

INDIANA STATE TEACHERS COLLEGE

Contributions of the Graduate School

Indiana State Teachers College

Number 5

THE PROBLEM OF CLEANMINDEDNESS AMONG SECONDARY
PUPILS AND SOME OF THE FACTORS AND METHODS
INVOLVED IN MORAL GUIDANCE

By

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Submitted in Partial Fulfillment
of the Requirements for the
Master of Science Degree in Education

June, 1929

ACKNOWLEDGMENTS

To the principals and instructors who aided in gathering data, the writer makes special acknowledgment. To the instructors of Indiana State Teachers college the writer wishes to express appreciation for encouragement and valuable suggestions. To Professor Earl E. Ramsey, under whose direction the study was made, the author wishes to acknowledge grateful appreciation for his unfailing interest and his searching and constructive criticisms. Without his guidance the study could not have been brought to a successful conclusion.

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I. INTRODUCTION

A. REASONS FOR THE STUDY

The many javelins that have been hurled at the actions of high school pupils, and the many questions which intimate that the high schools are failing in the field of character building have aroused a nation-wide movement for the purpose of improving the moral standards of our youth. Educators are meeting in conferences to find a solution. Magazines are printing many articles pertaining to morals and character. Psychologists and physicians are trying to determine the influence of the various glands of the body upon the moral attitudes. The work of Judge Baker is an illustration of the attempts made by court officials to find corrective methods of dealing with youthful criminals. Religious leaders are showing a great deal of interest. Many research workers are in the field. All for the purpose of aiding pupils to form habits and ideals that will meet the requirements of clean moral standards.

In a thesis written by Madison Love Perkins it is found that the moral content of the material in readers has in the pentad from 1916 to 1920 been only 3 percent. From 1911 to 1915 the moral content was 29 percent. From 1831 to 1919 it never rose above 36 percent while in the same period of years, it twice dropped to 5 percent. At the beginning of the

1. Charters, W. W. The Teaching of Ideals. p. 1

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nineteenth century the moral content was 90 percent.² This shows the decline in the use of the indirect method of teaching morals. Many people think this gives a clue to the situation as it is found today.

Thomas Golightly has made an extensive study of the attempts that are being made by the various states to solve the problem. He discusses the various viewpoints of teachers and administrators. He investigated the methods that are being used and also summarized the legal moral requirements of the various states. The use of codes and the work as carried on by extra-curricular activities is given due consideration.³

Investigators who are studying the problem in a scientific way report that physiology and the allied sciences have evolved devices which measure the physiological variables of the bodily organs and glands. Sociology and psychiatry have contributed the case method of investigation and hope to establish facts from the results obtained. Psychology has devised many tests which may be divided into three classes; (1) tests for moral intelligence, (2) tests to measure dynamic factors in character, (3) tests to measure actual conduct or behavior tendencies. The use of tests for moral guidance is still in its infancy and is not yet able to give much of practical use.

2.

Golightly, T. J. The Present Status of the Teaching of Morals in the Public High Schools. p. 2.

3.

Ibid. Chapter XI.

The problem is well shown in the following quotation:

"Too often the issue is befogged by a failure to distinguish between the teaching about morals and developing character that will bear fruit in moral action. Consequently we have subsidized bureaus which hope to bring about character education by treating our pupils with homeopathic doses of morality pictures, propagandists who want them indoctrinated with a motley collection of reform ideas, pious prelates who prate about the moral uplift of formal Scripture lessons, and commercialized agencies who distribute trite mottoes to be hung on the walls of the school rooms. In general, it may be concluded that while knowledge may prepare for citizenship, only socialized character can live it; while Biblical instruction is worth giving, it is quite another thing to inspire a Christian life; that a knowledge of the fine arts is worth imparting, but it will not guarantee cultural taste; and that it is much easier to preach public welfare than to inspire the sacrifice necessary to bring it about."⁴

The purpose of this study is to learn the pupils' viewpoint of the influences of the practices now in vogue, to draw conclusions, if possible, as to which of the methods are thought more successful, and to determine what steps they would advocate for improvement.

B. SECURING THE DATA

The data were secured by means of a questionnaire. The

4.

Smith, Walter R. Principles of Educational Sociology.
Houghton Mifflin Company, Chicago. p. 70

first section concerns the environment and the various factors as now found in the schools. The second section deals with questions that are to determine to some extent the standards that are now being formed, and with the pupils' viewpoints of adolescent problems and their solutions.

Of the 1,100 questionnaires sent out, 793 were returned and used in the tabulations. The method used was to send a group of questionnaires to the principal and ask him or an instructor to administer them. No instructions were to be given with the exception that children be asked to answer truthfully. As far as the writer was able to follow the work the conditions were strictly adhered to. In the high schools no student with less than junior standing was permitted to answer. In colleges the questionnaires were given to freshmen who entered in the fall of 1928. However in this group there were a few students, probably not more than 10, who were not high school graduates of 1928.

An effort was made to get four geographical districts, but the returns reduced this to three. Indiana State Teacher's College furnished 434 returns and the region around Terre Haute, Indiana may be considered as one district. Baldwin-Wallace College of Berea, Ohio furnished 101 returns. This college with the region around Cleveland, Ohio may be considered the center of another district. The schools of Evansville, Indiana sent in 180 returns, and Evansville may be considered the center of the third district. Curco and Stendal, both of Indiana,

were chosen as rural schools. The number of schools represented in the college returns is 207. It is evident that from a large number of these only one or a few returns were obtained. Consequently ten returns from a school was considered a representative number. The general field from which the data were secured is shown in Table I. The divisions as to cities, towns, and rural schools were based on the classification found in the Indiana School Directory. In most instances the returns from other states were from cities over 5,000 population. The 13 schools designated in the table as from other states are from Alabama, Kentucky, Michigan, New York, Kansas, Tennessee, and Wisconsin. The word, undetermined, refers to 5 returns in which the name of the school and its address were not recorded.

TABLE I.

