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Student Participation in School Control in the Junior High Schools of Indianapolis, Indiana

Hattie M. Redford

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STUDENT PARTICIPATION IN SCHOOL CONTROL
IN THE
JUNIOR HIGH SCHOOLS OF INDIANAPOLIS, INDIANA

By
Hattie M. Redford

A Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree
Master of Science

COLLEGE OF EDUCATION
BUTLER UNIVERSITY

1939

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FOREWORD

The adolescent period in life offers the most fertile field of opportunity for the development of good citizenship, but it requires leaders of ability, patience, and deep seated convictions to accomplish the task.

This discussion is by no means original or complete; but it represents the beginning of a study which, it is hoped, may be continued in order to be serviceable to fellow workers.

The books and periodicals read referred to the high school, the junior high school, and the elementary school; but this study applies to schools where there are grades from one to eight, the seventh and eighth grades being a part of the Junior High School Division.

Grateful acknowledgement is made to Dr. W. B. Townsend, Assistant Professor of Education at Butler University; Mr. H. L. Harshman, Director of Administrative Research in the Indianapolis Public Schools; Mrs. T. R. Wharton, teacher of English at Crispus Attucks High School; junior high school teachers and principals in Indianapolis; the junior high school principals in Bronxville, N. Y.; Sacramento, Cal.; Kansas City, Kans.; Brooklyn, N. Y.; Atlanta, Ga., and Leominster, Mass.; and the National Self-Government Committee, New York City.

H.M.R.

Indianapolis, Indiana - 1939

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The author has said that young people are attracted to nature and the schools are naturally governed which may be utilized in accord with the laws of learning to develop the essential characteristics of good citizenship. This is in accord with the ideas expressed in this study. Interest in student participation in school control was aroused by a group of girl monitors. In trying to make the monitor's organization worth while, enough research was done to discover that material concerning "Junior High" organization was limited. As far as could be ascertained, nothing

15. Rowser and G. P. Allen. *Junior-Senior Activities*. Boston: Heath Co., 1929. P. 77.

STUDENT PARTICIPATION IN SCHOOL CONTROL
IN THE
JUNIOR HIGH SCHOOLS OF INDIANAPOLIS, INDIANA

CHAPTER I

INTRODUCTION

Reason for the Study

One author has said that young people are altruistic in nature and the stimuli are naturally present which may be utilized in accord with the laws of learning to develop the essential characteristics of good citizenship.¹ This is in direct harmony with the ideas expressed in this study. Interest in student participation in school control was aroused by a group of girl monitors. In trying to make the monitor's organization worth while, enough research was done to discover that material concerning "junior high" organizations is limited. As far as could be ascertained, nothing

¹J. Roemer and C. F. Allen. Extra-Curricular Activities
Boston: Heath Co., 1926. P. 77.

has been written on the subject of student participation which pertains to the junior high schools in Indianapolis.

The Purpose, the Method, the Problem

The purpose of this study is to trace briefly the development of student participation in school control from ancient times to the present; to determine how student organizations function in the Indianapolis Junior High Schools; and to compare the Indianapolis organizations with certain school systems elsewhere.

The method used was partly historical. The material was obtained from books, periodicals, interviews, and correspondence. Questionnaires also were sent to the sixty-three elementary schools in the city that have junior high schools and to twelve leading cities in different parts of the United States. The data summarized in Tables I, II, III, and IV represent replies from forty-six Indianapolis Schools. Tables V, VI, and VII are summaries of data supplied by other school systems.

The problem is student participation in school control in the junior high schools of Indianapolis, Indiana. On the basis of the data the following questions have been discussed.

1. What types of student participation were practiced in the Indianapolis seventh and eighth grades before the program was reorganized?

2. What types of student participation are now in operation in the Indianapolis Junior High Schools?

3. Which types of student participation are most popular in the Indianapolis Junior High Schools?
4. Is there a relation between student participation and guidance?
5. How do the Indianapolis Junior High Schools compare in student participation with some other school systems elsewhere?
6. What are the next steps in student participation to be taken by Indianapolis?

Definition of Terms

The term self-government has caused much controversy, because it is often misunderstood and because it fails to emphasize the necessary cooperation of students and teachers in managing the school. Self-government means that the pupil government is an auxiliary of the regularly constituted school regime and makes the handling of certain events a simpler procedure than usual. It does not mean that all of the government of the school is in the hands of the students, but it does mean that the students' energy is skillfully guided toward educative ends by the teacher. H. C. McKown writes the following statements concerning self-government:

There is, in reality, no such thing as "student self-government", and there never will be. Students lack the good judgment which must go along with executive, legislative, or judicial power. They may possess the desires, ambitions, intentions, and perhaps the knowledge with which to legislate and execute wisely,

but they lack the judgment. Judgment comes only with experience and students lack that experience.²

Student participation is the plan by which students who attend a certain school are given an opportunity to take an active part in managing the affairs of that school. It implies cooperative efforts on the part of students and faculty in the operation of the school; it calls for considering, planning, and putting into practice the activities of the school by the united efforts of all concerned.

Guidance may be defined as that phase of the school program which has as its important task the discovering and appraising of the aptitudes and interests of the individual and the providing for him of activities, both curricular and extra curricular, in which he may develop his talents to the greatest extent. "Since it is the junior high school in which pupils do and should make some decisions regarding the future, guidance should be the corner stone of that structure."³

The "Indianapolis Plan" for Junior High School

The Junior high school movement received official recognition in the United States about 1909. Since that time it has grown rapidly and is no longer considered an experiment. The common procedure was to build separate

²H. C. McKown. Extracurricular Activities, New York: MacMillan Co., 1927. P.40.

³P. C. Stetson and M.H. Stuart. Indianapolis Public Schools, Bulletin, May 31, 1932. P. 32.

buildings; then transfer to those buildings the seventh, eighth, and ninth grade pupils in the districts and designate such buildings as junior high schools. In the earlier days, little attention was paid to the qualifications of teachers selected, to the reorganization of the curriculum, or to the specific needs of the students.

In inaugurating the "Indianapolis Plan", the needs of the students of this age were first considered; the qualifications of the teachers were then studied; and the curriculum was reorganized. The question of buildings was felt to be of little importance, because the junior high school exists primarily to help in the solution of problems of adolescent boys and girls; and the essential benefits which come from the junior high school organization depend upon methods of teaching and materials of instruction.

Consequently, Indianapolis established a junior high school type of organization without disturbing the teaching force or the plan of having relatively small neighborhood schools. The seventh and eighth grades were retained in the elementary school buildings and the ninth grades in the senior high school buildings. Teachers were given an opportunity to prepare for the new program by service on the curriculum committee and through extension courses. Finally through reorganization of the curriculum and the development of new courses of study the "Indianapolis Plan",

which was begun in 1931, went into effect in full force in the school year of 1933 and 1934. In planning this junior high school organization for Indianapolis, the committee considered citizenship training among the important needs of the students; therefore different types of student participation activities were given definite places on the daily program.

... of the school, to ...

Daily Program Details

... Experiments in student government ...

In ...

... by ...

CHAPTER II

HISTORY AND DEVELOPMENT

OF STUDENT PARTICIPATION IN SCHOOL CONTROL

"Students have participated in the government of the school at various times and under various captions in educational history."²

Early European Schools

Greece.-- Experiments in student government among adolescents are as old as ancient Greece. So far, no plan has been devised which has proved its complete adaptability under all conditions of stress and strain, but notable advances have been made in recent years.

In Greece, youths were encouraged to prepare themselves for self-government and citizenship through membership in the Ephebia. The Ephebi was the name given in Athens and other Greek towns to a class of young men from eighteen to twenty years of age, who formed a sort of college under State control. On completion of his seventeenth year, the

¹J. J. Vineyard and C. F. Poole. Student Participation in School Government. New York: A. S. Barnes and Co., 1930. P. 1.

Athenian youth attained his civil majority and, if he belonged to the first three property classes and passed the scrutiny as to age, civic descent, and physical capability, he was enrolled in the register of his deme. He was then liable to military training and duties.

After admission to college, the ephebus took the oath of allegiance and was sent to Munychia or Acte to form one of the garrison. At the end of the first year of training, the ephebi were reviewed, and, if their performance was satisfactory, they were provided a spear, shield, cloak, and broad brimmed hat. In their second year, they were transferred to other garrisons in Attica, patrolled the frontiers, and on occasions took active part in war. During these two years they were free from taxation, and were not allowed to appear in law courts as plaintiffs or defendants.²

Numerous inscriptions show that the ephebi, with clubs and meetings, with their resolutions and decrees, were at last as important as the societies of students in ~~our~~ modern universities. Stobaeus has preserved a text of the oath by which these youths were bound. It represents the spirit of the whole institution and reads as follows:

I will never disgrace these hallowed weapons, or abandon my comrade, beside whomever I am placed (in battle) but will fight for both sacred and secular things with my fellows. I will not leave my country

²Encyclopedia Britannica. 14th Ed., Vol. 8 New York: Encyclopedia Btri. Co., Ltd. 1932. P.638.

less, but greater and better by sea and land, I will obey the rulers appointed and the established laws, and whatsoever new laws the state may lawfully establish; and if anyone attempts to abolish the existing ordinances or disobeys them, I will resist him, and defend them individually and with the rest. By my witnesses Aglauroa, Enzalios, Ares, Zeus, Thalle, Auxo, Hegemone.³

Enrollment ceased to be obligatory after the end of the fourth century B.C.; training lasted for only a year; and the limit of age was discontinued. With the admission of foreigners, the college lost its national character. The military element was no longer all important, and the ephibia became sort of a university for the well-to-do young men of good family, whose social position has been compared with that of the Athenian "knight" of earlier times. This institution of student government lasted till the end of the third century A. D.

Germany.--As early as 1500 the history of education records instances of student government in Germany. Valentine Trotzendorf at Golberg introduced a system which consisted of a senate of twelve students, a council, and other officers.

Pestzlozzi was the first great educator to preach and practice self-government as a teaching method. During the last quarter of the nineteenth century, he introduced the system to his institute at Burgdorf. That was the first example of a systematized, sustained effort to give students

³P. Monroe. A Cyclopedia of Education. Vol. 3, New York: MacMillan Co., 1926. Pp.159 - 160.

freedom for the purpose of their own development and correction. Much was accomplished in creating a spirit of harmony and good will, a lively desire to learn, and a willingness to obey.

Following closely upon Pestalozzi, Fredrick Froebel, his pupil, was an advocate of the self-government theory of control rising from the consciousness of the child rather than from a force exerted by external power. To Froebel belongs the honor of establishing self-government as a teaching principle and the basis of a new school system, even though he died broken in spirit because of the Prussian government's edict that, "Schools founded on Froebel's principles or principles like them could not be allowed."⁴

Froebel saw that the child was best prepared for society by being early associated with its equals; and that young children might in this way have their play so organized as to draw out their capacities of feeling, thinking, and even inventing. Froebel sought to teach the child how to think and not what to think.

Monitorial Schools.--The monitorial system, a form of student participation, spread in the United Kingdom because of its cheapness. Bell was led in 1791 or 1792 to

⁴A. O. Bowden and I. C. Clark. Tomorrow's Americans. New York: G. P. Putnam's Sons, The Knickerbocker Press, 1930. P. 36.

employ monitors because the masters of a school at Madras of which he was superintendent offered a complaint to his method of teaching the alphabet by writing on the sand.

