponsor, handed in the penny, saying, "I found this on my desk." He was told to place it on the teacher's desk. There were already two pennies on the desk, #49 a boy

and #45 a girl had placed them there before sitting down in their seats at all. Two girls #17 and #28 handed the pennies they found to the clerk. One more boy #30 brought his up and nodding to the president placed another on the desk. That accounted for only six out of fifteen, but as the group were passing out of the door three more gave up their funds, #24 and #6 girls, and #42 a boy. On four desks the pennies remained as placed; so the experimentor lost only the price of a postage stamp. One placed on #5 (a girl's) desk, and one on the Sergeant-at-arms desk were the two lost. 86-2/3 percent of those who were tested in the trial were honest. No mention was ever made of this money in the club or to any individual.

June 3 another experiment of similar nature was made. A stick of gum had been placed upon each desk before the time of the meeting. A thorough check up was made before anyone entered, and each desk had a stick of gum upon it. As before #49 and #45 came to the desk and placed their gum upon it. They did this while the others were coming into the room and before they took their seats.

The class tried two cases that day, and instructed the secretary to write a letter of inquiry to the student council asking for the ruling about passing around the fountain to come from the third floor, or only in going up to the third floor. Then the regular discussion of the characteristic of thrift was developed. The clerk as usual was at the board outlining and writing the suggestions the group made to him. An interruption, very unusual and unexpected, occurred. The School's Drum and Bugle Corps (one of the other forty-eight clubs) stopped in front of the windows and serenaded the Better

West Club. The president ended the discussion for a short time by saying, "It seems that we are being serenaded, so the polite thing to do is to show them that we are listening. To do this we had better step up to the windows and wave when they stop." Turning to the teacher he continued, "Do you have any objection?" No objection being made the group walked to the windows and stood there. The experimentor could see the stick of gum on #_'s desk after he went to the window. His desk was the first one in the second row from the window. There was no confusion as seats were resumed, but #_ rose to his feet and instead of addressing the president when called upon addressed the investigator: "There was a piece of gum on my desk when I left my seat and it is not there now." Immediately four or five said, "There is gum on my desk, too." #29 said, "What shall we do with this gum?" So they were asked how many had gum on their desks. It seemed that almost all hands were raised, so the next question was how many haven't any gum on their desks, please stand. Six people arose. #45 and #49 told that they had placed theirs upon the teacher's desk. #_ had already explained that his was gone, and the Sergeant-at-arms said there wasn't any on his desk at any time, so did #23. #37 when questioned admitted that there had been a stick of gum on her desk, but there wasn't any now. Asked if she knew where it was, she answered, "I have it in my mouth." She was the only one who was chewing gum. All were told that they might have it. The two who had none to begin with, and the one who lost his were offered parts of others. The questions did not bring to light any offender. Three more pieces of gum were given out, and the percent of honesty was 83-1/3 percent.

Another project was writing of the child's own story of his life. All of these would be tiresome repetition, but the stories of children who are in broken homes have been selected, also a few problem children were studied. These will be discussed in Chapter VI, because the results of club participation can also be shown.

SUMMARY

The Better West Club became a cooperative organization with committess to initiate and control projects. The committees submitted their results to the club members and the whole group voted what results to incorporate into the club procedure. In this way a course of study was "built up." It contained fifteen traits of character, a definition for each trait, situations in which each was applicable, and the factors involved in each. Moreover, the methods for each undertaking were discussed and sources from which situations were obtained were also found and placed in the course of study. In addition to this, a code and a slogan for each character trait was adopted. Cases of truancy, habitual tardiness and other misdemeanors were tried before the club as a jury.

The members were subjected to a number of tests and experiments to show their growth and development of character.

CHAPTER VI

SOME RESULTS OF THE BETTER WEST CLUB

Whereas the tables given in Chapter IV were to show the status of each club member as he entered the Better West Club, Chapter VI will endeavor to set forth facts concerning measurable improvements and estimates of development of each club member. As was noted in Chapter V West Junior High School has no Personality Tests. The club sponsor wanted a basis for comparison, so Sample Test II was devised and given. This is a series of questions to test the moral and ethical knowledge of the club members. One question was planned for each of the fifteen character traits.

This test was given the members of the club soon after the list of traits had been decided. Each paper was marked and stored away in a steel cupboard. No mention of the test was made in any club meeting and any child who asked about his rating was told that final marks of the test were not yet ready. On the twenty-eighth club meeting, after all the traits had been carefully studied, the same test was again given to pupils. A perfect test score is 90 not 100. The first test is called the original test and the second test is called the final test. The distribution of ratings for both the tests and also the pupils' Intelligence Quotients is given in Table XII. The differences shown in the last column of the table indicate whether the child has advanced in knowledge of correct conduct and ethical character. The purpose is to show the value of focusing attention upon characteristics.

SAMPLE TEST II

To test the moral and ethical knowledge
and behavior of the club members

Fifteen questions are here given you. Please consider each one carefully, and check what you would do in each instance.

1. Start copying the paragraph on the board, and at the end of three minutes stop.

   Time them to see about punctuality

2. You have heard the lecturer who is coming to the auditorium. He is uninteresting.

   ____ Tell others how dry he is.
   ____ Stay home that half day.
   ____ Pay the time, go to be polite.

3. You borrow money from a rich boy. When offering to pay it, he says you've already paid.

   ____ Say to him, of course I did.
   ____ Insist upon paying.
   ____ Take the money and give it to some poor child.

4. A very much disliked teacher dropped a book and two packages at your feet.

   ____ Walk on without looking at her.
   ____ Make audible remarks to your pal about clumsiness.
   ____ Help her to pick up the articles.