SCHOOLS FROM WHICH DATA WERE SECURED

Name and location of school	Boys	Girls	Total
Schools with ten or more returns			
Central, Evansville, Ind.....	42	28	70
Cuzco, Cuzco, Ind.....	5	5	10
Garfield, Terre Haute, Ind.....	17	21	38
Glenn, R.R.E., Terre Haute, Ind.	6	4	10
Normal Training, Terre Haute, Ind.	5	6	11
Reitz, Evansville, Ind.....	44	58	102
Stendal, Stendal, Ind.....	14	8	22
Valley, West Terre Haute, Ind...	21	33	54
Wiley, Terre Haute, Ind.....	31	49	80
Berea, Berea, Ohio.....	7	4	11
Lakewood, Lakewood, Ohio.....	6	8	14
West Technical, Cleveland, Ohio.	11	1	12
Total.....	209	225	434
Summary of schools with less than ten returns			
Indiana, rural (71 schools).....	44	62	106
Indiana, town (15 schools).....	8	14	22
Indiana, city (61 schools).....	45	89	134
Ohio, (42 schools).....	16	41	57
Illinois, (10 schools).....	7	15	22
Other states (7 schools).....	4	9	13
Undetermined.....	3	2	5
Total.....	127	232	359
Grand Total.....	336	457	793

Whenever a reference is made to a district a number code will be used. If a reference is made to a school a letter code will be used.

C. THE QUESTIONNAIRE

The following questions give the content of the questionnaire.

HOW DO HIGH SCHOOLS EFFECT CLEANMINDEDNESS?

High School..... P.O. Sex

Cleanmindedness in a student is shown by living a clean life, by choosing good companions, by advocating high moral standards, and by trying to live up to his ideals.

1. Is your community free from theft? Betting? Profanity? Vulgarity? Gambling? Bootlegging?
2. Is your school free from theft? Betting? Profanity? Vulgarity? Marks on buildings? Degarding stories? Rowdyism?
3. How many teachers have you had that caused you to have a cleaner mind? By what method or methods?
4. How many teachers have you had that caused you to have lower moral ideals? In what way or ways?
5. Has a character building drive been made in your school? If so, what phase impressed you most?
6. Did individual conferences with teachers encourage clean-mindedness? If so, give specific instance.
7. What book would you name as suggestive of higher morals?
8. What books have you read the moral tone of which was bad?
9. Did you participate in the following organizations? Was the influence good or bad? Athletic team? Hi-Y? Blue Triangle? Boy Scouts? Campfire Girls? Glee Club? Orchestra? Social Studies Club? Math Club? Agriculture Club? Dramatic Club?
_____ Club?

10. Do you think the average student desires cigarettes?
Petting parties? Loafing? Swearing? Getting by? Rowdyism?
11. Would you hesitate to copy on examination if the opportunity presented itself?
12. Do you regard strict discipline or lax discipline as the better?
13. Briefly give a suggestion that you think will improve cleanmindedness in high school pupils.
- 14r Is fear an aid to cleanmindedness?
15. Can an immoral person be a good citizen?
16. Briefly state your own greatest problem in regard to cleanmindedness.

One of the difficulties encountered was to find terms adapted to the adolescent age. The word cleanmindedness was chosen, not only for its suggestibility but also for the purpose of giving the students some definite line of thought. The word moral is more commonly used, but the term has such a variety of meanings and definitions that the results would be more apt to be affected by local color. Dr. Max C. Otto of the University of Wisconsin relates the following incident which will explain the situation. He asked a class of 35 members for volunteers to write their ideas on the subject of morals. To his surprise only 1 student volunteered. He asked a class of 452 to volunteer to write a paper on the conception of the soul and what part it played in life. In this instance 448 expressed their willingness. A year later he asked a class of 125 to write their ideas concerning morals

and only 15 volunteered. He could not understand why pupils who were usually very willing to do this kind of work should fail to respond on the question of morals. After reading the 15 papers he found that 14 of them related entirely to sex.⁵ The replies would indicate that the word moral for the adolescent is almost wholly narrowed down to the sex element. However the word moral was used in the definition in connection with ideals for the reason that a more appropriate word could not be found. It is also used in question 8 because it is believed that teachers use the term quite often in connection with reading material.

The definition was given the tone of action because it was aimed to meet more thoroughly the general line of thinking as it is carried on in the adolescent age. Though it is composed of four distinct phases it was hoped that these might blend in the pupils' minds and not cause answers to be divided on this bases. The replies indicate that few answers were based on this division.

In questions asked for the purpose of comparison and also for determining the pupil's opinion, nearly all activities are negative in character. Apparently, negative terms have a more definite meaning, especially to the adolescent, and it is possible to obtain a better basis for comparison. However in work relating to teachers, books and curricular activities, the positive as well as the negative was given full consideration.

5.

Building Character, Proceedings of the Mid-west Conference on Parent Education, pp. 219, 220

Although religion was the determining factor of moral standards for many years, no direct reference was made to it because this phase is still largely in the control of the church. The course of study was omitted with the exception that it is reflected in the questions referring to reading material and the possibility of an immoral person being a good citizen.

II. THE PRESENT STATUS OF THE TEACHING OF CLEANMINDEDNESS

A. AGENCIES OF RESEARCH

The importance of the problem of moral guidance is indicated by the number of organizations that are taking active part in its study and by the many conferences that have used cleanmindedness as the principal topic for discussion. It is impossible to know which organization or institution is doing the most. It is also impossible to name all that are making extended studies in research. However, to form an estimate of what is being done and also to obtain some knowledge of the problems connected with this study, a few of the leading agencies will be named. They are not named in any order as to amount of work done, but have been chosen to show the many walks of life that are interested in the problem.

1. The Home

This institution is the most vital of them all, but the industrial situation has lessened its influence. In the past much of the work was done with father and son laboring side by side, but today the opportunities for such cooperation have been considerably lessened. Many mothers are forced to earn a livelihood and the daughter's training suffers accordingly. Formerly, chores were a part of the child's daily routine and helped to develop a feeling of responsibility, but today leisure time is a serious problem.

Lack of knowledge is the outstanding factor but even in its own way the home is experimenting with the problem and its findings are circulated through the various avenues of communication. In recent years magazines, through question-and-answer

columns, are giving these findings more publicity. The method is one of trial and error and its findings are probably of minor value as far as obtaining material for the high school curriculum. Nevertheless it is the most important factor as far as the pupil is concerned.