Lancaster excited public interest about 1801. He employed monitors because his school had grown too large for him to teach alone, and he could not afford to pay for help. Lancaster's system of monitors was almost the same as Bell's but he claims not to have known about Bell's system until he was ready to publish his book. Then he made mention that he had read Bell's book.

When a child was admitted to school, a monitor assigned him to his class. When he was absent, one monitor ascertained the fact and another found out the reason. A monitor examined the student periodically and when he made progress a monitor promoted him. Monitors also had the duties of ruling the writing paper, mending the pens, making the pens, and taking charge of books and seats. There was in addition to this a general monitor whose duty it was to look after all the other monitors. Bell expected his monitors to exercise initiative and judgment; Lancaster expected his to do little more than watch and admire the "system", working almost automatically.

The European countries such as Germany and Holland, which had good systems of education, did not accept the monitorial system. France was the only foreign country where the system was widely diffused. Russia introduced it into

the military schools sometimes after 1814. Norway and Sweden by 1831 were using the plan in 3,000 schools.

The monitorial system was introduced to the United States about 1809 and spread rapidly. Here it was not limited to elementary schools but was used in the academies also. The Lancasterian plan lost its vogue by 1840, but the monitorial methods were widely used for more than a generation afterward.⁵

In this type of student participation, great authority was given to the student teachers, but this power was dictated by the head masters and in no wise delegated to their fellow students. It was not student participation as we think of it today, because the student body was allowed no voice, and there was no idea of real initiative, executive, and legislative responsibility. "This system, though it worked for some time in England, was adopted for a monarchy and not for a democracy."⁶

Early Schools in the United States

The honor system was first instituted by Jefferson in the old college of William and Mary in Virginia, 1779; but early attempts of student government often failed because the professors tried to apply too faithfully the form of the Federal Government or some local county or city political system.

⁵P. Monroe, Op. Cit., Vol. III. Pp. 296-299.

⁶J. J. Vineyard and C. F. Poole, Op. Cit., P. 2.

Before 1860, students were required to study history and civics as training for citizenship. There was faith that if children read the facts, they would be trained to take their proper places as citizens in a democracy. There is educational value in knowing the procedure of the governmental institutions, but it is evident that this type of civics experience alone is insufficient.

It was in 1873 that limited powers were given to the students at the University of Maine, then known as the Maine State College. Members of the Student Council were elected by different classes, subject to the approval of the faculty. The purpose of the council was to serve as an intermediary body between faculty and students. They also maintained order on the different floors, neatness of halls, and the observance of public regulations within and without public buildings.

The George Junior Republic in Freeville, New York

This organization is a good illustration of a system of self-government that was developed from the smallest beginnings, a summer camp where the children learned both book work and shop work and governed themselves most successfully. William George became interested in bad boys and girls in New York City. Each summer from 1890 to 1894 he took a group of them with him to a farm near Freeville, N. Y. for a vacation. At first the time was spent in

having fun, and everything was free. William George finally decided that he was encouraging pauperism; so he made it possible for the boys and girls to earn their food, clothing, and toys. This met with much opposition. Out of these experiences grew his ideas for the Junior Republic which he officially inaugurated in 1895.

His helpers considered it wise for him to be the president at the start and for other adults to be judge, postmaster, chief of police, and secretary. The boys and girls as citizens were to hold the other offices and to make their own laws as the need arose.

Most of the time the group was in hearty accord with Mr. George in developing the camp and its activities, and they did not think about penalties and misdemeanors but worked to make a camp of which to be proud. Finally they decided to stay and have a first-class preparatory school all the year round.

With this as an example, other republics of the same nature were organized--Carter Republic at Redington, Pa.; The National Republic at Annapolis Junction, Md.; School City in the Norfolk Vacation School, New York City. As a result of their success, on February 1, 1908, the National Association of Junior Republics was organized in New York City.⁷

⁷ E. R. George. The George Junior Republic. Freeville, New York. 1911.

The National Self-Government Committee

A serious study and comprehensive survey of the subject of student self-government as a method of teaching civics has been made by the National Self-Government Committee, Incorporated, 80 Broadway, New York City. This organization has been active since 1904. Interested parents or teachers may get from them complete, reliable information on the subject. Associated in the work of this committee are men and women who are prominent in their respective professions. They have included at various times Dr. John Dewey, Dr. John H. Finley, Mrs. Minnie Maddern Fiske, Dr. Glenn Frank, President John Grier Hibben, President Hamilton Holt, Lillian D. Wald, and others of equal prominence in their fields. The directors include Richard Welling, Lyman Beecher Stowe, William McAndrew, Cyrus C. Perry, Henry Pringle, and Chauncey D. Stillman. These are all busy persons who are convinced that the subject of self-government needs to be studied and presented to all those who are interested in the future welfare of the nation.

This committee has worked quietly and persistently for many years. It has no endowment and makes no money. Its members advocate training the young for citizenship in a democracy by means of pupil cooperation. According to this group of educators the chief purpose of our public schools was laid down by the Fathers in the following statements:

Franklin: "for public service"
 Washington: "an enlightened opinion of self-govern-
 ment"
 Adams: "for civic and moral duties"
 Madison and Monroe: "for government"
 Jefferson: "to know what is going on, and to make
 each his part go on right"⁸

Therefore, the trail for student participation in school con-
 trol was blazed in the United States more than one hundred
 fifty years ago; but Dr. William McAndrew said that the school
 teachers have fallen into the old rut of European scholarship
 and standards, and the democracy planned by the Fathers has
 not been tried.⁹

The National Self-Government Committee expands its
 work in various parts of the country by means of public spiri-
 ted men and women. With their assistance, it is said that the
 citizens of the United States, in the majority of cases, have
 concluded that student participation in school control is a
 worthy device for training the youth of a democracy.

Summary.--- Student participation in school control is
 not a new theory or fad, but a successful teaching device
 based on psychological principles. It has been tried in various
 types of schools in Europe and the United States. The George
 Junior Republic is described as a good example of the develop-
 ment of student government from a small beginning. In the

⁸R. Welling. "Responsibilities of Teachers in Civic
 Alertness," Better Schools, Reprint. New York City. Oct. 1938.

⁹R. Welling. "First Steps in Citizenship," New York
 Times, Reprint, Sun. Nov. 6, 1932.

monitorial schools, students were utilized to relieve matters of detail, but the present motive, as set forth by the National Self-Government Committee, is to furnish educational experience of value for the young people in the schools. A democracy must have an education for democracy, and it must have as its purpose to develop individuals of worth who may function without exploiting society. In our changing world of today, student participation stands out as vitally important in the elementary and junior high schools as well as in the senior high schools and colleges.

Public School System, place very much in hands of students for living in a democratic country. This training was first given by means of lessons in civics from Bartholomew Dewey, later to work the form of organized pupil participation to school control.

The scope of study outlined for the Indianapolis elementary schools - "Course of Study in American Citizenship" - sets forth the following purposes for the seventh and eighth grades:

VI.- To help the pupil realize that his interests are not confined to the city in which he lives; that the state also befriends him and makes living conditions better.

VII.- To explain to the pupil with the privileges he has because he is a citizen of the United States; to show him that with opportunities come duties.

CHAPTER III

TYPES OF STUDENT PARTICIPATION IN THE JUNIOR HIGH SCHOOLS OF INDIANAPOLIS

1. Civics Clubs

Early in the organization of the Indianapolis Public School System, plans were made to train students for living in a democratic country. This training was first given by means of lessons in civics from textbooks; however, later it took the form of organized pupil participation in school control.

The course of study published for the Indianapolis elementary schools - "Course of Study in American Citizenship"-sets forth the following purposes for the seventh and eighth grades:

7B.-- To help the pupil realize that his interests are not confined to the city in which he lives; that the state also befriends him and makes living conditions better.

7A.--To acquaint the pupil with the privileges he has because he is a citizen of the United States; to show him that with opportunities come duties.

8B.-- To establish correct ideals of good citizenship and cultivate the habit of applying them by engaging in activities suggested by the needs of the school community.

8A.--The Content.- A study of organized activities of society which demand the intelligent participation and cooperation of the individual in order to make those activities effectual.¹

The actual student participation in the school and neighborhood was carried out in the following devices:

a. Bulletin boards in the classrooms and halls displayed pictures of the beauty spots in town, and as a result of these exhibits, students were inspired to beautify their own community.

b. Some individuals preferred notebooks and scrapbooks. These groups collected pictures and made guide books which could be used to acquaint visitors with the historical places of interest in the city.

c. "Clean-Up Week" gave the children an opportunity to participate in a city-wide campaign. Prizes were given to the persons whose yards showed the greatest improvement.

Prior to the introduction of the junior high school plan, each school in Indianapolis had organizations known as Civics Clubs. While the clubs functioned in different manners in different buildings, their primary objective was to give the students an opportunity to participate in

¹Course of Study in American Citizenship. Indianapolis Public Schools. Sept. 1922. Pp. 64 - 80.

activities pertaining to school organization and student activities. Sometimes a class chose to be a School City, School Town, or School State. Then the officers were named in keeping with the type of organization. Often classes had names, such as, "Live Wires", "Boosters", "Civic League", "Improvement Club", "Junior Citizens", and "Citizens' Club". A teacher who had taught in an outlying district smiled with pride as she related the activities and achievements of her civics clubs.

The officers were elected each term by ballot, and two class periods in civics per week were conducted as club meetings. The club paraphrased the Athenian Oath--Appendix A, page vii--and made it apply to the work that they were trying to do. Sometimes because the neighborhood had few improvements, they were able to do some tangible work. After a lively discussion of street improvements, for example, they wrote a letter to the Board of Works; as a result, cinder walks were made in the vicinity of the school. Another one of her clubs studied traffic hazards and that club was responsible for having school zone signs placed near the building and for having parking zones painted in front of the building. Every spring the "Clean-Up" campaign was conducted by the civics clubs. Speakers were sent to each class room to arouse the interest of the entire student body; and later inspectors went to the homes in order to report the condition of the yards.

In another section of the city, the teacher said that the civics clubs took pride in their own school grounds and beautified them by planting flowers, shrubs, and trees. They felt that it was their responsibility to make the community more beautiful than it was when it was transmitted to them.

A teacher who taught in a central district stated that the civics clubs were able to conduct assemblies; to improve daily attendance; and to keep the school room neat and attractive by keeping blackboards clean, watering plants, dusting desks, and arranging library books.

In these various instances, it may be seen, that civics clubs gave the students an opportunity not only to learn about government but also to get some practice that would result in the formation of desirable habits of citizenship. Converting the school into a small community helped them to understand the larger community in which they lived and to realize what is expected of them as loyal young American citizens. Civics clubs were social guidance agencies because in those groups the individual learned to appraise leadership; and he also learned to understand the necessity of cooperation.

2. School Boy Patrol

The increased use of machinery, the universal use of the automobile, the speed possible and permissible on the splendid highways have made it imperative that the school

emphasize safety teaching as an integral part of its program. Every Indianapolis School has an organized group of students known as the Traffic Squad or Safety Patrol. These groups are also called the Safety Squad or the School Boy Patrol. Their purpose is "to serve for safety". This organization ranks first in popularity among the types of student participation in the schools of Indianapolis, and too much praise cannot be given this body for the unselfish service which they render to the entire student body.