5. You are quarantined for scarlet fever but are not ill.

   ____ Go out and play with other children.
   ____ Stay at home and rest
   ____ Go anywhere but keep away from children.

6. Is it thrift to borrow in order to bank?

   ____ Yes
   ____ No

7. Should a Catholic be allowed to become president?

   ____ Yes
   ____ No

8. Why are there so many I's in initiative?

   _____
   _____

9. You see a schoolmate take 25¢ from a boy on his way to buy milk and bread at the store.

   ____ Thrash the boy and get back the money.
   ____ Tell the principal
   ____ Give the boy 25¢.

10. Your mother gives you money to pay water and light bills. You lose the money.

____ Tell your mother the whole trouble.
____ Run away from home.
____ Act as if you had paid it.

11. One should loan money to a friend out of work rather than have it in the bank

____ Yes
____ No

12. The boys stamp and cheer too long in auditorium

____ Cheer with them, the actor may come back
____ Stop when you've cheered enough
____ Quiet your group by look or nod.

13. A boy steps upon your new shoe and scratches it

____ Push him down or kick him.
____ Destroy some thing of his.
____ Accept his apology graciously.

14. You are told to write a composition putting into it a table. You do so but find you have more items than there are.

____ Hand it in as it is. The teacher may not notice.
____ Do it over again, leaving out some items.
____ Make a careful study and a new, correct table.

15. Check up on cleanliness, by the teacher and the clerk.

1. Inspection of hands
2. Inspection of teeth
3. Neatness of dress.
4. Are shoes blacked?
5. Neatness of paper.

TABLE XII - DISTRIBUTION OF RATINGS FOR INITIAL AND FINAL TESTS FOR BEHAVIOR ACCORDING TO I.Q.'s

Pupil	I.Q.	Initial Score	Final Score	Difference
38	125	14	15	1
11	123	10	13	3
28	123	8	11	3
39	116	12	15	2
37	115	9	9	0
2	112	11	13	2
27	111	12	12	0
35	111	7	14	7
45	111	13	15	2
23	110	6	10	4
24	109	14	15	1
36	109	None	9	-
6	107	15	15	0
30	107	12	15	3
15	106	10	12	2
21	104	13	15	2
5	103	11	14	3
34	102	9	11	2
29	101	5	3	-2
44	101	7	11	4
13	100	3	11	8
20	100	9	6	-3
33	100	6	9	3
3	99	10	6	-4
18	99	12	10	-2
51	98	Not enrolled	Left	-
4	97	12	8	-4
7	97	2	5	3
9	97	3	4	1
43	97	1	0	-1
14	96	4	12	8
16	96	13	10	-3
41	94	10	11	1
19	93	14	Absent	-
50	92	13	Left	-
46	91	13	"	-
12	90	9	10	1
8	90	5	7	2
1	87	10	7	-3
32	86	11	9	-2
26	84	2	4	2
22	83	5	2	-3
40	83	0	2	2
42	83	3	4	1
48	83	1	Left	-
10	82	7	7	0
31	82	13	15	2
49	82	6	11	5
47	80	8	Left	-
17	73	2	6	4
25	70	3	Left	-

An examination of Table XII shows that 31 pupils received a higher score on the second test than on the initial test, that four pupils neither advanced their score nor retarded it. Of these four who showed no change in score, one girl #6 had a perfect score both times, #27 another girl had not changed her mind about thrift - she still maintained it was thrift to borrow money to bank, but the other two errors were not the same as made the first time. Ten pupils scored lower after the study of the traits in the club. This fact is not alarming or discouraging. The probability is that when these ten pupils took the initial test they had a conformist idea of what was right and wrong in each case, and since studying these qualifications they have become more liberal and have determined to judge each situation upon its merits; so there may be conflicts and inhibitions which caused this disparagement.

The general trend of the final scores is upward. The study of the characteristics and the practice of situations involving these has produced results. The club has been worthwhile.

Graph V shows the distribution of Intelligence Quotients, ranks on initial tests, and ranks on final tests.

Another comparison to show results of the club is in the number of misdemeanors of club members before belonging to the club and during the club year. A misdemeanor is an offense so grave that the child is suspended from class until matters are adjusted. This is shown on Table XIII.

GRAPH V - DISTRIBUTION OF I.Q.'s, SCORES ON INITIAL TESTS, AND SCORES ON FINAL TESTS OF BEHAVIOR.