2. The Church

The church has been a most influential agency in the past, but in recent years it is failing to reach large masses of our children. It is commonly understood that the Protestant Church to-day is not reaching more than one-fourth of our youth. Many of those supposedly under the influence of the church attend so irregularly that no organized knowledge of morals is obtained. In view of these facts it becomes evident that the teaching of cleanmindedness had added a burden of responsibility to the many duties of the school.

3. The Character Education Institution

This organization is located at Washington, D.C. It is endowed and its field of research is not only national but international in scope. In 1917 this institution offered the sum of \$5,000 for the best morality code. The winner of this contest was William J. Hutchins of Berea College. The Hutchins' Code is composed of the following laws:

- The Law of Self-Control
- The Law of Good Health
- The Law of Kindness
- The Law of Sportsmanship
- The Law of Reliance
- The Law of Duty
- The Law of Reliability
- The Law of Truth
- The Law of Good Workmanship
- The Law of Teamwork
- The Law of Loyalty

Under each of these headings is a short statement explaining and supporting it, for example, under the Law of Self-Control is the statement: "I will control my tongue, and will not allow it to speak mean, vulgar, or profane words. I will think before I speak. I will tell the truth and nothing but the truth."

The institution also issues two other copies, one by Caroline M. Brevard, and one by Vernon P. Squires. Both of these have been planned for high school use.

In 1919 this institution offered an award of \$20,000 for the best plan of moral education. In order to effect group thinking, the right to compete for this prize was limited. Groups of nine "Character Education Collaborators" were established in nearly all of the states. The Iowa Group under the chairmanship of Dr. Edwin D. Starbuck was the winner. The plan is known as the Iowa Plan. It outlines the following points: (1) the goal, (2) the organization and control of the school, (3) some ways of preserving, directing, and exercising the entire integrity of the child, (4) fitting the methods and materials to the child's development, (5) a moral curriculum with a progressive plan, a drive, and a goal, (6) moving progressively towards the objective, (7) the curriculum by years, (8) measurements of progress and attainments, (9) the teacher and her preparation, (10) cooperating agencies, (11) conclusions.

⁶ McKown, Harry C. Extra-Curricular Activities, The MacMillan Company. New York p. 197

⁷ Ibid. p. 198

Copies of the Hutchins' Code and the Iowa Plan have been sent to many high schools in the United States. How extensively they are being used is not known, but they have been referred to by many administrators and lecturers.

Out of the many codes and other information obtained by the institution there was produced what is called, "The Five-Point Plan". The five points and their ratings are

8
as follows:

- | | |
|-------------------------------|--------------------------|
| 1. Uncle Sam's boys and girls | Thirty percent emphasis |
| 2. Children's Morality Code | Fifteen percent emphasis |
| 3. Character diagnosis | Fifteen percent emphasis |
| 4. Character projects | Thirty percent emphasis |
| 5. Report to parents | Ten percent emphasis |

The first point has to do with the organization of a club that permits student participation in the activities of the room. The work of point two is to form centers around the Children's Morality Code, and to discuss some item of the code each day. Point three deals with the teacher's diagnosis of the pupil on a "character chart". "Character projects", in point four are projects to be carried out by the club for the purpose of forming habits in accordance with important moral ideals. Point five has to do with the report sent to the parent. This report includes a marking on the social as well as the intellectual development of the pupil.

5. The Religious Education Association

This is a non-denominational organization with headquarters at Chicago. Any person interested in the promotion of morals

8. Ibid. p. 200

may become a member. Its magazine is Religious Education and is rated highly as an influential agency in moral work. Many noted educators are listed as speakers at its conferences and the work of the association is closely affiliated with educational systems.

6. The National Educational Association

This organization probably reaches more teachers than any of the others named. For years it has exhibited an active interest in character education but in 1924 a special department for character education was created. Its publications give many illustrations of what has been done in the school room.

7. The Societies for Ethical Culture

These are found in several of the large cities of this country. Though they are independent of each other they send delegates from one to the other and work co-operatively. The purpose is to form centers for those people who have lost their attachment to traditional creeds and who still desire to aid the promotion of moral development. "It holds that moral ends are above all human interest and that the authority of the moral law is immediate and not dependent upon religious belief and philosophical theories"⁹

8. The Research Station in Character Education and Religious Education of the University of Iowa

This station is conducting an inquiry along several lines. Much attention has been paid to the objectives of character

⁹ New International Encyclopedia. Vol. XXI, p. 247.

which will help in determining the curriculum. Its program is briefly outlines as follows: (1) the discovery of elements, mental and social, which are involved in character, (2) the use of comprehensive and other tests to determine the adaptability of various materials to the maturity of the pupils, (3) controlled observation and testing to determine the relative values of various methods of appeal, (4) the preparation of bibliographies of the best character materials in order to enrich the program of the public and church schools.

9. National Christian League for the Promotion of Social Purity.

This organization is not striving so much for research work in curriculum building as it is in seeking to bring young girls into moral surroundings. Its aim is:

- To prevent the extension of vice;
1. By dissemination of literature.
 2. Supplying physical needs to those who are being rescued from, or who are dangerously near to vice.
 3. Establishment of homes for working girls.

10. The Collier's Moral Code for Youth.

This code was published in 1925 in Collier's, The National Weekly. The leading topics of the code are: courage and hope, wisdom, industry and good habits, knowledge and usefulness, truth and honesty, healthfulness and cleanliness, helpfulness and unselfishness, charity, humility, reverence, faith, and responsibility.

This was the work of thousands of educators, professional workers, and business men and women in an effort to find the fundamental precepts of right living upon which all men are

practically agreed. This code was sent to many schools but again the extent of its use is unknown. But it is typical of the efforts that are being made to find the best methods of teaching the subject.

There are many other attempts in the field but those names above are probably the outstanding ones. Most of them are directly concerned with drafting a course of study that will bring results. As information direct to the student its value is limited because very little of the literature is finding its way into the hands of the pupils, and the part that does is of a character which does not appeal to the adolescent mind. But it is being read by teachers and probably is beneficial in an indirect manner. Less than one-fourth of the states have made legal requirements as far as course of study is concerned. Apparently they are waiting to find what may be considered a safe method of approach.