In their effort to make children conscious of the dangers of traffic on modern highways and city streets, the schools have received much valuable aid from three sources. First, with the cooperation of the Hoosier Motor Club, members of the traffic squad are provided with white Sam~~e~~ Browne belts for a small sum; second, the boys are provided badges by the Accident Prevention Bureau of the Indianapolis Police Department and are given limited police power. As a third source of aid, the children are encouraged by the parents to obey the traffic officers and to look upon them as unselfish helpers of their school.

This organized body of safety workers began operation about 1914 when similar patrols were organized in Newark, N. J., and their services have been continuous since that time. In 1915, "Safety Scouts" were organized in Tacoma, Wash.; "School Police" were organized in St. Paul, Minn., in 1920.

The Chicago Motor Club sponsored patrols in 1921. The exact date of the beginning of safety patrols in Indianapolis Schools is not definitely known, but it is thought to be about 1923. There are nearly 300,000 school safety patrol members in the United States and about 2,300 in the city of Indianapolis at the present time.² The functions, selection of members, officers, and other instructions are given in the pamphlet published by the National Safety Council, Inc., Appendix C., page 18.

The work of the school safety patrol is to serve for safety by helping children and others to prevent accidents. Their chief duty is the safe-guarding of children to and from school, but the boys may serve in other places and on days that school is not in session. Patrol members are responsible directly to the school for the proper conduct of their work. These workers participate in school control by helping the teachers to develop within the children a feeling of responsibility for correct safety habits everywhere.

Members of the Indianapolis Squads are usually appointed by the faculty, and if a boy wants to volunteer, he must be recommended by some faculty member before he can be considered.

²Standard Rules for the Operation of School Boy Patrols, National Safety Council, Inc., General Offices, 20 N. Wacker Drive, Chicago. Ill., 1937.

After the workers are chosen, they elect their own officers, and all take a pledge to conduct themselves in such way as to show their fellow students that they are interested in avoiding accidents and in helping others to make Indianapolis a safe place in which to live. It has been learned by observation and experience that when the boys are installed with ceremonies during an assembly period, they realize their duties more seriously and their job becomes more of a dignified honor. (Oath of Office, Appendix B, page viii)

Because of the courteous manner by which the patrol members handle groups, they are often used as guards inside the building during fire drills and as guides and ushers at special events and meetings. In addition, they may make safety talks and announcements in rooms, plan safety displays, and give safety plays. The following are some achievements that have been accomplished by the Indianapolis School Boy Patrols:

- a. Improved traffic
- b. Regulated lunch room
- c. Improved attendance
- d. Conducted "Clean-Up" campaign
- e. Improved grounds
- f. Exercised disciplinary power

H. J. Otto and S. A. Hamrin in their book "Co-Curricular Activities in the Elementary Schools" make the following

report concerning means of obtaining effective results in a safety program:

The authors are inclined to favor an instructional program supplemented by participation activities which will give pupils an opportunity to live and practice what they have learned and an opportunity to assume responsibility for safe-guarding the lives of others. In so far as safety is both an attitude of the mind and a habit, children must practice it in order to learn it.³

The National Safety Council and other safety advocates generally hold that there are three "E's" in the safety movement--Engineering, Enforcement, and Education. Engineering includes the application of scientific principles in order to insure the safest conditions in railroads, in buildings, in traffic control devices, and elsewhere. Enforcement means compelling the individual to observe the laws and regulations that have been adopted. Education includes the spreading of safety information, and the establishing of safety ideals, attitudes, and habits.⁴ The schools recognize the part that they must play in the safety movement, and they feel that much is being accomplished by means of the school boy patrol.

Table I (page 53) points out that the school boy patrol is the most popular type of student participation in the

³H. J. Otto and S. A. Hamrin, Co-Curricular Activities in the Elementary Schools, New York: D. Appleton-Century Co., 1937., p. 341.

⁴G. W. Diemer and B.V. Mullen. Pupil Citizenship.
Yonkers-on-the-Hudson, New York: World Book Co., 1930. Pp. 212-213.

Indianapolis Schools. This group functions in all forty-six of the schools that are included in this study. Thirty-seven of the patrols were organized before 1931, and nine were organized since that time. Table II (page 54) calls attention to the fact that no squads have been dissolved. This is evidence that the safety patrols were not affected by the reorganization of the seventh and eighth grade programs. Again the pupils have opportunities for social guidance in this activity. The squads are examples of group activity; they grow into this adjustment through obedience to the regulations and participation in the management of the organization of which they are a part.

3. Building Monitors

Another student participation activity which is successfully used in the Indianapolis Junior High Schools is the group variously designated as Building Monitors, Big Sisters, Room Monitors, Girl Guards, and Civic Guards. They are similar to the school boy patrol, except that their responsibilities are inside the building. The following are the duties of monitors in the Indianapolis Junior High Schools:

- a. Taking charge of lower grade rooms
- b. Answering the telephone
- c. Ringing the bells
- d. Taking charge of lunch rooms
- e. Arranging bulletin boards

- f. Supervising the passing of lines
- g. Checking books in the library
- h. Checking room attendance
- i. Directing visitors in the building
- j. Assisting the nurse and doctor

The number of monitors depends upon the size of the building and upon the duties performed. At the beginning of each semester, the sponsor of the squad asks the faculty to recommend girls for monitors; and she instructs the faculty to be guided in their choice by the girl's character, personality, ability, fitness for office, and previous service. This appeal for assistance in the selection of students who are to participate in school government, has the added merit of increasing the teachers' interest in the success of the girls they recommend.

At their first regular meeting, the monitors elect officers: captain, lieutenant, clerk and assistant. With the assistance of the sponsor, the captain assigns the girls to their positions in the halls, on the stairways, in the basement, and in certain rooms where they are needed. Halls that can be managed by student leaders are opportunities for guidance, laboratories of democracy, and training camps for the girls. It brings out the best personal qualities that are in the girl and affords an opportunity for development in initiative, leadership, management of numbers, responsibility, self-control, and cooperation.

The sponsor should be a guidance specialist who will endeavor to train the girls in leadership, efficiency, and in the special duties of the offices. At regular weekly meetings, problems are discussed and certain directions are emphasized. The following are subjects of discussions that have been used in monitors' meetings in the Indianapolis Junior High Schools:

- a. How to Take Charge of a Classroom
- b. The Responsibilities of a Monitor
- c. Characteristics of a Good Monitor
- d. Stories that Appeal to Primary Children
- e. Manners
- f. Personality

Mrs. L. K. Wyman in her book, "Character and Citizenship through Student Government", makes the following statement concerning a criticism that girls do not work well together:

The charge that girls are generally jealous and "catty" in their criticisms of fellow workers is, in our experience, untrue. For the most part, girls who are in the positions of leadership are fair minded and impartial in their judgments. Of course in this, as in everything else, they are not psychological experts. But often come nearer to a fair estimate of a school-mate's character and ability than does many a one among their elders.⁵

In spite of the fact that some principals in Indianapolis are not in favor of monitors, others point out the fact

⁵L.K. Wyman. Character and Citizenship through Student Government. Philadelphia, Pa: International Press, The J. C. Winston Co., 1935. Pp. 61-62.

that such responsibilities are worth while training in a democratic land, because monitorial duties unite student participation and guidance in normal situations. Building monitors have been serving the Indianapolis Schools even before the reorganization in 1931, and the junior high school type of organization has not affected them. Tables I and II on pages 53 and 54 indicate that forty-six buildings have reported that they have had girl monitors, and in only two instances has the group been dissolved. Monitors rank second in popularity in the junior high schools here. The following quotations present the reasons given by the Indianapolis Junior High School principals for discontinuing their monitors:

- a. "Preferred to put the responsibility on each individual."
- b. "Do not believe in children watching each other."
- c. "We have committees for special services."
- d. "I believe the monitor system is wrong because it places too much power in the hands of a few and makes the children who are monitors unpopular."
- e. "Takes too much time from classes."
- f. "Monitors become official tattlers."
- g. "The organization is not democratic."
- h. "Pupils become fault-finders."
- i. "Makes students egotistic."

4. School Newspapers

In the molding of public opinion, the daily newspaper is considered the most powerful institution in America. It represents the avenue through which news of local, national, and international interest is taken to the people; it disseminates knowledge from every field of human interest; it arouses interest in moral, religious, and civic problems; in short, so vitally important has the newspaper become, that almost every thought and activity is either prompted or colored by it. In like manner, the school newspaper controls school opinion and acts as a unifying agency which encourages student participation in school control. Where there are a number of home rooms, several clubs, a traffic squad, monitors, and councils, the newspaper is a source of reliable information and influence.

"The Effort", the first school publication, was published in Hartford, Mass. in 1851. In that same year a Boston school started a publication and by 1862 they had two such organizations. Before 1865, Worcester High School had a newspaper. Publications were some of the first extra curricular activities. Some types of school publications are:

Newspapers	-----	to publish news
Year Books	-----	to record history
Hand Books	-----	to supply information
Magazines	-----	to present literature

Probably the most important of the four types is the school newspaper. From the recent study of the Indianapolis Junior High School newspapers, it was noted in Tables I and II on pages 53 and 54 that out of forty-six schools thirty-four have published papers. Twenty were published before 1931 and fourteen have been published since the junior high school plan was organized. Some of the papers are mimeographed sheets, but most of them are printed in regular miniature newspaper form with a pupil editorial staff which is either elected or appointed. Only three newspapers have been dissolved within the last few years for the reasons stated below:

- a. "Not worth the effort"
- b. "Too expensive"
- c. "Curtailment of time"
- d. "Did not work well"

These are the names of the Indianapolis Junior High School Newspapers that are included in this report:

"Key to 51"	"Spirit of '76"
"Forty-Two Herald"	"Irving Messenger"
"Lowell Broadcaster"	"The Spruce Leaf"
"Julian Journal"	"Seventy Times"
"The Bugle"	"Edison Light"
"Sixteen Herald"	"Sloan Messenger"
"The 87 Schoologram"	"The Penny Sheet"
"The Fresh Air Chat"	"Wallace Foster News"

"The 37 Booster"

"Broadcaster"

"Florence Fay Flash"

Mary Sheehan made the following statement concerning the value of the junior high school newspaper as an agent of student government and guidance:

Today the school paper has three great values. First, it helps to develop and sustain the spirit of the school. Students are made conscious of the great ideals of the school. They are informed of the many activities. It helps to make the school live in the minds of the pupils and is the best means of preserving the school history and tradition. Second, it forges a link in the chain between the school and home. As the interpreter of the school's ideals, it goes into the homes of the community. Information concerning scholarship standards and various activities is disseminated. This results in better home understanding and cooperation. Finally, the school paper provides an unequalled opportunity for training and practice in writing. The English work may thus be motivated. The natural desire to see one's work in printed form is satisfied. Effort receives distinctive reward. To the staff itself the experience in editing, reporting and managing the school paper is highly valuable.⁶

An experiment conducted in Junior High School Number Thirty-seven proved to a group of teachers that student participation in the control of a school newspaper is absolutely necessary in order to accomplish worth while achievements. The following paragraphs give a brief account of the experiment and its results.