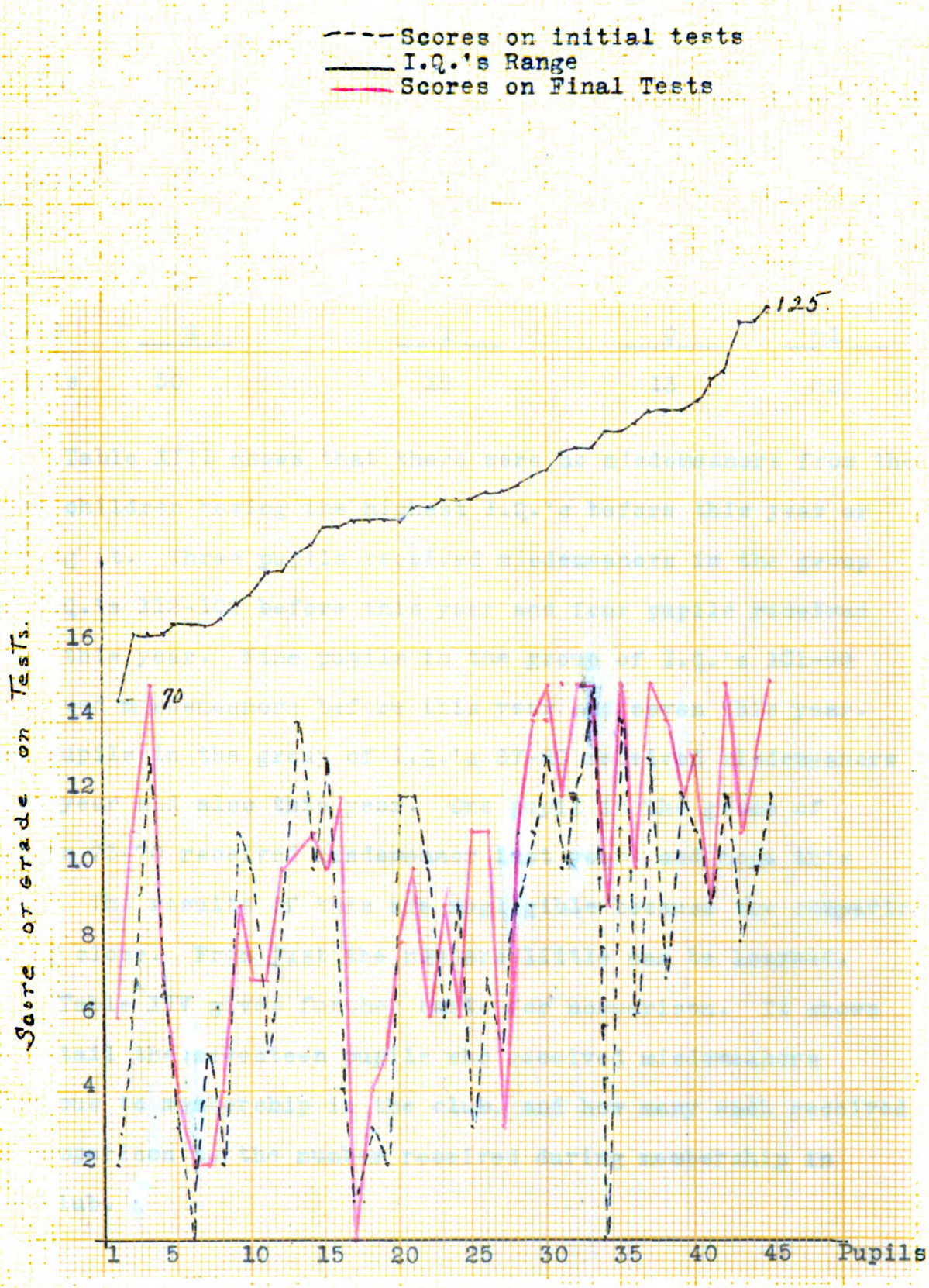


TABLE XIII - DISTRIBUTION OF MISDEMEANORS BEFORE THIS YEAR AND THE PRESENT YEAR IN RELATION TO I.Q.'s

Group	No.	No. of persons before this year	No. this Year	Difference
125-115	5	0	0	0
112-102	13	3	4	-1
101-90	19	9	7	+2
87-80	11	2	2	0
73-70	2	1	0	+1
Totals	50	15	13	+2

Table XIII shows that there were no misdemeanors from the five children having the highest I.Q.'s before this year or during it. Three pupils received misdemeanors in the group of I.Q.'s 112-102 before this year and four pupils received them this year. Nine pupils in the group of I.Q.'s 101-90 received misdemeanors before this year and seven this year. Two pupils in the group of I.Q.'s 87-80 received misdemeanors last year and also this year. One pupil in the group of I.Q.'s 73-70 received misdemeanor last year, and none this year. The results of this are negligible because the comparison is so close. From just the numbers little can be learned.

Table XIV gives further basis for comparison. It shows in detail the seventeen pupils who received misdemeanors previous to membership in the club, and how many each received in comparison to the number received during membership in the club.

TABLE XIV - DISTRIBUTION OF MISDEMEANORS SHOWING THE PERSONS WHO RECEIVED THEM AND THE NUMBER EACH RECEIVED IN RELATION TO THEIR I.Q.'s

Code	I.Q.	Misdemeanors before this year		No. per Year	No. 1931-32	Difference
45	111	1		1	1	0
35	111	7	(1)	2½	1	- 6
36	109	0		0	1	+ 1
30	107	6		2	1	- 5
21	104	2		2	0	- 2
13	100	2		2	0	- 2
3	99	0		0	1	+ 1
9	97	0	(2)	0	3	+ 3
43	97	4		4	1	- 3
14	97	0		0	1	+1
12	90	32		6½	3	-29
8	90	0	(3)	0	1	+1
22	83	0		0	1	+ 1
48	82	6		2	2	- 4
10	82	2		2	0	- 2
31	82	9		2½	2	- 7
17	73	1		1	0	- 1
Total		72			19	-53

Note:

1. Just entered West Junior High School this year, but had seven according to his own statement.

2. This girl has heart trouble, so was very seldom present.

3. Just entered 7B this year.

Seventeen pupils with I.Q. range of 111-73 received a total if 91 misdemeanors. 72 of these were obtained before the culprits were members of the Better West Club, and 19 were obtained the year studied. The -53 means 53 less misdemeanors.

The conclusions drawn from this comparison are: First, that the children with the highest I.Q.'s do not get into difficulty. Second, apparently learning to think about conduct and to mete out justice tends to lessen the breaking of rules, and creates a better spirit in the whole school. Third, it is in accordance with common sense to find that those who had for two years broken rules could not change their behavior suddenly. Fourth, the club membership has apparently improved the conduct of its members who had been habitual offenders.

Another test of the desirability of a Better West Club is shown in the comparison of average grades or marks pupils earned before membership in the club and during the year of membership. Table XV shows in detail the advances and declines in ratings.