B. HOW SHALL CLEANMINDEDNESS BE TAUGHT?

1. Indirect instruction

By this method no particular emphasis is placed on the moral content contained in the subject matter of the various school subjects. The pupils are supposed to assimilate the content that applies to cleanmindedness without direct application being made by the instructor. Instruction in morals is not included in the curriculum of the schools. Teachers teach the various subjects for the purpose of acquiring their inherent knowledges and skills, and neglect the moral issues

and outcomes that are imbedded in the material.

2. Direct instruction

This method consists of giving the pupil instruction in definite character traits. He is urged to adopt these traits as his standard or ideal. Materials and activities are outlined under such heads as civics, character education, or moral guidance. The teacher has in mind a definite list of characteristics which should be in the process of development. She carefully analyzes the various traits and tries to discover activities that will be a stimulus to the traits under consideration. In most instances this demands text material and it may be difficult to find various traits that will be accepted by all communities as essential.

3. Extra-curricular activities

Although extra-curricular activities have been in use for many years it is only recently that their possibilities for the making of clean minds has been given much attention. People especially interested in this work recommend it highly. Arthur L. Trester, Permanent Secretary of the Indiana High School Athletic Association says, "Extra-curricular activities offer more gripping and more vital ways of forming character than do the regular subjects in the curriculum".¹⁰

These activities are urged for the following reasons: (1) elements of character are placed in the field of trait action; (2) ample opportunity is given for the building of habits; (3) the gregarious instinct is utilized; (4) many

10. Report of the State Conference on Character Education. State Department of Public Instruction, Indianapolis, Indiana. 1926 p. 29

opportunities for expression are offered; (5) character training is made of greater consequence due to the interest of the public; (6) situations are created and pupils are shown how situations should be met; and (7) full use is made of the emotional elements.

a. High School Athletics

Athletics consist of the various games and activities used by physical training instructors. Basketball probably is the most widely used, although football, track, and baseball also receive much attention. State and national tournaments bring forth a great deal of interest and the opportunities in each activity for the teaching of cleanmindedness are large. The boys who win positions on the teams make wide contacts and socially the results are very valuable. The officials of the organizations urge sportsmanship and fair play, but without a doubt if a championship is in sight, many tactics, the cleanmindedness of which is questionable, are taught. Intramural games reach many pupils and give opportunity for forming habits of cleanmindedness. Emphasis is placed on physical cleanliness and teamwork. In many cases athletics will help pupils to choose better friends. In nearly all high schools, athletics make provision for spending leisure time. Nevertheless it must not be forgotten, that though the opportunities for teaching cleanmindedness are great, the success of the moral element lies largely in the hands of the coach.

Many people object to athletics on the grounds that they are most intensive with pupils that least need the training. Others find fault because athletics are being commercialized. But the fact that approximately 750 schools in the state of Indiana took part in the race for the champion basketball team, shows the extent of the activity.

b. The Hi-Y

The Hi-Y is a Christian movement fostered by the Young Men's Christian Association. The movement is widespread especially in urban schools. In some instances the moral program of the school has been placed in the hands of this organization. The general motives are shown in the following outline:

11

The Purpose:

To create, maintain, and extend throughout the school and community, high standards of Christian Character.

The Slogan:

Clean living, Clean speech, Clean athletics,
Clean scholarship.

The Dynamic:

Contagious Christian Character.

The Objectives:

Health betterment, mind acquirement, soul enlargement, social advancement, and service achievement.

The Activities:

Bible study and life problems.
Campaigns with talks and help from outside.
Life work problems, vocational guidance.
Topic discussions.
Unselfish tasks.
Camp conferences and institutes.

11.

McKown, H. C. op. cit. p. 487.

The Blue Triangle or Girl Reserve is very similar to the Hi-Y in character and is sponsored by the Young Women's Christian Association. The control of these organizations is largely in the hands of the school administrator. There is danger of misunderstanding arising between the school administrator and the outside advisory council. Other dangers are the developing of secret societies, or causing friction between denominational groups.

c. The Boy Scout Movement.

This movement is one of character building, of citizenship development, and leisure time activities for boys. Its working unit is the troop. The local control is largely in the hands of a committee which supports the troop. The work is graded and the advancement of the boy is classed as tenderfoot, second, or first class. Various merit badges are used to designate the rank of the scout. The work is well organized and in some places has been linked with the public schools. Its program is educationally sound and capitalizes the physical and psychological advancement of the boy.

12

The Scout Oath: On My Honor I Will Do My Best

1. To do my duty to God and my country, and to obey the scout law.
2. To help other people at all times.
3. To keep myself physically strong, mentally awake, and morally straight.

The Scout Law.

1. A scout is trustworthy
2. A scout is loyal
3. A scout is helpful
4. A scout is friendly

12.

Official Hand Book of the Boy Scouts of America. New York. National Headquarters, Boy Scouts of America. pp. 33-35

5. A scout is courteous
6. A scout is kind
7. A scout is obedient
8. A scout cheerful
9. A scout is thrifty
10. A scout is brave
11. A scout is clean
12. A scout is reverent

The Scout Motto:
Be prepared.

The Scout Slogan:
Do a Good Turn Daily.

The girls have similar organizations in the Girl Scouts and the Campfire Girls. The general plans of these are similar to that of the Boy Scouts. The purpose of the Girl Scouts organization is to occupy the mind and time of the adolescent girl by teaching her through play the elements of home making, of building a strong body, and of becoming a good citizen. The purpose of the Campfire Girls is to find romance, beauty, and adventure in the everyday things of life. Both have won extensive recognition and are easily connected with school activities.

d. Miscellaneous.

Other phases of this kind of work are the school paper and the school annual. Clean and correct language can be given an impetus, and ample opportunity for cleanminded items, jokes, and stories presents itself. In smaller schools the expense item becomes burdensome. Nevertheless contributors, editors, and managers realize the need of expression and social experience.

Dramatics demands a detailed discussion of the various characters in the selection under consideration and forms the

foundation for careful and analytical case study. It offers vast opportunity for originality, expression, and teamwork. Its lessons are learned not only by those taking part in the play but also by the auditor. It is one of the most widely used forms of all extra-curricular activities.