At the beginning of the school year the faculty members

⁶B. A. Sheehan. Extra-Curricular Activities in a Junior High School. Boston: The Gorham Press 1927. Pp. 156-157.

decided to reorganize the school newspaper as the previous year's results had not been satisfactory. The publication was not really a newspaper; it contained little news, but mostly included composition stories; there was no editorial staff listed because that work had been done by teachers on the committee; consequently there was a lack of interest among the students. The first step in the reorganization was to put the control of the paper into the hands of the students. A preliminary try out test was given in grades 7A and 8B. The twenty-five pupils receiving the highest grades in the test were nominees for election. Voting for the editorial staff was done by ballot in the junior high home rooms; then each of the rooms in the building, comprising grades one to eight, elected a room reporter.

On a specified date, all news was sent to the press room. There it was classified and given to the editors. Each editor reported to a sponsor and with her assistance the articles were corrected, copied, and returned to the press room where they were typewritten. The editor-in-chief with his sponsor made the "dummy" and arranged the copies in sections. The completed "dummy" and copies were sent to the principal for approval; then to the print shop to be printed.

Since the reorganization, interest of the students in the paper is keen; the paper contains news that is really news; and the circulation has doubled itself. The faculty

newspaper committee attributes these improvements to the fact that the students are controlling the paper. The newspaper furnishes a stimulus for growth in citizenship ideals--loyalty, group cooperation, and respect for the rights of others; therefore the newspaper is considered an agency for guidance as well as a type of student participation.(Appendix H, Page XIV)

5. Student Council

In the development of organized society, the first feeling of social responsibility was toward the family. Gradually this responsibility expanded to include the tribe and eventually the nation itself. The tendency today is toward international cooperation as a social responsibility. It is agreed that the natural transition of the child's community horizon is from the class to the school. Normal first-grade children begin to have some school pride and loyalty by the end of a year; but an intelligent understanding of his relation to the school may not be expected until the child is in the second or third grade. For students in the junior high school, this feeling of citizenship in the larger school group should find expression in a very definite scheme of pupil participation in school control.⁷ This organized plan may take any name as long as it follows the basic

⁷G.W. Diemer and B. V. Mullen, Op. Cit., P. 61.

principle of government of the student, by the student, and for the student. Whatever the name, the function of such a group should be to promote good citizenship in all of its phases and to act as a unifying agency for all other pupil activities.

A summary of the study of student councils in the junior high schools of Indianapolis shows that:

- a. 22 schools have had student councils
- b. 5 councils were organized before 1931
- c. 17 councils were organized since 1931
- d. 10 councils are functioning now
- e. 3 schools have 10 members in the council
- f. 2 schools have 18 members in the council
- g. 1 school has 20 members in the council
- h. 1 school has 22 members in the council
- i. 1 school has 23 members in the council
- j. 1 school has entire junior high in the council
- k. 7 schools choose members by election
- l. 3 schools choose members by appointment

In schools where elections are held, it is a general practice for the candidates to make campaign speeches before the student body. On election day the students vote by ballot. Home room officers count the ballots and send the report to an election committee which later makes a final report. At a special assembly, the newly elected president,

vice president, secretary, and assistant secretary are installed in a dignified manner by the principal of the school. The student president then responds with a speech which outlines his plan of government for the term.

Councils plan to meet once a week to transact business. Advisers differ according to the type of business that should come before councils. In the local school system, there are three councils that do not exercise disciplinary power and twenty-seven which do. It is the general practice for councils to participate in school control by conducting assemblies, conducting campaigns, and beautifying grounds. The student council at School Number Forty-two formulated the following policies and rewards for the direction of school activities. They felt that it was best to use the word policy rather than code or rule or law since the former seems to imply a desire to conform rather than a demand to conform.

Policy No. 1.

Let us protect our school property. This includes refraining from throwing rocks or stones, staying off the grass, not marking walls, guarding the fence, and picking up trash from the yard.

Reward: We will enjoy a more beautiful building and yard.

Policy No. 2.

We shall strictly observe the yard bells. The first bell requires everyone to stop playing. The second bell signifies that children on the first floor should pass into the building. The third bell signifies that the second floor children may enter.

Reward: There will be less congestion and more quiet in entering the building.⁸

This plan, the adviser reports, did bring more sympathetic reaction from the students because they felt that they were benefited by something in which they had participated.

According to the data collected in this study, more student councils have been dissolved than any other type of student government. The following objections were given by principals and advisers in answer to the question of why certain organizations had been dissolved. Answers to these objections were copied from "Tomorrow's Americans."⁹ The objections and answers are as follows:

Objection 1.--The student council took too much time.

Answer.--It takes five minutes school time for voting at the beginning of the term. The time given to it by the teacher in charge or the principal (about two hours a week after school) is a voluntary offering such as is given to athletics, clubs, school orchestras, and other activities.

Perhaps the reason that so many school men think that the student government takes too much time is that they are trying to teach too many other subjects, some of which have far less value than that of developing good citizens.

Objection 2.--Most student councils are stilted and artificial.

⁸W. Allen. An Experiment in Personal Guidance in the Junior High School. Unpublished Master's Thesis. Coll. of Ed., Butler Univ., Indianapolis, Ind., 1938.

⁹A. O. Bowden and I. C. Clark, Op. Cit. Ch. XII.

Answer.--Judicious supervision exercised along the lines of friendly control has quite the contrary effect. Pupils, teachers, and principal become co-workers and there is a mutual exchange of suggestions that is helpful to all. Initiative is fostered in the pupils and they experience the miracle of cooperative action.

Objection 3.--Councils cause much jealousy among the children.

Answer.--Every student may report any misdemeanor that comes to his notice. Such report is made out in writing, signed and deposited through a slit in a conveniently placed box. Practically every offence is reported. This gives every student in school a part to play in the government of the school. A culprit may gain sympathy and a following by a plea against a teacher or an officer, but he is kicking against a stone wall when he attempts to go against public opinion.

Objection 4.--We no longer feel the need of council. It served its purpose while in operation.

Answer.--And when the children leave the school, they will continue to be orderly, polite, and considerate. Each will go his way and work out his own salvation, thinking that the government of his city and state and nation is to be left to politicians. And when he awakens to the fact that the politicians are in the governing business for what they can get out of it, and he undertakes to better conditions by enlisting the interest of his neighbors and friends he will find them preoccupied and apathetic. Pupil cooperation aims to make apathetic citizenship militant, and in order to function there must be some system--all the better if pupils evolve it themselves (always with the cooperation of their teachers).

Objection 5.--Student council activities are perfunctory.

Answer.--This objection supposes that the entire government of the school is in the hands of the pupils. Rather is pupil government an auxiliary of the regularly constituted school regime and makes the handling of untoward events a simpler procedure than usual.

It seems that improper organization and a lack of skilful

guidance has caused most of the objections which have been quoted. There is no one and only type of organization; but there are general principles upon which successful councils must be built. These principles are as follows:

- a. The council must be demanded by the school.
- b. The council must represent the school as a whole.
- c. The average student must feel that he is represented.
- d. The faculty should be represented in the council.
- e. The council should not be too large.
- f. The organization should have defined powers and duties.
- g. The council must not be considered a mere disciplinary body by the teachers or students.

One author has said that initiating a student council is an art in education. It requires not only a complete understanding of educational philosophy but also a thorough knowledge of psychology. The organization cannot be forced upon the school but must be built upon the need that is actually felt by the majority. Bowden and Clark suggest these methods in starting a new council:¹⁰

- a. Classroom discussions of: "Liberty Versus License", "The Necessity of Government", "The Importance of the Individual in a Democracy", "The Power of Public Opinion".

¹⁰Ibid., p. 121.

b. Brief talks by the principal and pupils at morning assembly; and the discussion of current events.

c. Oral and written compositions to awaken an interest in school government: "Should Pupils Be Allowed to Control Their Own Activities?" "What I Think a Good Citizen Should Do," "What Team Work Means in a Baseball Game."

d. Debates--Resolved:- "That the United States Senators Should Be Elected Directly by the People."

e. Correspond with schools that have an organization.

The following statements are the personal opinions of Indianapolis Junior High School principals concerning student councils. The quotations as written on the questionnaires are as follows:

a. "A student council is in the progress of organization. This preliminary organization is helping. The assembly set up has been reinstated".

b. "I have not been satisfied with the achievements, but I do not blame the principle of student participation".

c. "The success of the council depends upon the leadership and interest of the faculty".

d. "We are pleased with the results which our newly organized council is accomplishing".

e. "Student councils develop initiative and self-control". The next paragraph represents the keynote of the student council organization. The author says:

How to start, then, depends largely on the principal, and the personnel of the faculty, the enthusiasm of the students, and the amount of work and sacrifice everyone--faculty members and students alike--is willing to put into it. A study of the underlying principles and philosophy of the subject is essential. One must know what has been done elsewhere, and how to apply those results to local conditions. It is best to begin gradually, and then work up to an organization that is significant and worthwhile. It can be done. It has been done.¹¹

The student councils in the Indianapolis Junior High Schools should be studied carefully in order to ascertain why they are unpopular. There is always danger of a council trying to do too much; therefore it is better to keep the jobs definite, and such as can be easily seen and appreciated by the student body. Several types of student participation may be carried on in the same building; hence they need a unifying agency in that building in the form of a council.

6. Safety Council

The safety council is a type of student participation which is similar to the student council in its internal organization. The special names given to these councils in some Indianapolis Schools are: Safety Scouts, Safety Club, and Safety League. The authors of "Pupil Citizenship" praise this type of organization in the following account:

¹¹L. K. Wyman, Op.cit., p. 7.

Merely giving instruction in safety would have little value and would be largely lacking in interest to the children without offering them the opportunity for more active participation in the practice of safety habits and practices. To bring about the desired activity, a junior safety organization with a name, with officers, and with definite objectives of service is most effective.¹²

Safety councils in Indianapolis are a product of the reorganization because more councils have been organized since 1931 than were organized before 1931. (Table I, page 53).

The requirements for membership in the council vary in the Indianapolis Junior High Schools as follows: officers of the traffic squad; the traffic squad as a whole; representatives elected or appointed from the home rooms; and a class in civics. The officers of the safety council at School Number Thirty-seven were elected by the body each term and were named judge, chairman, and clerk. Regular school time was given for the meetings once each week. Business was transacted according to parliamentary rules with the judge presiding.

This safety council acted as court. Early on the day of the meeting the clerk notified the pupils who had been charged with safety disobedience by any member of the safety council . At the hearing, the decision of the judge was based upon the evidence that was given and the penalties were fixed. Types of cases tried were disobedience to

¹²G. W. Diemer and B. V. Mullen, op. cit., p. 230.

patrols, jay walking, hitch-hiking, throwing stones, not catching the bus at the proper corner, not facing traffic when walking in the street, and walking more than two abreast. The penalties were constructive and if possible they were related to the offense. One offender learned the safety rules (Appendix D, page x) and recited them before the council; another visited the scene of the hazard and acted in accordance with the safety regulation. Some minor cases were not punished but were reported to the home room teacher. Extreme cases were referred to the principal and the parent.

Some meetings of this group were set aside to work on safety scrap books. Each member brought clippings, pictures, poems, stories, slogans, original drawings, and diagrams that were discussed, pasted in his book, or exchanged with a class-mate. The home rooms kept in touch with the council and cooperated with its activities through their representatives.