TABLE XV - COMPARISON OF AVERAGE GRADES BEFORE BELONGING TO THE CLUB AND AFTER ATTAINING MEMBERSHIP ARRANGED ACCORDING TO THE I.Q.'s of PUPILS

Code	I.Q.	Average before 1931	Average for 1931-32	Difference
38	125	A	A	0
11	123	C+	B+	+
28	123	A-	B+	+
39	116	B+	B-	-
37	115	B	C	-
2	112	C	C	0
27	111	B	B+	+
35	111	C+	C	-
45	111	B+	B+	0
23	110	C	B	+
24	109	B	B	0
36	109	C	C	0
6	107	B+	A-	+
30	107	D	E	-
15	106	C	B	+
21	104	C	C	0
5	103	B+	A-	+
34	102	C	C+	+
29	101	C	B	+
44	101	D+	B	+
13	100	C-	D	-
20	100	C	C+	+
33	100	C	C	0
3	99	C	D	-
18	99	C	C+	+
4	97	B-	C	-
7	97	D+	C	+
9	97	C	D	-
43	96	E	E	0
14	96	D	C	+
16	96	D	C	+
41	94	C-	C	+
19	93	C	C+	+
12	90	E	E	0
8	90	D+	C	+
1	87	D	D	0
32	86	C	B-	+
26	84	D	C	+
22	83	C	C	0
42	83	D	C	+
48	83	E	E	0
10	82	D	C	+
31	82	E	D	+
49	82	B	B	0
17	73	C-	D	-

TABLE XVI - SUMMARY OF TABLE XV, SHOWING COMPARISON OF GRADES BY GROUPS

Group	No.	No. whose marks Advanced	No. whose marks Declined	No. Stationary
125-115	5	1	3	1
112-102	13	5	3	5
101-90	17	11	3	3
87-80	9	5	0	4
73-70	1	0	1	0
Total	45	22	10	13

Tables XV and XVI show that 22 pupils which is 48.8 percent of the club members made better scholastic averages as members of the club than they did before they belonged to it. Ten pupils which is 22.2 percent did not do as good work in their classes. Thirteen or 28.88 percent had the same scholastic ratings. Right habits of study and the discussions concerning thrift and industry were not in vain, is the conclusion reached in this comparison.

Whenever scholastic grades are compared this fact must be kept in mind: no two teachers grade a paper exactly the same. In this comparison there is a possibility that the child had eleven teachers in one year, and that those teaching the highest grade might expect more and better efforts and be a "lower marker," i.e., have a slightly different standard of marks. The I.Q. is not the only standard of intelligence, but it helps to show the mental ability of the child. Another factor to bear in mind is the ability of the child. If a child has striven for good grades each year, he may have

been maintaining as high a grade of work as he is capable of doing, and membership in a club cannot help to advance him.

The club sponsor watched the growth of community or group spirit in these children, acts of courtesy increased in number and greater observation and utilization of opportunities to be of some service to others was manifest. Consequently these records formed the basis for the opinion of development expressed by the director in Table XVII.

The seven teachers, including the home room teacher, were asked to rate each club member, i.e., to indicate a greater degree of cooperation, more business-like attitude, and improved conduct; no change in the child; or an adverse statement concerning the reactions of the pupil. The summary of these opinions is placed in column 4 of Table XVII. If the opinion was that the child had improved a + is recorded in the chart. In case the seven teachers did not agree in their opinion of the child's behavior, or if the antagonism between pupil and teacher had not been lessened and the child was not cooperative in one teacher's room, but had shown upward strides in the others $\frac{+}{-}$ were both recorded. If + is above the -, e.g., $\frac{+}{-}$ more than half of the teachers thought the child was improving in his conduct; if the - is on the top, e.g., $\frac{-}{+}$ the reverse is true.

Wednesday before the first meeting of the club the school has open house, and the parents visit the school. At this time the writer asked the parent informally concerning the child's attitude toward the club. Usually that was a leading question and the mother or father or both went on to

tell how the child talked about the club work at home, and that he or she had become more observant, helpful, gracious and kindly. Two parents, one a father and the other the mother of #6 and #38, said: "I'm glad my daughter joined the Better West Club. I think she's almost perfect and doesn't need much of this training, but association with others who do will broaden her outlook upon life and will give her sympathy, and keep her from becoming priggish." If the parents did not visit school and had a phone they were called and asked about the conduct and character of their child. Those who had no telephone received a short note asking their opinion.

The opinion of the parents concerning development of character are also shown in Table XVII.

The club members were asked to consider their character growth and to rate themselves honestly and carefully, and to rate each member of the club in the same way.

All the opinions concerning each member of the Better West Club by teachers, fellow club members, parents and themselves are shown in detail on Table XVII.

TABLE XVII - DISTRIBUTION OF IMPROVEMENTS OF CLUB MEMBERS IN RELATION TO THEIR I.Q.'s AS JUDGED BY CERTAIN ASSOCIATES OF THE CLUB.

		Opinions of				
Code	I.Q.	Club Director	Other Teachers	Other Children	Parents	Child
38	125	0	±	+	0	+
11	123	+	+	0	+	0
28	123	+	+	+	+	0
39	116	+	+	0	+	+
37	115	-	0	0	+	+
2	112	+	+	-	0	+
27	111	0	+	0	+	+
35	111	+	+	+	+	+
45	111	+	+	+	+	+
23	110	+	+	-	+	0
24	109	0	+	+	+	+
36	109	+	-	-	0	0
6	107	0	0	0	0	+
30	107	+	±	+	+	+
15	106	+	0	-	0	+
21	104	+	+	+	+	+
5	103	0	+	0	+	+
34	102	+	+	+	+	+
29	101	+	+	+	+	+
44	101	+	+	+	+	+
13	100	+	+	+	+	+
20	100	0	0	0	+	+
33	100	+	0	0	+	+
3	99	0	-	+	-	0
18	99	+	±	-	+	0
4	97	+	±	-	+	-
7	97	+	+	0	+	+
9	97	+	-	-	+	+
43	96	0	-	-	0	+
14	96	+	+	+	+	+
16	96	+	+	+	+	+
41	94	0	+	0	0	+
19	93	+	+	0	+	+
12	90	+	-	+	+	+
8	90	+	+	0	0	0
1	87	+	+	+	+	+
32	86	0	0	0	0	+
26	84	0	0	0	0	+
22	83	0	+	0	0	0
42	83	+	+	+	0	0
48	83	-	0	-	-	-
10	82	+	±	0	-	+
31	82	+	+	+	+	+
49	82	0	0	0	0	+
17	73	+		0		