Music as extra-curricular is found in the glee club, orchestra, and band. Native abilities limit the number of pupils that can take part. But music is capable of striking the chord of appreciation. Its emotional forces are unlimited and are being used in rural as well as urban schools.

Many other clubs have been organized. But most of them are connected with some subject of the curriculum and hence the subject matter becomes the more important element. Assembly programs, out-of-school lectures, moving picture films, lyceum entertainment, and school fund activities are being heralded as aids to cleanmindedness. In nearly every instance the method is indirect and the results depend on those in control.

e. Student participation in school government.

This includes the various forms of student government, student council, student senate, cabinet, welfare committee, school congress and other organizations that facilitate student participation. The systems vary in different schools but the plan is fairly uniform in that a council is chosen from the membership of the student body. The duties of the council are to make and enforce the rules of the school. All home

rooms are represented in the council and the representatives take back to the home rooms the discussions that have been carried on in the council. This gives opportunity for students to present their views and aids the council in making rules that fit conditions. Cases of misdemeanors are tried by a student court. Many systems add honor rooms for those who deserve it and also dishonor rooms for those who did not heed the rules of the school.

In schools where it has been operative for several years it is recommended highly. It has many good features but it must not be supposed that it is a device by which a teacher is able to discard responsibility. If connected with the honor and home-room ideas, it helps to give splendid opportunity for student-teacher conferences. Without doubt the system brings up many points that are of interest to teacher and pupil alike.

C. DIFFICULTIES

For years we have been professing that our goal is character, and yet we admit that we are dissatisfied with the results. What are some of the difficulties? Professor George A. Coe of Columbia University says, "Ignorance of the essential processes in character-formation is not our main difficulty. Present knowledge of educative processes, if it were organized and applied, would give to our society any desired general character." The obstacles cannot be ranked but we are imbedded

13.

Report of the State Conference on Character Education.
op. cit. p. 7

in an environment of traditions, creeds, and customs that actually put brakes on the wheels of progress. Many committees have been appointed to make a study of the situation and furnish recommendations of those who had served that have gone before. In this manner many of the definite standardized proceedings of the past recur to become an injury to the present. Hence we still have the question, what standard of cleanmindedness shall the school of to-day place on the generation of to-morrow?

Another difficulty is that we fail to recognize character in the vocational field. Some people think the industrial and economic order is outside of the order of character, that earning a livelihood has motives within itself which do not belong in the class of inner qualities that we usually have in mind when discussing character education.

The third difficulty is our own insincerity. We teach honesty but even doubt if it at all times is the best policy. Along with this we have developed a sort of slipshod attitude which is prevalent not only in students, but in teachers, ministers, educators, and men in practically all walks of life.

Summary.

Recent years have added zest and interest to the problem of cleanmindedness. Many agencies are at work trying to determine better methods of procedure. The findings are being sent to schools and teachers have opportunities to learn what is being done and indirectly pass the results on to the students. The outstanding problem seems to be whether to make the teaching

III. COMPARISON OF COMMUNITY AND HIGH SCHOOL FORCES AS RELATED TO CLEANMINDEDNESS

Much has been said about making the school a community center. The large number of gynasium-auditorium buildings found in this section of the country shows the extent of the effort. In this movement it seems to be taken for granted that the school is to be the leader in raising the standards of the community. But does the school suffer a compensation for the influence and notoriety gained? Does the school control basket-ball or is it under the control of some faction of influential citizen? Is betting as carried on by certain people of the various communities finding its way into the actions of high school boys? Some people report that their children are learning vices at school. Theft is a common occurrence. In spite of the great responsibility placed on basket-ball teams, correspondence and investigation relating to the conduct of members of teams are often necessary. This is true not only of players, but the story of officials taking liberties with the gate receipts is not entirely unheard of.

Another common activity is telling stories which make a special appeal to adolescent passions. Many consider these stories merely a subject for street corner pastime. But the community center idea brings many people to school who bring with them new and difficult problems. Schools are attempting to eradicate profanity and obscenity, but very few of them

have been successful.

Is the environment of the child at school morally clean? From the administrator's viewpoint it usually is. The community expects the school to be free from degrading elements. It would probably be considered that the school is free with the exception of a few pupils that evade the eagle eye of the teachers. But the pupils know of the things that happen in the dark. To them there is a moral issue in these various actions. Is the school morally cleaner than the community? If so, to what extent? There seems to be no way of learning whether these activities are on the decrease or increase. Writers apparently have kept their literature well on the idealistic side. They stress opportunity, but become reticent when actual conditions are to be discussed.

Some psychologists place great importance upon the environment. Educators urge that sociologically we are able to change our environment to meet the needs of the future. So it behooves the school to improve its environment over that of the community. If we consider the organization of our present school systems and see the arrangements that have been made for supervision and direct control, it would seem that the school would be able to keep its environment clean. But investigation shows that this is not the actual condition.

B. QUESTIONNAIRE AND DATA SECURED.

Question 1. Is your community free from theft? Betting?

Profanity? Vulgarity? Gambling? Bootlegging?

Question 2. Is your school free from theft? Betting? Profanity? Vulgarity? Markings on buildings? Degrading stories? Rowdyism?

The questions were asked to learn something of the environment in which high school pupils are forming the greater number of their habits and ideals. Inquiry was made concerning theft, betting, profanity, and vulgarity in both questions because they can easily be carried from one to the other. Gambling and bootlegging will probably not be carried on in the school as in the community. Marks on buildings, degrading stories, and rowdyism are more noticeable during the adolescent age, and would be more apt to be found in group life.

Table II gives the results as reported by the students. The word "Yes" means that the school or community is free from the activity named. It must not be forgotten that the questions were asked on the basis of being free. The results indicate how many pupils know of the existence of these activities and no conclusion can be drawn as to how many take part.