Although the safety council is considered a valuable contribution to the happiness and well-being of the homes and communities, and an efficient plan for training students in citizenship, it has its faults. Four Indianapolis principals reported these reasons for dissolving the safety councils in their buildings:

- a. "It was faculty dominated."

- b. "The faculty was out of harmony with the council."
- c. "The students lacked judgment."
- d. "The students had too many powers for their age."
- e. "We could find no suitable time for meetings."

These are common criticisms of student government organizations, but they can be overcome by a careful, intelligent study of the plan introduced. Authorities say that democracy cannot be imposed; it must be demanded and accepted by those who are citizens in it. The more intelligent the demand is, the more substantial will be the resultant organization. Without the support of a large majority of competent teachers and students, the plan is doomed before it is introduced. Authorities further say that student leaders need the guidance of a sponsor. Mr. Briggs makes this assertion concerning the criticisms that students lack judgment and are given too many powers:

Complete self-government, as everyone knows, is really non-existent in any secondary school. Pupils of this age are not competent, nor should one expect them to be, entirely capable to control either themselves or others. But this does not mean that partial and a gradually increasing amount of self-government is not desirable; indeed, it is difficult to see how anyone can effectively be taught an intelligent leadership of others or control of himself without directed practice.

A child can be taught a judicial attitude the same as he can be taught other things. We know this by large experience. But as to saying that pupils are not capable of having complete self-government -- we can just as truthfully say that such a state is not

to be found in any adult society. Men and women are not suddenly judicial upon arriving at maturity unless they have occasion to be judicial on specific cases and situations. Belief in student government by those who permit it in their schools is, of course, necessary. Nor can it be handed down from above.¹³

7. Junior High Clubs

The club is probably the most common form of organized group activity in American life today. Men have their athletic clubs, their service clubs, and their business or fraternal organizations. Women have these types and others too, such as literary clubs, sewing circles, and bridge clubs. So widespread has membership in such organizations become that visitors from other countries sometimes refer to our people as a nation of "joiners".

The tendency to organize is not, however, peculiarly American; nor is it limited to adults. The "gang" impulse appears early in childhood. The youngsters as well as grown-ups find satisfaction in banding together for the pursuit of a common objective. The objective sought may be socially valuable, trivial, or vicious. Whether any organization is an asset or a liability depends upon its activities.

Since children, like adults, will get together for purposes that interest them, it behooves the school to utilize this tendency in guiding pupil interests. Until recently many educators thought that a well developed program of club activities was practicable only in the high school. Now an increasing number of principals and teachers believe that clubs should have an important place in the elementary school also.¹⁴

A special period in the daily program of the Indianapolis Junior High School has been set aside for such activi-

¹³T. H. Briggs. The Junior High School. Boston: Houghton Mifflin Co., 1920., p. 249.

¹⁴National Education Association, Fourteenth Year Book of the Dept. of El. Sch. Prin., Wash. D.C., 1935. P.391.

ties as home room, clubs, mass music, and assemblies. The organization of clubs is encouraged for the purpose of satisfying the social, gregarious, and altruistic traits of adolescence. Educators feel that the proper provisions for the right type of club life will tend to supplant the cliques and gangs which often exist, and will contribute positively to the all around development of the individual. Two types of clubs have been fostered: (a) service clubs which cultivate a spirit of altruism and (b) those which are the outgrowth of class activities and which offer opportunities for exploring, developing, and widening the interests of the pupil. Each club that is organized in the Indianapolis Junior High School is well supervised by an interested sponsor; and no club is organized unless there is a genuine interest on the part of the students.

Clubs are open to any member of the junior high school and last only as long as the interest of the group guarantees its existence. The club, because it is a purely voluntary association of congenially minded individuals who like the same thing, is a distinct agency through which guidance is advanced. In the seventh and eighth grades, clubs meet one day each week during the activities period. In the senior high school the clubs are held weekly or bi-weekly at certain periods during the day or after school hours. The belief that every student should belong to a club, whether he

wants to or not, is open to debate. Provisions can be made for those who do not join any club. It has been suggested that they form a "Do anything You Please Club" and carry out their title during the club period--read, draw, talk, listen to the radio, or sit and loaf. This may not be the best method, but it is considered more logical than enforced membership.¹⁵

The following is a report made from the survey of Indianapolis Junior High School Clubs:

- a. 46 schools are included in the study
- b. 42 of those schools have clubs
- c. 24 schools did not give the names of their clubs
- d. 1 school dissolved its clubs
- e. 7 schools had clubs before 1931
- f. 36 schools organize clubs since 1931
- g. 42 clubs have volunteer membership(groups)

The club program was inaugurated with the Indianapolis Junior High School type of organization and ranks third in popularity, (Table I, page 53).

Eighty-five different clubs were named in nineteen schools. The number following the name of the club indicates the number of clubs in the city that have the same name. The names and numbers are as follows:

¹⁵H.C. McKown, op. cit., p. 115.

Press Club-----	6	Home Makers---	2	Marionette----	1
Aeroplane Club --	5	Math Club ---	2	Speech Choir--	1
Dramat ic Club --	5	Recreation --	2	Writing -----	1
Hobby Club -----	4	Tumbling ----	2	Camera ----	1
Music Club -----	4	Sketching ---	2	Arts & Crafts	1
Glee Club -----	3	Art Club ----	2	Great Men ---	1
Puppet Club -----	3	Variety -----	1	Library Club-	1
Current Events---	3	Public Sp. ---	1	Orchestra ---	1
Stamp Club -----	2	Handiwork ----	1	Short Story --	1
Spanish Club ----	2	Scrapbook ----	1	Program Club -	1
Game Club -----	2	Needlecraft --	1	Chef Club ---	1
Sports Club -----	1	Safety Club --	1	Information -	1
Chess-Checkers--	1	Science-Travel-	1	Craft Club --	1
Negro History --	1	Radio Guild --	1	Traffic Club -	1
English Club ----	1	Poetry Club -	1	Service Club -	1
Sewing Club -----	1	Stage Craft --	1	Tie Dyeing--	1
Shop Club -----	1	Batchelor Buttons-	1	Canning Club	1

These clubs are operated on a democratic basis. The membership is voluntary; officers are elected and they officiate at all meetings, with the sponsor always in the back ground ready to give help. When students are skilfully guided in such an organization that is based on interests, it gives pleasure and offers unusual opportunities for student participation in school control in addition to the recreation. It develops traits

of character which are necessary for good citizenship-- initiative, leadership, followership, self-control, and a sense of responsibility. Each member can ride his hobby as hard as he wishes and develop worth while leisure interests which may lead from a mere avocational interest to a vocational interest.

While any club may contribute guidance, some may afford experiences which contribute more directly to some particular phase of the program than others. Most clubs at some time during the year present an assembly program; transact business according to parliamentary procedure; elect representatives for the student or safety councils; care for the school garden; display posters; publish periodicals; conduct campaigns; or supervise some other school activity. All the things mentioned are direct contributions to student participation in school control and guidance. Subject clubs afford pupils experiences which assist them in curriculum choices and provide educational guidance; hobby clubs offer possibilities in career guidance; service clubs contribute directly to personal and social guidance. Hence it is agreed that clubs should should have an important place in the Indianapolis Junior High Schools.

8. Home Room

The home room organization is considered the most

recent, striking, and promising development in education. Mr. H. C. McKown, in the following definition of the home room, emphasizes its importance in a program of guidance and student participation. He writes as follows:

The elementary school home room is a setting in which a group of pupils meet regularly with a teacher. In this room school routine is provided for; announcements are made; the pupils' books and belongings are kept; and discipline is usually administered. Educationally, the teacher and pupils meet as a family. All phases of guidance are handled-- physical, educational, vocational, social, spiritual; teacher, pupil, and parents contact each other. The home room is a setting in which the ideals of knowledge, attitudes of wholesome all round citizenship are established and made to function through actual practice in natural situations. It is a smaller, within a larger democracy.¹⁶

In the suggested program for the activities period in the Indianapolis Junior High School, January 1933, the committee recommended that two periods each week should be given to the home room. This is the exact statement of the committee:

The home room is an important part of the junior high school program since it establishes a close personal relationship between the pupil and the teacher and thereby becomes a medium of effective guidance.¹⁷

The general objectives for the home room period were stated as follows:

¹⁶H. C. McKown, Ibid., p. 49

¹⁷A Suggested Program for the Activities Period in the Junior High School Division. (Bulletin) Grades 7 and 8, Indianapolis Public Schools, Jan. 1933., p. 1.

To develop a high morale in the school.

To create loyalty and solidarity through the development of mutual interests and common purposes.

To provide a laboratory for social learning whereby each pupil may have the opportunity to become an effective and agreeable group participant.

To cultivate a desire to participate in wholesome avocational activities.

To provide a program of guidance which will reveal to the pupil the extensive field of opportunity for service and necessity for self preparation in the field for which he is best fitted according to his own abilities, aptitudes, and interests.¹⁸

Hence, the home rooms in the Indianapolis Junior High Schools are meant to be laboratories for training students in student participation in school control. According to the data summarized from the questionnaires, students are assigned to the home rooms alphabetically irrespective of grades, alphabetically within the grades, or according to mental ability. Each plan has its advantages and disadvantages; but the desirable condition is that students should stay in one home room as long as possible.

Advisers have been interviewed and express the feeling that the organized home room where students are given responsibilities and permitted to participate in the control of the activities with teacher guidance is worthy of praise. Officers for the room are usually elected each term and parliamentary procedure is practiced when business of the group is being transacted. In a typical Indianapolis home

¹⁸Ibid., p. 3.

room period of twenty-five or thirty minutes, the president calls the meeting to order; the minutes are read, corrected, and adopted; the reports of committees are heard and discussed; a program is presented by the program committee. The program presents some phase of guidance for discussion. Appreciation must be expressed to the efficient committee of junior high teachers for the well planned programs they have given to each junior high school. These programs consist of case studies, plays, stories, poems, songs, and quotations.

Student participation in school control is practiced in every home room through the development of group spirit, community consciousness, and free discussion. Representatives of other student participation groups receive their training in these home room meetings, and it is therefore important that the adviser, "Cultivate an interest in home room affairs that will finally become real pupil interest, and as a reward there will come to her the vision of her opportunity with youth."¹⁹

Although advisers are busy with curricular activities, extra-curricular activities, and clerical work, Mrs. Wyman believes that they will succeed if they will organize the home room groups; adopt checking devices for attendance; delegate duties to students; make details subordinate to social

¹⁹ L. K. Wyman, op. cit., Chapter IX, p. 80-95.

values; plan the group meetings systematically; train the leaders; and cooperate with affairs for the accomplishment of worth while results.²⁰

The home room in the Indianapolis Junior High Schools offers excellent opportunities for strengthening common weaknesses and handling special activities. It is not the only setting for guidance, but it is one of the most attractive opportunities for this phase of the school program to be stressed. It develops the desirable pupil-teacher relationship. It is among the best means of fostering habits, attitudes, and the other ideals of good citizenship. All of these things mentioned make the home room a laboratory in which students are trained to participate in school control.