Table XVII shows that twelve children showed noticeable improvement under all conditions, because everybody agreed they had improved. Five showed no change at all, but a zero does not mitigate against a pupil because all five who improved only to their parents' knowledge or their own were well behaved, thoughtful and considerate before they entered this club. They had always received A grades in citizenship, so no improvement could be noticed. The refinements of changes might not be detected by anyone, but would be known by the child himself. #45 said, "After I got into the spirit of this club I felt myself to be a monitoress of other children, especially the girls, also I have been a much better girl than in the past." #39 said, "The club has made me have a different and happier feeling." #28, "It has also helped my behavior because I feel like an example." #37, "Students become more cooperative in a club like this and I think there should be more clubs of this order in the school." #24, "It has made me better in my behavior." #30 confesses that he thinks of his actions more but that if "a guy doesn't get a square deal he can't help being mean, too." The possibility that the child may have said he had improved in order to help him get status with the teacher was removed by stating a comparison of his judgment with that of others would be made, and that whether he was benefited or not was not a basis for grading him.

The willingness of parents to cooperate in any way for the development of right habits of conduct and the establishment of right attitudes is an outstanding fact. The significance is that all parents want their boys and girls

to conform to the customs, ideals and conventions of society. Many want them to be thoughtful and upright citizens, and not merely conformists.

For a fuller understanding of the facts shown in detail in Table XVII a summary is made. This summary shows the number of students in each I. Q. group who have materially improved in their conduct and character, also those whose conduct, behavior and school attitudes judged by the school standards and home standards were less commendable than before they joined the Better West Club. Table XVIII is a complete summary so the number who apparently made no progress, but also did not regress either are shown. To understand the table the three letters, B N W, and how "±, ∓, were classified in the summary need explanation. The three letters were used to conserve space.

B - means improvement, or the child is better integrated and better socialized, and better habitualized.

N - no change. May have been very well socialized.

W - Has not been a good citizen.

± - is here used as B because more so voted.

∓ - is here used as W because more so voted.

± - is self-estimate and is wrong because the whole personality has not become integrated.

TABLE XVIII - SUMMARY OF TABLE XVII. DISTRIBUTION OF IMPROVEMENTS OF CLUB MEMBERS BY GROUPS

Group	No. in Group	Opinions of Club Sponsor			Teachers			Club-Mates			Parents			Self		
		B	N	W	B	N	W	B	N	W	B	N	W	B	N	W
125-115	5	3	1	1	4	1	0	2	3	0	4	1	0	3	2	0
112-102	13	9	4	0	10	2	1	6	3	4	9	4	0	10	2	1
101-90	17	13	4	0	11	2	4	7	6	4	13	3	1	13	3	1
87-80	9	4	4	1	5	4	0	3	5	1	2	5	2	6	2	1
73	1	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
Total	45	30	13	2	31	9	5	18	18	9	29	13	3	33	9	3

The number of children whose conduct is reported improved does not vary greatly except in the opinion of club mates. The club sponsor finds 30 who improved, other teachers report 31, parents 29, and the children themselves 33. This indicates apparently that about 66-2/3 percent of the club members became more desirable citizens.

In the I. Q. group 87-80 all agree that the same person has shown a downward tendency except the group of teachers; but they state that he was always incorrigible, he could be no worse than he had been in all classes since entrance into West Junior High School. This is the only agreement reached. In the matter of regression the range of opinions is larger. It is from 2 to 9. The fact that #12 is a very desirable citizen in club but not in his math class is an indication that conduct and character are developed for specific instances. A child may react as a gentleman under the supervision of one teacher in one class, but be a different kind of person with another teacher in the same or different kind of class. Children judge themselves and each other by a very strict method. This fact is shown in

classing nine students as worse than when they joined the club. But this additional fact concerning the student grading must be kept in mind: club members were strangers to one another, so the ability tog rade improvement would be difficult if not impossible.

The data in this table proved that children of Junior High School age like to participate in the government of the classroom and of the school. It also shows that all children, even the "worst," responded to socializing influence of the group. Big and little children, both boys and girls, excellent in scholarship and very poor in understanding can become so absorbed in a "job" or project that they are one unit with one purpose.

In accordance with statement in Chapter VI, some portions of the "Child's Own Story" are here studied.

#45 was born in South Haven. Her father is a doctor, she has a stepmother and there are other children in the family. She has appeared before the club for disobedience and defiance, but her reactions have always been good. She says very little except that she lives at home with her father and stepmother. "If it were not for the depression I'd be East in a girls private school, and my dad will send me as soon as he can." There is a selfish, inconsiderate, if not lawless attitude shown in this case, but she has improved very materially during this year.

#23 was born in Fowlerville and is transferring back there for next year. She has other sisters, too. Her mother is alive. "My mother wishes that my stepfather could provide shoes and lunches for me. If my dad were alive I could have anything I wanted." She works very well with the group but

takes no responsibility. She is not very observant, and was hurt on the rings in the gymnasium through her own carelessness. She is very docile but not very dependable, and is lacking in initiative. Since studying honesty she has become very truthful.

#34 was born in Farwell, Michigan. "I can remember my father when he came home from Lansing. He brought clothes, candy and other things, as a surprise to us. Then I remember we all came to live in Lansing without my dad. We buried him here." This boy was sullen and unresponsive for the first month. Since then he has been a very good student, using initiative, and industry throughout the whole course.