The results show that boys report less theft in school than in the community while girls report more theft in school than in the community. It is the only case in which the school is reported less law abiding than the community. Boys consider the school free of theft to the extent of 40 percent while girls lower this to 27 percent. The totals show that the school is free in 32 percent of the cases, while the community is free to the extent of 30 percent. Though the

totals show the school environment to be only 2 percent better than that in the community, the boys raise the percent from 20 to 40 in favor of the school. No community was reported entirely free of theft. School C reported unanimously that the community was not free while every pupil reported that the school was free. It is the only school that made a hundred percent change in answering the two questions. The returns show theft to be a universal problem and one that administrators must meet.

TABLE II
PREVALENCE OF CERTAIN DEMORALIZING FACTORS IN THE
SCHOOL AND COMMUNITY

Activity	High School			Community		
	Yes	No	Blank	Yes	No	Blank
	Boys					
Theft.....	129	196	11	88	240	8
Betting.....	130	196	10	60	254	13
Profanity.....	86	240	10	44	286	6
Vulgarity.....	139	185	12	78	243	15
Gambling.....	...	...	...	76	245	15
Bootlegging.....	...	...	...	67	260	9
Marks on buildings...	101	227	8	..	...	..
Degrading stories....	99	222	15	..	...	..
Rowdyism.....	143	188	5	..	...	..
	Girls					
Theft.....	121	329	7	142	303	12
Betting.....	249	195	13	127	316	14
Profanity.....	157	289	11	127	316	8
Vulgarity.....	224	215	18	160	276	21
Gambling.....	...	...	..	142	298	17
Bootlegging.....	...	...	..	109	337	11
Marks on buildings...	148	302	6	...	...	..
Degrading stories....	181	261	15	...	...	..
Rowdyism.....	175	260	22	...	...	..
	Totals					
Theft.....	250	525	18	230	543	20
Betting.....	379	391	23	196	570	27
Profanity.....	243	529	21	140	639	14
Vulgarity.....	363	390	30	238	519	36
Gambling.....	...	...	..	218	543	32
Bootlegging.....	...	...	..	178	597	20
Marks on buildings...	249	529	15	...	...	..
Degrading stories	280	483	30	...	...	..
Rowdyism	318	448	27	...	...	..

Betting. Returns show that 13 boys and 15 girls failed to answer from the community viewpoint while 10 boys and 13 girls did the same in regard to the high school. A comparison of totals shows that 379 reported the school free from betting while only 196 reported the community free. Boys seem to have more contact with betting than girls, as the boys returned a verdict that the school is free in 40 percent of the cases while girls reported the school free to the extent of 56 percent. School G had 36 pupils report the school free compared to 20 reporting the community free. In school B 62 pupils reported the school free, while 30 pupils reported the community free. In school C the returns show that the boys in 85 percent of the cases reported betting in high school, while the girls reported no betting. In the majority of schools the returns show that about half of the pupils know that betting is being carried on in school while three-fourth of the pupils know of the same activity in the community.

Profanity. Of the various activities named, profanity is probably the least serious, but the most prevalent. The boys report the community free to the extent of 13 percent while the girls report it free in 21 percent of the cases. In returns concerning the high school, the boys answer free in 25 percent of the returns while 36 percent of the girls take the same view. A comparison of the totals reveals that 31 percent think the schools free while 18 percent think the community free. Though the school is 11 percent freer than the community,

the results show the grip that profanity has.

Vulgarity. The meaning of this word seems to have been less definite than the other terms. Several reported that the meaning was not known. More blanks were returned in answer to this activity than the other activities. Boys placed the school as being 43 percent free while the girls reported 51 percent free. Girls reported the community free to the extent of 37 percent while boys gave credit for only 24 percent. The totals place the school as being almost 50 percent free compared to 37 percent for the community.

Bootlegging is more common than gambling. The boys reported the community free from bootlegging and gambling by percents of 20 to 23 respectively. Girls reported the community free from bootlegging to the extent of 24 percent while gambling is not known to 32 percent. In the totals, bootlegging exceeds gambling by 6 percent. Law violation is a common practice and more than two-thirds of our youth are exposed to it.

Marking on buildings resulting from lack of respect for public property is an outstanding juvenile act. Again boys are more observant than girls. Boys report that 69 percent of the school buildings have marks on them, while the girls place it at 67 percent. The totals show that 68 percent of the pupils find marks on the buildings. Much has been said about bill-board advertising. There is a need for greater appreciation of beauty and also for greater respect for

public property. Aesthetics will have to show itself in our environment.

Degrading stories have their power of appeal. About 30 percent of the boys and 41 percent of the girls think the school free while the totals show that about 37 percent of the schools are free.

Rowdiness is not as prevalent as degrading stories. The girls report more rowdiness than boys. The girls report the school free in 41 percent of the cases while the boys return a verdict of 43 percent free. The total shows that 42 percent of the schools are free from this activity.

Summary

In case of theft the school is only two percent freer than the community. Girls seem to be more in contact with this activity than boys.

Betting is known to about half the students as far as the school is concerned. In the community approximately three-fourths of the pupils are exposed to betting. Boys are exposed to this activity more than girls.

Profanity is universal and three-fourths of the children are exposed to it in high school. While five-sixths are exposed to it in the community. Student government cuts this to two-thirds for the schools in which this form of control is used.

Vulgarity is found in 63 percent of the communities while 50 percent of the pupils report it as existing in high schools.

Over three-fourths of the boys and girls know that bootlegging is being carried on in their communities. Seven-tenths are exposed to gambling.

About two-thirds know of marks on buildings. Approximately five-eighths know of degrading stories, and nearly four-sevenths report the existence of rowdyism in their schools.

On the whole the school is a cleaner environment than the community. The ideals of those in control is that these activities should not exist. Surely the activities of the community enter the school and become a part of it to a greater extent than the majority of people seem to realize.

IV. THE INFLUENCE OF TEACHERS

L. L. Caldwell makes the following summary of the teaching personnel of this country: "Over one hundred thousand teachers in America are not old enough to vote. Over one-half of the school teachers in the country are less than twenty-six years of age. At about thirty-seven years, three-fourths of all the teachers of the country have been numbered.

On basis of training, school reports show that one out of every six teachers in America has less than a high school education. Over half of the entire teaching force of the country has less than one year of professional training. Not more than one-third of America's school teachers has had what is now regarded as the minimum standard of training or better ----which is at least two years of work and experience beyond high school grade." ¹⁴ In the area under consideration the personnel may be slightly higher as the state requirements have recently been raised. Training institutions have given little attention to the question of morals as far as their curriculums are concerned. What is to be expected from the present teaching force?