TABLE I. TYPES OF STUDENT PARTICIPATION IN THE JUNIOR HIGH SCHOOLS OF INDIANAPOLIS

	Organized		Method of Choosing Members:		
	Before 1931	Since 1931	Election	Appointment	Volunteer
22 Student Councils	5	17	13	5	0
46 School Boy Patrols	36	70	12	35	9
19 Safety Councils	7	12	12	8	4
46 Building Monitors	23	13	5	30	6
41 Home Rooms	11	30	23	12	2
34 School Newspapers	20	14	7	17	6
43 Junior High Clubs	7	36	10	3	23

²⁰Ibid.

TABLE II. TYPES OF ORGANIZATIONS DISSOLVED
SINCE 1931

Student Councils	5 that were organized before 1931-	-12
	5 that were organized since 1931	
School Boy Patrols	0	---46
Safety Councils	2 that were organized before 1931 --	17
	2 that were organized since 1931	
Building Monitors	2 that were organized before 1931	--44
Home Rooms	0	--41
School Newspapers	2 that were organized before 1931	--32
Junior High Clubs	1 that was organized before 1931	--42

TABLE III. ACHIEVEMENTS ACCOMPLISHED THROUGH STUDENT PARTICIPATION

	Yes	No
Improved traffic	44	0
Conducted assemblies	36	2
Regulated lunch rooms	20	9
Improved attendance	17	11
Conducted campaigns		
Health	15	6
Thrift	7	6
Courtesy	25	9
Clean-up	26	3
Good English	25	2
Raised scholarship	27	4
Reduced theft	9	3
Published newspapers	31	1
Exercised disciplinary power	27	3
Improved grounds	27	4

TABLE IV. OPINIONS ABOUT STUDENT PARTICIPATION
IN INDIANAPOLIS

	Yes	No
Should omit discipline	15	16
Good even though perfunctory	17	8
Trains for leadership and responsibility	41	0
A necessity in a democratic country	39	4
Wasteful of time and energy	4	25
No real need for such organizations	4	23
It must come by evolution	22	3
They are efforts to shift responsibility	1	28
Establishes an opportunity for cooperation	41	0
Develops school spirit	41	0

Summary,--This chapter is a resume of the eight types of student participation organizations which are operating in the Indianapolis Junior High Schools now. In the earlier days, civic clubs were organized for the purpose of developing good citizenship traits within the students through student participation in school activities. The study of this local system shows that the school boy patrols, building monitors, student councils, safety councils, and school newspapers were the next groups organized to assist in controlling the schools. With the junior high school plan of organization has been introduced the activities period, a guidance program, and social studies instead of civics, history, and geography. Home rooms and clubs are products of this recent organization too. Criticisms of the building monitors, student councils, and safety councils are considered in this part of the study, and in some instances, these objections or criticisms are answered by quoting the opinions

of authorities on the subject of student government. It has been pointed out that each group is closely associated with guidance.

This chapter is divided into two sections, first presenting a list of the following schools:

- The Kansas State Junior High Council—Lawrence, Kan.
- Lawrence Junior High School—Lawrence, Kan.
- Central Junior High School—Kansas City, Mo.
- Overbrook Junior High School—Overbrook, Pa.
- Junior High School—Pittsburgh, Pa.

Charles E. Dwyer Junior High School—Lawrence, Mo.
The plan of organization in these school systems consists of junior high school committees for groups seven, eight, and nine. Besides the six are in the elementary schools, and possibly for the twelve are in the senior high school buildings. This is the only great difference between the usual junior high school plan and the Lawrence, Mo. Junior High School plan of organization. Each type has its advantages. The Lawrence, Mo. plan is not a true junior high school system, but this plan seems to provide the best for

CHAPTER IV

COMPARISON WITH OTHER SCHOOL SYSTEMS

This chapter is based on the replies from questionnaires sent to the following schools:

The Herman Ridder Junior High School--New York City

Leominster Junior High School--Leominster, Mass.

O'Keefe Junior High School--Atlanta, Ga.

Central Junior High School--Kansas City, Kans.

Stanford Junior High School--Sacramento, Cal.

Junior High School--Bronxville, N.Y.

Charles O. Dewey Junior High School--Brooklyn, N.Y.

The plan of organization in these school systems consists of junior high school buildings for grades seven, eight, and nine. Grades one to six are in the elementary buildings; and grades ten to twelve are in the senior high school buildings. This is the only great difference between the usual junior high school plan and the Indianapolis Junior High School plan of organization. Each type has its advantages. The Indianapolis plan is not a true junior high school system; but this plan makes it possible to care for

the students in small neighborhood groups; and the curriculum tries to aid in the solution of the problems of adolescent students; and to make citizens who understand the duties of citizenship and participate in those duties.

The Herman Ridder Junior High School--New York City

Edward R. Maguire, Principal

Mr. Maguire in an address to the Greater New York Safety Council, "Teaching Safety in the Junior High School",¹ remarked that knowing safety has little significance. The fundamental of safety education is action. The problem faced is a problem in character education, a problem in personality, a problem in democracy. The relation between knowing the right and doing the right is a matter of deportment and deportment is a social factor. The safety of an individual is a social matter. Carelessness on the part of an individual places a risk on all others who are related to him in time and space; therefore safety is socialized, because no one individual can take a risk without involving others.

Out of this Mr. Maguire's philosophy rises. The school is a democracy; the learning procedure is the "Group-Study Plan", technic that unifies the method throughout the school. Its fundamentals are:

- (1) Self activity which connotes

¹E. R. Maguire. "Teaching Safety in the Junior High School", Mimeographed Booklet. New York City. Jan., 1939

(2) Freedom, and freedom carries with it the idea of somebody else's freedom and, therefore, leads to law, to courtesies, to social relationships.

(3) Socialization must connote

(4) Self-government. These four fundamentals, thus tied up with each other, make the method of teaching, and the method thus determines the character of the school life. All the fundamentals are pupil activity.

Self-government is one of the factors on the pupils' side of the pupil-teacher partnership. The teacher's contribution to the partnership consists of four organizations. He organizes: (1) subject matter; (2) the pupil personnel, as groups; (3) the time; and (4) the checks on the assigned work. Thus the Herman Ridder Junior High School has a working set-up in the Group-Study Plan, Appendix F (Page xii). The "Government", the laws of the school, are made by the student body, the Council of the "School City", which is itself an outgrowth of the method that has just been mentioned.

The law enforcing body of the Herman Ridder Junior High School is a School Court. The Mayor, Sheriff, President of the Council, and District Attorney are elected by student nominating conventions, and campaign speeches in the auditorium. It is followed by a dignified and important installation.

The Council is composed of the Class Presidents. They make the laws for the student body within the powers granted in the charter (which is given to them by the Principal) and their own constitution. This body meets weekly in the club period.

Penalties of the Court are on the point system--so many points for each offense. Loss of too many points means failure in what we call "Character", and failure in "Character" means loss of promotion or loss of diploma. "Character" is a major subject and the principal states, "I am the army and the navy behind the government."

The Traffic Safety Patrol of the school is a body of students selected for their physical height, their willingness to serve, and their dependability under punishment. They report for duty and "line-up" every morning at 8:10 and are on the job in the street until 8:45. They are on again at the two lunch periods and at the afternoon dismissal. They are partially uniformed with red caps and white Sam Browne belts for conspicuousness. They cover very dangerous corners where the entire school population crosses. They remain only at the curbs. They do not attempt to control vehicles. There are lights and a traffic policeman posted at the heaviest crossing, but there are lights alone at the other crossings.

At the completion of their tour of duty, the entire

squad forms inside the building for roll call and dismissal under their officers. A teacher is assigned to the administration of the squad. This teacher is released from other duties for this purpose.

Mr. Maguire summarizes his remarks with the following paragraph:

The effectiveness of any scheme which may develop in the Herman Ridder Junior High School is dependent upon its origin in the unity of the school. If it is "Character Education" or "Personality Development" or "Journalism" or what not, my plea is for a recognition of the fact that activities such as these, which are called "extra-curricular", cannot function fully unless they are impressions of school life. There is an integration that cannot be neglected. I mean for instance, that if the students obey the traffic safety patrol in the street, it is possible because they are accustomed to obeying their own leaders and officers everywhere in the school; and because they know through habituation that violation of the law is invariably followed by a penalty. Their attitude toward each other is determined by this. They become accustomed to receiving instruction and criticism from their peers. In fact, gracious acceptance of criticism is a part of the learning of democracy in the Group-Study Plan.²

This junior high school was organized before 1931 and has an enrollment of 2,700 students. They publish a newspaper, "Ridder News", whose editors are volunteers. The authorities of this school have dissolved no type of student participation that has been organized. The school policy is: "Democracy is our fundamental."

²Ibid.

Leominster Junior High School

Leominster, Massachusetts

Student participation in school control is not a mere experiment in the Leominster Junior High School. Most of their organized groups of pupil government have been functioning for more than nine years, and their student council has been organized since 1931. Members of the student council are chosen by election; the safety squad is appointed after a school civil service test is given to the pupils; the safety council is appointed; and the monitors, newspaper staff, and junior high clubs are volunteers.

School Motto: "Make the most of today."

School Creed:

A Leominster Junior High School pupil wants to become a fine man or woman, fine in scholarship and citizenship. He can do this by developing morally, mentally and physically in the following ways:

1. He is truthful and straight forward in his dealings with his classmates, his teachers and parents.
2. He is reliable and dependable at all times.
3. He shows good sportsmanship in all activities whether he wins or loses.
4. He participates as a leader or follower in student government to the extent of his position.
5. He obeys all the school laws understandingly, intelligently and willingly.
6. He does his own work, does it to the best of his ability, and has it done on time.
7. He builds up habits that will insure a healthy body.
8. He realizes that Leominster Junior High School will attain and maintain the standards and aims that he sets for himself.³

³Leominster Junior High School (leaflet).

The atmosphere of this school must surely be one of uplifting fellowship. Mrs. Wyman says that it is an established fact that where teachers and pupils labor together as comrades and friends, with the united purpose of developing character and citizenship, student government cannot fail to be a success.⁴

O'Keefe Junior High School has been practicing student government since 1923. The following is their purpose as stated in the printed pamphlet:⁵

We have student participation in the government of O'Keefe for several reasons. First, it develops character and sense of responsibility. Second, it teaches the form and activities of community government since our school government is modeled on national, city, and state lines. Third, the students, through organization, are a very material help to the school authorities in the management of our school.

The president of the student body presides over all assemblies and is responsible, generally, for the operation of student government. There are two requirements stated: he must be in the ninth grade; and he must average not less than "B" in his school work. Since the president is inaugurated in November and he graduates the following May, the vice president serves as president from September to November

⁴L. K. Wyman. Character and Citizenship through Student Government. Philadelphia, Pa: International Press, the J. C. Winston Co., 1935.

⁵O'Keefe Student Government, Atlanta, Ga.: O'Keefe Print Shop, Jan. 6, 1939. (Handbook)

of the following year. The vice president must come from the eighth grade, and he must have an average of "B" in scholarship.

Candidates for president and vice president are nominated by conventions. Each class in school sends two delegates to each convention. Class primaries instruct the delegates as to whom the school citizens wish nominated.. The candidates make campaign speeches in the school auditorium before the student body. The election is held on the first Tuesday after the second Monday in November. The school is divided into eight wards. All registered students vote in the ward in which their home room meets. Only students who have paid school fees may register. In the voting precinct, student officers check the registration lists and issue ballots to voters.