#1, this girl tells about Santa's visit to the house, about watching the first Armistice Day Nov. 11, 1919 parade. Then, "When we reached home mother and dad were together all the time for an hour or two, then he came and played house with us children. The next thing he was sick in bed for a long time. Then he lay in his casket with many flowers around him that filled the room with a pleasant odor. Then we went to stay with grandma, but later I got a step dad." This girl is very shy. One teacher said about the club work's effect upon her: "You have improved her 100%. Before she was in this work with you she never contributed anything in class and she was so shy I could do nothing for her. Now she has much self-confidence and asserts herself a little and volunteers help to others." These are her own words concerning how she liked the club: "This club has been very amusing, very helpful and I have enjoyed it very much, because everyone in it is friendly and jolly, which makes a person feel more welcome." She has been

absent six times to help take care of her little sister and since joining this club has been of no trouble to her mother.

#50 is the girl who left for San Jose, California, to be with her mother. She has been very helpful. Although she preached and gave talks in churches and was a leader of Scouts, she was not very truthful. For instance, she came to an English teacher asking for a list of answers to questions about Ivanhoe, saying a boy in California wanted to compare Michigan's teaching with his state's. Later she confessed she wanted the answers because she didn't want to go to all that trouble herself and she had to hand them to her English teacher. Her stepmother is ill and is very cruel to #50, but she covers up all this by ending: "I was a very little girl about three years old when I first saw my own mama. She came to see my oldest sister Idella, who later died of Spinal Menengitis. I have seen my mama only twice since then. She lives in California now. When I was about five years old my father married a woman named Ida Fisher. He said I should call her mother, but I was very stubborn and wouldn't do it for a long time, because I still loved my own mama, and was mad at my father for letting someone else take her place, but that soon wore off, and we were a happy family and still are. I live with my father and stepmother at present." This is not true, because she has been chased away from home and has had trouble constantly. The club gave her "recognition in school" which she had never had before, and for the first time in seven semesters she was on the honor roll.

#25 was born in Seattle, Washington. "When my brother (three years younger than I) was a little over one year old my

mother took sick and died. We were taken care of by an old lady for five years and a half. Then we started housekeeping. We had several housekeepers, then my dad put my younger brother and me in a boarding school. My older brother and my dad kept house for their selves. For about a year they did and then they got a housekeeper who has been with us ever since. My father grew fond of her and married her this last summer on July 15." This girl was afraid to talk out loud when our first discussions were held, but overcame her timidity and became quite a social being before she left in May.

#51 who has been referred to before, wrote: "My father and mother didn't get along very good together so decided to separate, they both wanted to have me, so my grandmother took me. Sometimes I'm sent to my mother." He was so badly maladjusted that he is now in the Vocational School for Boys.

#13 was one of the most troublesome boys before he joined the club. He had been judged by the Citizenship Club and penalized a number of times. He says, "I stayed with my aunt because I wanted to, and she took me to country school; but I am back home now." This boy's improvement was very rapid after the first six weeks of school. He says: "Kids are foolish to make trouble. They are better liked when they behave. I'm going to get three nearly as bad as I used to be to join next year."

#15 says, "The first thing I can remember is that one afternoon before I was old enough to go to school I was sitting in the dining room a few yards from my mother who was sewing. I had around me some toy blocks and a small team of play horses..

I was jabbering away about nothing in particular, sometimes talking about when I went to school I would be a real happy girl and get good marks. The first day of school came for me finally. My mother took me to school. I had about six blocks to go. I told her I could come home alone. I thought myself big and naturally I wanted to show her I could come home alone. That night when I came out of school the first person I saw was my mother. I was mad. I started to cry and would not listen to reason, and I would not walk home with my mother. I cried all the way home and walked in front of my mother showing her that I knew the way home." The club cooperation has changed this girl. She is not so obstinate nor so selfish as she formerly was.

Each child wrote a life story, and #30's is an account of running away to get weenies from the grocer, and taking a bath in the bird bath; also a wild tale of being held up while working as supply in Mt. Clemens. This boy's mother is crippled, so that it is hard for her to walk. He is an only child and has plenty of spending money and good clothes. When a 7B he broke a key trying to open another boy's locker. He has a bad record. Just as school closed last year he transferred to Mt. Clemens, and then when school started in the Fall he enrolled in one of the high schools. He stayed there for five weeks before he was finally demoted to the 9B grade. He failed in many of his classes this year, but his improvement is very great. He is dependable and truthful. With men teachers he is not courteous, but with his four women teachers he is a gentleman.

SUMMARY

The adolescent child is filled with altruism and needs but an opportunity to put his sympathy into practice. Groups like the Better West Club enable them to do this. The judicial work of the club in which it acted as a jury for students who had committed misdemeanors is a fine example. Not vulgar curiosity, but a thoughtful questioning attitude to find out causes, motives and circumstances was always displayed at the trials. The sentence imposed upon a student was of a curative nature, so that it would check and prevent the possibility of a recurrence of the misdemeanor.

It is well that a mixed group has an opportunity to find out how much effort must be put forth to deal with delinquency, because each member of this group spreads his knowledge to his gang or his particular pals if he has no gang, and influences them to help rather than hinder authority. Many examples of this could be cited, but one will suffice: #10 upon entering the building found two boys chasing each other around the fountain. He stopped one of them, asked a few questions to which he received this reply: "We don't hurt the fountain and there is no one around to get hurt." #10 replied: "Rules were made because of necessity. You might hurt yourselves and if you continue you'll be too interested in your play to stop if the crowd comes out of the gym or game room. It is to protect you that the rule was made. If you are caught that means an investigation - you will lose some of your classroom time or some of your play time. The principal or our club will lose time showing you the folly of your ways. Go play

outside or in the gymnasium." This will illustrate how the young citizens are given insight into real government problems.