A. NUMBER OF TEACHERS WIELDING GOOD OR BAD INFLUENCE

Table III gives the results to the question, "How many teachers have you had that caused you to have a cleaner mind?" Of the 620 that gave a reply 153 or nearly one-fourth answered all. The word, several was given by 55 pupils and 4 replied

¹⁴. Report of Indiana State Conference on Character Education. op. cit. p. 24.

that a few caused them to have cleaner minds. The replies that were stated in numbers show that 73 pupils report 3 teachers, 66 report 1 teacher, 63 report 2 teachers, and 46 report 4 teachers as helping pupils to have cleaner minds. The mean for the group is 4.8. The range is from 1 to 30 but only 5 pupils gave an answer of 20 or more. The number of pupils that answered in numbers is 408. The number of teachers reported by this group is 761 for boys and 1,229 for girls or a grand total of 1,990 teachers that have caused pupils to have cleaner minds. The question was not answered by 77 boys and 96 girls. Since there was no direct answer that the influence of the teacher was not beneficial it cannot be concluded that 173 pupils were harmed. In fact nearly every student that failed to answer question 3 also failed to answer question 4. Some may not have answered because of lack of knowledge of a specific instance. Some pupils may not have realized any important moral benefit and felt that they followed their own standards. Nevertheless, in spite of indefinite legal requirements, teachers are doing a great deal of work along the line of cleanmindedness.

TABLE III.
 NUMBER OF TEACHERS THAT CAUSED PUPILS TO BE
 MORE CLEANMINDED

Number of teachers	Boys	Girls	Total
All.....	56	97	153
Several.....	27	28	55
Few.....	..	4	4
1.....	31	35	66
2.....	26	37	63
3.....	41	35	73
4.....	24	22	46
5.....	12	23	35
6.....	9	21	30
7.....	3	12	15
8.....	7	11	18
9.....	..	2	2
10.....	11	10	21
11.....	2	2	4
12.....	7	7	14
14.....	..	1	1
15.....	2	2	4
16.....	..	2	2
17.....	..	2	2
18.....	..	3	3
19.....	..	1	1
20.....	1	1	2
28.....	..	1	1
29.....	..	1	1
30.....	..	1	1
Total.....	259	361	620
Blanks.....	77	96	173

TABLE IV.
NUMBER OF TEACHERS PER PUPIL THAT HAD
DEMORALIZING EFFECT

Number of Teachers	Boys	Girls	Total
Few.....	4	4	8
1.....	47	71	118
2.....	13	25	38
3.....	11	12	23
4.....	2	1	3
5.....	1	1	2
6.....	..	2	2
7.....	1	..	1
10.....	1	1	2
<hr/>			
Total reporting....	80	117	197
Number blanks.....	256	340	596

Table IV is a summary of the answers to the question, "How many teachers have you had that caused you to have lower moral ideals?" Nearly 24 percent of the boys report teachers whose influence has been bad. More than half of these report only one such teacher. Girls seem more critical and 43 percent report that they have had teachers exerting a bad influence. Three-fifths of these report only one teacher of this kind. Three-fourths of the returns show no reply to the question.

It is impossible to make accurate comparisons due to the use of the words, all, several, and few. The total of the numbers in the answers shows that these pupils had 1,990 teachers whose influence was good and 324 teachers whose influence was

bad. In spite of lax legal requirements and of the youthfulness and immaturity of the teaching personnel, the total influence of teachers is for the better.

B. METHODS BY WHICH TEACHERS IMPROVE CLEANMINDEDNESS

It was evident that the question would bring forth a variety of answers, and that a great deal of interpretation must necessarily follow. It is likely that some of the answers were placed in a category quite different from the meaning originally intended by the pupil. Likewise some of the terms are indefinite in meaning while others are more definite. The word example in Table V is rather indefinite and could cover many of the other terms used. Every effort was made to use terms as definite in meaning as the replies would permit.

A glance at Table V reveals the fact that high school pupils have a variety of ideas of what attributes make a good teacher. It is questionable whether a teacher score-card would contain many more items. The answers also show individual differences. Some pupils demand that responsibility be placed on them while others give credit if teachers tell them what to do.

1. Emotional results.

Could a greater compliment be paid a teacher than the expression, Her influence was clean? Yet 32 pupils acknowledged this radiating influence and have profited by it. Fellowship was mentioned by 26. That teachers have caused children to

appreciate the things worth while is the answer given by 16 pupils. Several reported that teachers had influenced them to become Christians. Though this number is 15 percent of the total, nevertheless it touched the realm of idealism beyond what is ordinarily thought attainable.

TABLE V.

ACTIVITIES BY WHICH TEACHERS HAVE IMPROVED
CLEANMINDEDNESS

Name of activity	Boys	Girls	Total
Example.....	85	167	252
Taught morals.....	44	52	96
Illustrations of right and wrong	29	44	73
Lectures.....	38	29	67
Throwing out clean influence....	9	23	32
Impressed value of character....	12	20	32
Fellowship.....	12	14	26
Placed responsibility on pupil..	9	12	21
Fairness.....	5	14	19
Corrected us.....	14	4	18
I learned appreciations worth while	9	9	18
Made bad things seem low.....	9	7	16
Called attention to the future..	..	11	11
Dangers of uncleanmindedness....	8	2	10
Teaching citizenship.....	1	8	9
By punishment.....	2	5	7
I liked her ways.....	1	5	6
Taught sex facts.....	3	2	5
Impressed sportsmanship.....	3	2	5
Influenced me to become a Christian	1	3	4
Taught the Bible.....	1	3	4
School loyalty.....	1	2	3
Emphasized clean language.....	2	1	3
Our influence over others.....	..	3	3
Pupil's acts reflect the home... ..	..	1	1

2. Intellectual results.

The activities that have largely a knowledge content will be considered in this section. One third of the pupils mention the example of the teacher as the outstanding factor. This is not only in action but also in speech, hence attention is called to the item in this section. Teaching morals is given by almost 13 percent and this must be classified as direct teaching. Illustrations of right and wrong were uppermost in the minds of 73 pupils and in spite of the questionable answers given by the public whenever the discussions comes near the borderline of keen business and the Golden Rule, there are many phases of right and wrong that are rather clearly outlined and can be used to make a marked impression on the pupil.