In April each grade elects officers; namely, governor, lieutenant governor, and secretary. These officers may be asked to preside at assemblies; and they are members of the Junior and Senior Courts. They received O'Keefe "O's" for satisfactory service for one year.

Wednesday before Thanksgiving is Inauguration Day. Upon this important day the students all march to the auditorium. An important government official in the state administers the oath-of-office to the newly elected president. The president then outlines to his classmates his plan for the government of O'Keefe.

A student cabinet is appointed by the president to assist him in the performance of his duties; they receive "O's" for satisfactory service. More than two hundred monitors assist in carrying out the laws of the school. They help keep order in the halls, cafeteria, yard, assembly, and wherever their services are needed. These monitors are appointed by the teacher-adviser upon the application of the student and upon the recommendation of the teachers. The monitors elect a president, vice-president, and secretary. Captains are appointed for the different divisions of the monitors' club. Gold pins are awarded for three years service, a silver pin for two years service, and an "O" for one year. The secret-service is a branch of the monitors assigned to duties as detectives or plain-clothes members of the force. They wear no armbands or badges. Class officers form the court which meets once a week in order to try the cases reported to it by the monitors and to pass sentences on the offenders.

In January the students test their proficiency in government by operating the school. The president operates the principal's office; the vice president is the assistant principal; and students, serve as teachers--on Student Day.

Ambassadors are appointed by the president. They are diplomatic representatives that are sent to other senior

and junior high schools of the city and contributing grammar schools. These students are guided by a group of teachers, the advisory committee: G. H. Slappey, chairman; M. R. Colvin; Mrs. W. Maddox; and W. M. Rogers.

O'Keefe Junior High School has an elaborate organization. Such a well organized system cannot be put into operation in a short time; it takes years of work; it requires the patience of well trained sponsors; an interested, sympathetic principal and faculty; and a student body that has requested the plan.

Central Junior High School--Kansas City, Kansas

Mr. R. C. Johnson, Principal

Central Junior High has an enrollment of 1350 students. All of their student participation groups except the newspaper were organized before 1931. The student council has one hundred ten members and ten of them belong to the safety council. Members of the council are elected by the student body; the home room pupils and newspaper staff are appointed; and the clubs are chosen by the students. At one time the Boys and Girls Club was dissolved in order to get a more elaborate organization. Mr. Johnson reports that student government has improved his building with the following achievements:

- a. Improved traffic
- b. Conducted assemblies

- c. Regulated lunch rooms
- d. Conducted campaigns
- e. Improved grounds
- f. Reduced theft

He further agrees with those who make these statements concerning student participation in school control:

- a. Should omit discipline
- b. Trains for leadership
- c. Establishes opportunity for cooperation
- d. Develops school spirit

Stanford Junior High School--Sacramento, California

Stanford Junior High School has a well organized system of student government which has been in operation for a number of years. The following achievements have been accomplished through pupil participation at that school:

- a. Improved traffic
- b. Conducted assemblies
- c. Improved attendance
- d. Raised scholarship
- e. Published newspaper
- f. Exercised disciplinary power

These statements express the adviser's opinion of student government:

- a. Trains for leadership and responsibility
- b. A necessity in a democratic country

- c. Establishes an opportunity for cooperation
- d. Develops school spirit

Stanford's School Motto is: "Give to the world the best you have and the best will come back to you."

Bronxville Junior High School--Bronxville New York

In the Bronxville Junior High School, student participation organizations have been functioning since 1931. The student council is elected by the school at large; the home room is called the advisory and its officers are elected. The staff of the "Junior Mirror", the school newspaper, is a group of volunteers. The following are achievements which have been accomplished through student government:

- a. Presided at assemblies
- b. Checked attendance
- c. Conducted courtesy campaigns
- d. Published newspaper

These are some opinions of student government as expressed by the principal:

- a. Should omit discipline
- b. Good even though activities are perfunctory
- c. Trains for responsibility
- d. It does not waste time or energy
- e. It places responsibility where it belongs

Charles O. Dewey Junior High School

Dr. Alexander Fichandler, Principal

This large junior high school is in Brooklyn, New York. The enrollment is two thousand students. The student council has a membership of sixty, and they are elected to this position. The safety patrol has a membership of one hundred fifty and they are appointed. Members of the newspaper staff and the clubs are volunteers.

The School Policy is: "Americans of Democracy"

Some achievements accomplished through student government are:

- a. Improved traffic
- b. Improved attendance
- c..Conducted clean-up campaign
- d. Beautified grounds
- e. Exercised disciplinary power
- f. Published newspaper

Dr. Fichandler believes that student government should not omit discipline; it is time and energy well used; and there is a real need for such organizations.

TABLE V. SUMMARY OF OTHER SCHOOL SYSTEMS

	Organized		Method of Choosing Members,		
	before 1931	since 1931	Election -	Appointment -	Volunteer
7 Student Council	4	3	6	1	0
6 School Boy Patrol	4	2	0	4	2
3 Safety Council	3	0	2	2	1
3 Building Monitors	3	0	0	2	2
7 Home Room	6	1	2	1	1
7 School Newspaper	4	3	0	2	5
7 Junior High Clubs	5	2	0	0	7

This table points out the popularity of certain organizations in other school systems; whether they were organized before or since 1931; and the method used in choosing members.

TABLE VI. ACHIEVEMENTS

	Yes	No
Improved traffic	6	0
Conducted assemblies	6	1
Regulated lunch room	5	0
Improved attendance	3	0
Conducted campaigns	5	2
Raised scholarship	1	1
Improved grounds	5	0
Reduced theft	4	0
Published newspaper	5	0
Exercised disciplinary power	5	0

This table represents the achievements accomplished in other school systems. Seven schools are tabulated.

TABLE VII. SUMMARY OF OPINIONS

	Yes	No
Should omit discipline -----	3	2
Good even though activities are per- functory -----	4	0
Trains for leadership and responsibil- ity-----	6	0
A necessity in a democratic country---	6	0
Wasteful of time and energy -----	0	5
No need for such organizations -----	0	5
Must come by evolution -----	4	0
They are efforts to shift responsibil- ity -----	0	4
Establishes an opportunity for coop- eration -----	6	0
Develops school spirit -----	5	0

Other school systems agree that student government is good but not perfect; it is recognized as a necessity in a democratic country; it establishes an opportunity for cooperation; it develops school spirit. These tables cannot be checked for correct numbers because every item was not answered by all schools, and some items were answered in two ways by the same school.

Student Council Associations

"Student Life", the official organ of student councils publishes interesting accounts of student activities. Councils in different parts of the United States form associations that convene annually. The Southern Association of Student Government met in its seventh annual convention at Dallas,

Texas in October 1938, The Pennsylvania Association of Student Participation in School Government held its fifth session in Du Bois in October 1938. The West Virginia Student Co-Government Association convened at Jackson's Mill in October. The Wisconsin High School Student Council Association met in Madison in November. Indiana has no such association, but such an organization could do much to encourage the different types of student participation, as well as, to solve many problems that arise.

Summary.---Junior High schools in different parts of the United States are practicing student government in its various forms and are emphasizing guidance in its several phases. Some schools have elaborate organizations which have been operated so long that they have become almost automatic. Their junior high organizations are older than the Indianapolis plan. (Compare Tables I and V., pages 53 and 70). According to Table V there is no outstanding popularity of one group over another, but they mention in their literature that the student council is the center of a well organized plan of student participation. In Indianapolis, the school boy patrol is the most popular group, building monitors rank second, and the student council is the least popular of the eight types of pupil government. Methods of choosing members, the achievements accomplished, and the opinions of the principals are

similar in all systems(See Tables I to VII). Junior high schools in the seven cities included in this study, are in separate buildings and have large enrollments. Indianapolis, with its small neighborhood junior high plan, carries on student participation much in the same way that the larger schools do. Educators say that the major object of public education in America is to train the younger generation to be good citizens, and they seem to think that the method best adapted to achieve this end is student participation in school control.

The following topics were then discussed in this report:

1. The types of student participation provided in the Indianapolis seventh and eighth grades under the program now recommended.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

In the preceding chapters, the history and development of student participation in school control has been briefly traced from early Greece to the present day. The types of activities which encourage pupil government in Indianapolis Junior High Schools have been described and their relation to guidance has been mentioned. Student participation organizations in the Indianapolis Junior High Schools have been compared with similar groups in some other cities in the United States. No claim is made that all such activities have been covered but that there are enough examples to give a representative picture.

The following topics have been discussed in this study:

1. The types of student participation practiced in the Indianapolis seventh and eighth grades before the program was reorganized.

2. Types of student participation functioning in the Indianapolis Junior High Schools now.
3. The types of student participation most popular in the Indianapolis Junior High Schools.
4. The relation between student participation and guidance.
5. Indianapolis Junior High Schools compared in student participation with some other school systems.

Conclusions

On the basis of data received from the Indianapolis Junior High Schools and cities in other parts of the United States, the following conclusions have been made:

1. Before the seventh and eighth grades were reorganized student participation was practiced in civics clubs. Later the school boy patrols, monitors, and newspapers were a part of the pupil government program. Some schools report that they had home rooms, councils, and clubs before 1931, but in the majority of cases these last three organizations have begun functioning since the Indianapolis plan for junior high school has been inaugurated.

2. Types of student participation which function in Indianapolis now are school boy patrol, monitors, clubs, home room, school newspaper, safety council, and student council.

3. The most popular types of student participation are the school boy patrol, monitors, and clubs.

4. There is a close relation between student participation and guidance. The teacher's job is to study the child, find his needs and aptitudes, and suggest activities which will give him practice. Student participation is an activity which gives him the practice.

5. The Indianapolis Junior High School Plan of organization compares favorably with other junior high schools in different parts of the United States. Membership in the organizations of all school systems is obtained in a majority of cases by appointment. The aims and purposes of the organizations as expressed in the mottoes, creeds, and policies are similar. The student council is the least popular of the groups for student participation in the Indianapolis Schools; while in other cities the council is the most popular. Junior High Schools in other cities are in separate buildings. Indianapolis does not have this building accommodation.

Recommendations

1. A full time Director of Student Activities should be employed for junior high schools with an enrollment of one thousand or more.

2. An adviser of student activities in the smaller

schools should be relieved of some of the class room duties.

3. A student council should be organized in every building that has a junior high school.

4. A Student Council Association should be organized in Indianapolis to encourage better practices in student activities.

Suggestions for Future Study

1. Make a study of student councils in the junior high schools of Indianapolis to discover why they are unpopular.

2. Compare the grades of student council members with the grades of other members of the class.

3. Make a survey of the publications in the Indianapolis Junior High Schools in order to study their types, administration, financing, make-up, and educational values.

4. Set up an experiment with a group of junior high students as a device for developing self reliance.

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COPY OF THE ORIGINAL TEXT

We will never be satisfied until, not only by
the aid of the Government, but even better, by
our own efforts, we will fight for the
rights and freedom of the people, both white and
black. We will stand for the laws, and in the
face of death will respect and preserve in those places
as the are given to equal to all those who are
under the shadow of the nation's name of white
and black. We will stand for all freedom, all
right and law, all justice, truth, and more beautiful than
it can be described to us.