The Better West Club was successful in creating a cooperative spirit and school loyalty among its members. It raised scholastic standards of a number of its members. It fostered better conduct of its members at home, in the halls, at games, school concerts, dramatics, and in classes.

CHAPTER VII

SUMMARY

In order that the schools may efficiently provide opportunities for the students to develop ethical character and social adaptibility, extra curricular activities have been introduced into the educational systems. Clubs are a very fine example of extra curricular activities, and can provide situations more "life-like," more like those encountered in the world, than the regular classes can. The first conclusion reached through the work discussed in this thesis is that an effective way to teach morals and develop character is through the most informal organization of the school - the club. Here the children come together, find out each others ideas, and discard some of the old prejudices, or at least change their views somewhat, acquire new outlooks, new friends, and new experiences. They see the fact illustrated in their midst that wrong acts create no satisfaction to the doer, nor to anyone associated with him, and that good acts create worthwhile satisfaction for all concerned.

All clubs are socializing agencies, but a club designed especially to concentrate on ethical and moral education is more helpful to a student body. The students of a school are eager to participate in Leadership, Booster, Citizenship and Better School Clubs. This statement is based upon the facts of enrollment in the Better West Club. As soon as selection of members was abandoned and the club was made accessible to all, the membership increased beyond the capacity of the club

room. The reasons for their choice of club also indicate the inclinations and aspirations of the students for participation in social and character development. This thesis has clearly shown that the Citizenship and Better West Clubs were of such similar nature and so truly for one purpose that there would be no object in showing results of one and then the other separately.

Analysis of the data collected in the Better West Club shows that pupil participation raises the moral and ethical plane of their lives; that pupils learn by doing; that Leadership or Better School Clubs help to develop the social side of every pupil and bring out some latent good in every one. Club activities in the 45 instances herein studied exerted an influence for unselfishness, consideration, courtesy, loyalty, dependability and cooperation. The expectation is that these pupils will be good citizens of this school next year, or in the High School, or wherever they will be. There was also a decrease of misdemeanors among the club members during their membership in the club, compared with the number of their misdemeanors in the school previous to membership.

Both the Citizenship Club and the Better West Club were able to create in the child a cooperative state of mind. The mental attitude of sympathy and helpfulness was acquired by club members very soon. Study of the meetings of each of these clubs would indicate that at first levity and inquisitiveness appeared, but a suggestion from some sensitive member: "I don't believe I'd like to discuss this before this club if I were the culprit," would change the tone and after a few such instances all undesirable factors would be eliminated. The

second step which both clubs tried to bring about was to create a mental situation such that the miscreant would desire the good and hate the evil. In most cases this was done by making the offender suffer a loss of time or a privilege.

The Citizenship Club, a selected group, made its influence felt throughout the school, and though it ceased to exist it gave birth to a bigger, more influential and better organized club - the student council. The council is different in that no cases are brought before it for trial, but it shapes the opinions of the school, it instigates changes, it furthers the policies of the whole institution. One instance is that maladjusted children have been assigned to individuals in the student council who undertook to be advisors, sponsors, and big brothers and sisters to them. The next step for this body may be to help work out adjustments. The student council is less home-like or life-like than the other clubs because it is quite formally organized, but as its newness disappears it will be a great socializing factor.

The Better West Club of this past year has proven beyond a doubt that there is "so much good in the worst of us" that no matter how bad a child's reputation may be he will respond to kindly treatment if he is made to feel at home in the group. Stated differently, the idea proven is: all children are interested in polite usages, the right way to act, and the best way to do things, as well as the approbation of their fellow students. They crave appreciation and recognition from teachers and other students. Participation in the Better West Club helped them to comprehend the value of personality integration and demonstrated the superiority of politeness and

good manners in social intercourse. They were provided with an opportunity to act and the necessity of making decisions engaged their emotional and reasoning faculties, and developed their personalities.

That the development of character and the cooperative habits acquired in the Better West Club became distinctly noticeable at home is the testimony of more than half of the parents. The eagerness of the parents to help the school in this great undertaking is proof that the present status of society is changing and that the community now accords its vote for group activities of this kind in the schools.

The study shows that all children do not have the same ability to distinguish right from wrong, but the slow will tenaciously cling to situations with which they are familiar and will do their best. One year of willingness to work and to make an effort created by a social situation such as the Better West Club provided cannot always overcome several years of inertia, stubbornness and lack of cooperation, but some marked gains were noticeable on the records. The improved scholarship is proof of the changing attitude of the children who were members of the club.

It was found by the writer that verbal statements of what should be done in all kinds of honesty situations showed "transfer" or "carryover" in the case of children with the highest I.Q.'s much more frequently than it did with low I.Q.'s. Few will deny that a high score or mark on an ethical discrimination test is an indication of high intelligence and ability to differentiate and compare; but a low mark in ethical discrimination does not correlate with a low I.Q. or low

intelligence. It may simply imply that the person tested had no experience in that kind of an ethical situation. He had no knowledge to act as his guidepost. This does not mean that because a person's I.Q. is high his moral preception is high. If his social contacts have been of approved moral status he will test high, if not he will test low.

The data in Chapter VI, Tables XV to XVIII, inclusive, show that misdemeanors decreased under the influence of the experience in these clubs, and that improvements in behavior and scholarship were achieved. Since the only changed condition of the school was the group activity or social situation set up in the club and the conscious thought for self-control and government, it is possible that the changes were due to group consciousness. This is a social situation which determines character. For instance, the clerk of the club was very dependable, well behaved, thoughtful, industrious and reliable, whereas previously he was lawless, impudent and lazy. After being in the club he acted like a gentleman in the halls and auditorium.

Not only has the participation of the pupils in club work been beneficial to them, but its influence has permeated the whole school. Evidences of this have been noted by the teachers in the orderliness which characterized the last two fire drills. Great improvement has also been reported by the instructors in the manner in which the children go to the auditorium and conduct themselves in it. The demand for a school slogan and a school song showed the influence of the club's activities. A decrease in tardiness and a small increase in attendance may be the result of the studies of

punctuality by the club.

The final conclusion is that clubs of this nature are the important socializing and character building agencies in the school. However, a great need is shown for further and more scientific investigations and experimentations in this field. Better and more definite methods need to be devised for the testing of character. Then, too, an analysis needs to be made of each personality test so that the teacher may be reasonably sure of what the test measures.

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APPENDIX A

CONSTITUTION OF WEST JUNIOR HIGH SCHOOL STUDENT COUNCIL

Article I. Name

The name of this organization shall be "The Student Council of West Junior High School."

Article II. Object.

The Student Council of West Junior High School shall have have for its object maintaining and improving cooperative relations between the student body and the faculty of West Junior High School with a view of increasing the efficiency of all school activities.

Article III. Members.

The members of the Student Council of West Junior High School shall consist of three elective officers, a representative of each home room, a faculty advisor, a faculty sponsor, and the principal as ex-officio member.

Article IV. Officers.

The officers of the Student Council of West Junior High School shall be a president, vice-president and executive secretary elected by ballot the third Thursday of each semester by the student body and faculty. They shall remain in office until their successors are elected.

Article V. Meetings.

Meetings shall be held third hour every Friday beginning third week of each semester while school is in session except when otherwise arranged by the principal. Special meetings may be called by the president or upon a written request of five members. The regular meetings shall be held in the class room of the faculty sponsor. All meetings must be attended by the faculty sponsor or faculty advisor or both.

Article VI. Committees.

There shall be the following standing committees and as many other committees as shall be necessary from time to time:

1. Thrift
2. Memorial
3. Auditorium Activities
4. Traffic
5. Buildings and Grounds
6. Scholarship
7. West Junior Booster Committee
8. Publicity
9. Executive

1. It shall be the duty of the thrift committee to promote banking and to attend to all other financial matters not otherwise, herein, provided for.

2. It shall be the duty of the memorial committee to promote the interest of the students of each class to finance a memorial to be presented, when the class leaves, to West Junior High School.

3. It shall be the duty of the auditorium activities committee to present and advertise through the home rooms all the auditorium activities. Further, they shall be responsible for the promotion in the home rooms of the sale of tickets and the securing of ways and means of financing all programs not otherwise provided for.

4. It shall be the duty of the traffic committee to study and suggest the proper methods of controlling traffic in and around the building.

5. It shall be the duty of the building and grounds committee to see that the building and surroundings are given the proper care by the students of West Junior, to see that conditions are such that all pupils may come to and return from school in comfort and safety, further to see that there is proper use made of the lockers and to be responsible for general inspection of the rest rooms and report any misconduct.

6. It shall be the duty of the scholarship committee to promote scholarship in West Junior. It shall be charged with the duty of recommending to the student body methods to be followed whereby the scholastic standard of the West Junior High School shall be raised to the highest possible level.

7. It shall be the duty of the West Junior Booster Committee to foster and promote the ideals, institutions, and traditions of our school. It shall be ready at all times to aid and support all of the other committees.

8. It shall be the duty of the publicity committee to keep the interests and accomplishments of West Junior favorably before the public. It shall secure news items for publicity in the local newspapers to be delivered to the assistant principal. It shall secure articles for and promote interest in the Junior Life.

9. It shall be the function of the executive committee to perform such duties as usually devolve upon executive committees of similar organizations. The executive committee shall consist of the president, vice-president, executive secretary, faculty advisor, faculty sponsor, and the principal.

ARTICLE VII.

Upon the unanimous approval of the executive committee, proposed amendments to this constitution may be presented in writing and read at any regular meeting, laid on the table

until the next meeting, when it shall be read and voted upon. A two thirds majority of all members present is necessary to amend the constitution.

APPENDIX B

STUDENT COUNCIL BULLETIN TO HOME ROOM REPRESENTATIVES

I. The Council of Character of Education of West Junior High School has found through a questionnaire that Order in the Halls, Courtesy to Substitute Teachers, and the Return of Lost Articles are as follows:

	Poor	Fair	Good	Excellent
Courtesy to Substitute Teachers	327	465	308	68
Order in Halls	211	568	385	71
Return of Lost Articles	258	427	377	161

Note: (Get permission to put this on the board)

These figures were obtained by a vote of the student body of West Junior.

The faculty has turned this matter over to the Student Council so that it might get the cooperation of the entire student body to improve these conditions.

II. This is our plan:

A. The Traffic Committee and the House and Grounds Committee will be appointed special traffic officers to make a survey and suggestions for improvement. These people will not replace or in any way interfere with the present traffic system.

They will probably act in the following way: A boy comes down the hall acting disorderly. This special traffic officer seeing this, steps up to the boy in question and asks for his cooperation in trying to improve order in the halls.

Whistling, singing, and loud talking are not particularly bad, but undesirable so we as the student council are asking for your cooperation.

If any doubt arises as to who these special officers are, they will present you cards of identification whenever the necessity demands, or when they think it necessary.

B. The Student Council is asking every student of West Junior to aid every substitute teacher that comes to this building. This would be considered as a mark of good sportsmanship. Therefore we are appealing to your

loyalty to help us in this undertaking.
Each substitute teacher will be given a questionnaire in which we are asking her to inform the Student Council of discourteous and troublesome pupils.

C. The average student does not want articles that do not belong to him. Therefore we again ask your cooperation and that you be most particular in handing in to the office articles that you have found.

[redacted]

Feb 22 '40

Mar 4 '52

'54

Jul 24 '57

FEB 9 1961

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(IU) 5244770

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Pocket has: 3 Suppls.

SUPPLEMENTARY MATERIAL