APPENDICES

APPENDIX ONE

with words in the U. S. A. Book

1. I believe in liberty, equality, and the square
in dealing with the world that is so and being so.
2. I believe in freedom, and having the right to
life, liberty, and the pursuit of happiness.
3. I believe in giving the little bird when the are right.
4. I believe in love with no national spirit.
5. I believe in a free world with a world body.
6. I believe we have seen the last and only dignity,
and that is loyalty to the American people.

Dr. E. E. Rosten and Elizabeth, The United Negro College
of the University, 1911 - Revised 1950, 1951, 1952.

APPENDIX A

OATH OF THE ATHENIAN YOUTH

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

ROOSEVELT CREED

--As used in the R. J. H. S.--

1. I believe in honesty, sincerity, and the square; in making up one's mind what to do and doing it.
2. I believe in fearing God, and taking one's own part.
3. I believe in hitting the line hard when you are right.
4. I believe in hard work and honest sport.
5. I believe in a sane mind in a sound body.
6. I believe we have room for but one soul-loyalty; and that is loyalty to the American People.¹

¹W. M. Proctor and Ricciardi, "The Junior High School." Stanford University, Cal.: Stanford Univ. Press, 1930. P. 219.

APPENDIX B

OATH OF OFFICE

The School Boy Patrol

I pledge, that I will not take advantage of my position to lord it over others, nor will I allow them to impose on me. That I will obey the instructions given me in the manner of handling traffic, will pay strict attention to business, and will not play while on duty. That I will so conduct myself while on duty as a member of the Junior Traffic as to be a credit to the uniform I wear and trust reposed in me by the principal of my school and by the Chief of Police.²

SCHOOL SONG

"NUMBER THIRTY SEVEN"

On a hill high up near heaven,
Beautiful to see,
Stands our glorious Thirty-seven
Hail! All hail to thee!

Chorus

Thirty-seven, Thirty-seven!
To you we'll be true;
Hail! Hail! Our Thirty-seven,
We love you.

Thing of beauty--joy forever!
Precepts high you give.
Our aim--to forget them never;
Up to them we'll live.

Fleeting years may come and vanish;
But whate'er our fee,
From our minds w'll never banish
Tender thoughts of thee.³

²Ibid, p. 214

³Tune: "On Wisconsin". Words were composed by the late Hazel Hart Hendricks, principal of School No. 37 from September 1927 to September 1935.

Standard Rules for Operation of School Safety Patrols



Patrol Boy holds children on sidewalk while vehicles are passing. (See Rule 7.) He is wearing the standard Sam Browne belt.

1. **Function.** The function of the school safety patrol is to instruct, direct and control the members of the student body in crossing the streets at or near schools. Patrols should not be charged with the responsibility of directing vehicular traffic, nor be allowed to do so, other than signalling to a motorist who approaches the crossing after the student pedestrians have left the curb.

Note: Patrols need not and should not, therefore, be recognized by city ordinance. They must not be termed "police" nor organized as such. When a patrol member raises his hand to warn a motorist approaching a group of children who are crossing the street, he is not directing or controlling the motorist, but merely calling his attention to his obligation under the law to respect the rights and safety of pedestrians at crosswalks.

An important function of school safety patrols is to instruct the school children in safe practices in their use of the streets at all times and places.

APPENDIX D

RULES
FOR
SAFETY

APPENDIX E

SCHOOL MOTTOES--INDIANAPOLIS JUNIOR HIGH

"We children of the nation now, from inland and from shore,
A song to new America with grateful hearts outpour,
We pledge to her our loyalty and service evermore,
And wisdom crowns our years"--Charity Dye

"Lift as you climb."

Lincoln: "I will study and get ready, and maybe
the chance will come."

"Compete with yourself--Cooperate with others."

"Pride of the Northside. We aim to be the pride
of the Northside."

"Do your best."

"Our Junior High second to none."

"Come children, let us live with our children."

"Learning to live."

"School life is a normal situation. Live it as such."

"Not failure but low aim is crime."

"It can be done."

APPENDIX F

INDIANAPOLIS JUNIOR HIGH CREEDS--POLICIES

"To give the children encouragement and training in self direction."

"Always do right."

"We believe in freedom but no license; in cultivation of a personal self control and growth. We believe in happy pupils and happy teachers working in a social group."

"A democratic group who believes in cooperation among teachers and pupils, and among pupils themselves."

"To have every child growing mentally and spiritually at his own speed and to have every child happy."

"Fairness on the part of teachers and school as well as children."

"What have you done today to make this world a better place in which to live."

"Our Father help us to be truthful, honorable, loyal citizens. Help us to do our work so faithfully that we may be an honor to our school, our city, our country, and our flag."

"I believe in the modern, progressive education ideals, --that the children learn through their own activities, that school must be democratically conducted to develop citizens for a democracy, that development of character with right attitudes and habits is as important as the acquisition of knowledge."

"Constructive discipline. If we can develop right attitudes, everything else will come naturally provided we are dealing with normal boys and girls."

"Education for every child according to his ability. Determine individual ability--set tasks to fit it and see that it is done to the best of his ability."

"This is my work--my blessing, not my doom. Of all who live, I am the only one by whom this work can best be done."

"If it is right--do it."

"To develop self control and initiative in each child."

THE GROUP-STUDY PLAN

Guide Lines in Supervision and Observation

The HERMAN RIDDER JUNIOR HIGH SCHOOL

EDWARD R. MAGUIRE, Principal

Boston Road at 173rd Street

New York City

37 BOOSTER

Vol. 4 No. 2

Published and Printed by the Pupils of School No. 37
East Twenty-fifth and Temple Ave., Indianapolis, Ind.

May 1937

**Our Traffic Squad**

The children in Room nine decided that the boys on the 1939 Traffic Squad are the best that we have had for a long time. They found these boys possessed many of the following qualities: obedience, honesty, respectfulness, courteousness, truthfulness, self-control, kindness, thoughtfulness, and cleanliness. The leaders show these qualifications and the rest are made stronger by association. This year there are many small boys on the squad, showing that size is not considered in their choice. We hope that all the children will obey the traffic officers and become better citizens.

FIELD DAY—SCHOOL NO. 37
—MAY 26—5 P. M.

* * *

Safety Hint

"You'll never reach 70 doing 70."

Training Camp

The third annual School Safety Patrol Officers Training Camp will be held at the Indianapolis Boy Scout Reservation August 26 to September 1, according to the present plans. Each school is requested to send to the Camp, three boys who will serve as officers of the Safety Patrol next fall.

* * *

An Invitation

Dear Parents:

We are studying about our community. We are learning how the community provides protection for us. All the children are helping to make a frieze for the exhibit. This frieze shows children playing in a safe place. You must come to see it when we have our safety exhibit.

Yours truly,
Children of Room 2.

APPENDIX I

C O P Y

INDIANAPOLIS PUBLIC SCHOOLS

INDIANAPOLIS, INDIANA

OFFICE OF THE SUPERINTENDENT

March 15, 1939

To Elementary School Principals:

Mrs. Hattie Redford of School #37 has selected for the subject of her master's thesis at Butler University, "Student Participation in School Control in the Junior High Schools of Indianapolis."

In order to secure data to make this study, Mrs. Redford has prepared a short check questionnaire which she is sending to each elementary school principal.

Information compiled from this study should be interesting and valuable to the Indianapolis schools and Mrs. Redford has kindly consented to make this summary available to any principal who expresses a desire for it, on the questionnaire.

H. L. Harshman
Director of Administrative Research

APPENDIX J

1254 West 25th Street
Indianapolis, Indiana
March 9, 1939

School Number _____

Indianapolis, Indiana

Dear Principal:

Student participation in school control has caused much controversy among educators.

You, as principal of a junior high school, no doubt have experienced a great desire to tell of the successfully organized plan of operation at your school or to talk with other administrators about the weak points of the plan. As a junior high school teacher and a student at Butler University, I am making a study of "Student Participation in School Control in the Junior High Schools of Indianapolis, Indiana."

The enclosed questionnaire has been sent to all junior high schools in the city, and it is hoped that with your cooperation, the popularity, success, and value of the organizations, may be determined from an administrator's point of view.

Upon completion of this phase of the investigation, it is my desire to compile the results and send a copy to the principal of each junior high school.

Yours truly,

(Mrs.) Hattie M. Redford

APPENDIX K

QUESTIONNAIRE

STUDENT PARTICIPATION IN SCHOOL CONTROL IN THE JUNIOR HIGH SCHOOLS OF INDIANAPOLIS, INDIANA

By student participation is meant the plan by which the pupils who attend a certain school are given an opportunity to cooperate with the teachers in managing that school's affairs.

1. Please check the forms of student participation in operation at your building.

Name of Organization	Organized		The Special Name
	before 1931	since 1931	
Student Council			
Safety Squad			
Safety Council			
Building Monitors			
Home Room			
School Newspaper			
Junior High Clubs			
(Other Organizations)			

2. How are members of the organizations chosen? (Place check mark)

	Election	Appointment	Volunteer
Student Council			
Safety Squad			
Safety Council			
Building Monitors			
Home Room			
School Newspaper			
Junior High Clubs			
(Other Organizations)			

3. Have any forms of student participation been dissolved since 1931?

Yes _____ No _____

4. What forms were dissolved? _____

- Why were they dissolved?
- To get a more elaborate organization ()
 - Did not work well ()
 - Lacked organization and objective ()
 - Was faculty dominated ()
 - Had too many powers ()
 - Faculty out of harmony ()
 - (Other reasons)

(Questionnaire continued)

STUDENT PARTICIPATION IN SCHOOL CONTROL IN THE
JUNIOR HIGH SCHOOLS OF INDIANAPOLIS, INDIANA

5. Have any of the following achievements been accomplished through student participation in your building? (Place check mark in "Yes" or "No" column.)

	Yes	No
'Improved traffic	()	()
'Conducted assemblies	()	()
'Regulated lunch room	()	()
'Improved attendance	()	()
'Conducted campaigns		()
'Health	()	()
'Thrift	()	()
'Courtesy	()	()
'Clean-up	()	()
'Good English	()	()
'Raised Scholarship	()	()
'Improved grounds	()	()
'Reduced theft	()	()
'Published newspaper	()	()
'Exercised disciplinary power	()	()
(Other achievements)		

6. Do any of the following statements express your personal opinion of student participation in school control in junior high schools? (Place check mark in column "Yes" for the ones expressing your personal opinion and in column "No" for the ones that do not.)

	Yes	No
'Should omit discipline	()	()
'Good even though activities are perfunctory	()	()
'Trains for leadership and responsibility	()	()
'A necessity in a democratic country	()	()
'Wasteful of time and energy	()	()
'No real need for such organizations	()	()
'It must come by evolution	()	()
'They are efforts to shift responsibility	()	()
'Establishes an opportunity for cooperation	()	()
'Develops school spirit	()	()

7. What is your school motto?

8. What is your school creed or policy?

(Questionnaire continued)

The following questions were added to the questionnaires that were sent to school systems in different parts of the United States:

Do you have junior high schools? _____

Are grades one to eight in the same building? _____

Are grades seven and eight in a junior high school building? _____

Is grade nine in the senior high school? _____

If your set up has not been named, please explain.