Lectures are of greater importance than many people seem to think. How, when, and where these were delivered is not known. Nevertheless, the remark that lecturing is merely casting words into the air loses some of its force, if we consider that 9 percent of the pupils consider the lecture the most influential.

Great stress has been laid on the teaching of citizenship, but only 3 pupils named it as the outstanding factor in producing clean minds. Apparently this subject is being held to facts of a political character in such a way that the element clearmindedness is not given much attention.

The dangers of not being clearminded was named by 9 pupils.

Sex facts was mentioned by 5 pupils. The two go hand in hand. Sex teaching is being carried on in many of the schools, however not very many pupils gave it as a specific instance in which the teacher was especially helpful.

The value of character was mentioned by 32 pupils. Teaching the Bible stood uppermost in the minds of 4 and the emphasis placed on clean language was named by 3 pupils. The latter is much too small if compared to the results concerning vulgarity, degrading stories, and profanity found in chapter III.

3. Miscellaneous.

Several of the replies stress the attitude shown to the student. The results show that 21 pupils were impressed because teachers placed responsibility on them. Fairness was mentioned by 19. It is considered that teachers are fair but these must have made it so impressive that it won recognition. Sportsmanship was given by 5 pupils and school loyalty by 3. Girls were impressed by having attention called to the future. This probably consisted of a discussion of life's plans. The influence one pupils has over others was named by 3.

The expression, corrected us, refers to the insistence on obedience to rules and the preparation of lessons. Reference was made to keeping the halls free of groups and also forbidding the promiscuous grouping in other parts of the building. Punishment was a help to 9 pupils. There is nothing

to indicate that teachers are too strict, and the general demand for order seems to have an appeal for the pupil. Developing a loathing for bad things was mentioned by 16 pupils. Only about 6 percent of the answers were corrective in character. However it should not be taken to mean that only 6 percent of the work of this kind is successful.

C. MEANS BY WHICH THE TEACHERS LOWER THE IDEALS
OF THE PUPIL.

Students are keen observers though we may not consider their judgment good. They discuss their teachers from many angles and are very likely to learn the shortcomings of instructors very early. Many books have been written on what teachers should be, but it is more difficult to find material on the actual reasons for failure, especially in the line of building character. Recent studies have brought out some of the causes of failure from the viewpoint of the superintendent or principal. Most of these have been drawn from material based on some phase of personality, and are rather limited in referring to specific incidents. High school students having little knowledge of the definitions of various personality traits would naturally answer in terms of what happened and what was done. Though only a limited number reported teachers of this kind the returns are very interesting.

Telling degrading stories seems to be the outstanding sin of the teacher. Teachers accused of this would probably give some explanation that would lessen the sting of the

accusation. Nevertheless, it calls attention to results that may come if a teacher becomes over zealous in securing interest. Boys report this item almost double the number of times it is given by girls, while in the totals it makes one-seventh of the number of complaints.

Unfairness comes second, and while 19 teachers were praised for their fairness, 25 were accused of not being fair. This applies mainly to fairness in grading and giving of scholarship marks, but also includes privileges, responsibilities, and general duties given to pupils about the school.

Actions is a very indefinite term but was given in 23 returns. The interpretation of the word must be left to the reader.

The above are the three outstanding means by which teachers lower the morals of the pupils. They compose 40 percent of the complaints and are the only ones named more than 20 times.

Example was given overwhelmingly as the best method of improving cleammindedness. In naming the activities that are harmful, less than 6 percent used the term.

The teacher's mode of dress was objected to by 9 boys and 1 girl. The returns show that girls are more critical in matters relating to dates and overfamiliarity. Teachers having dates with pupils was mentioned by 1 boy and 9 girls. Overfamiliarity was objected to by 1 boy and 7 girls. One girl reported a case in which the teacher took a walk with

TABLE VI.
WAYS IN WHICH TEACHERS LOWERED THE MORALS
OF THE PUPILS

Activity	Boys	Girls	Total
Told degrading stories.....	18	10	28
Were unfair.....	16	9	25
Example.....	3	8	11
Actions.....	11	12	23
Dress.....	9	1	10
Dated high school pupils.....	1	9	10
Swearing.....	4	5	9
Letting us do as we wished.....	3	6	9
Overfamiliarity.....	1	7	8
Had low ideals.....	..	8	8
Drinking.....	4	3	7
Companions of ill repute.....	4	1	5
Being lazy.....	3	1	4
Held themselves above student..	2	2	4
Careless language.....	..	4	4
Smoking.....	3	..	3
Betting.....	3	..	3
Flapper.....	1	1	2
Condemned Hist. characters.....	2	..	2
Temper.....	2	..	2
Miscellaneous.....	3	10	13

one of the school girls every noon hour. Another girl replied that the teacher would dismiss school early so he might meet a certain girl. The sex problem brings on nearly 15 percent of the complaints listed and is one teachers should keep in mind.

Swearing and lax discipline were each mentioned 9 times. Again pupils make a demand for order. Low ideals and careless language were mentioned by girls only.

Drinking was mentioned by 7 pupils, 4 boys and 3 girls. One girl reported that a teacher had given the pupils a party

and had served liquor for refreshments. This certainly is a serious accusation from the angle of teaching obedience to law and of inculcating moral attitudes. Smoking, betting, and the flapper were mentioned by boys only. One boy and one girl lodged complaint because teachers condemned historical characters. Hero worship is clearly shown not only in reverence accorded heroes to the past, but in the companionship of teachers and pupils to-day.

The miscellaneous group includes such activities as rudeness, stinginess, sneaking acts, radical ideas, and habitual dancing. One boy objected to a teacher because she addressed each member of the class by the term, "Dear".

There is no way of learning how pupils came to these decisions. It is safe to assume that community opinion had some influence. Others may have been formed by some misunderstanding between teacher and pupil. There is no doubt that in many instances the accusations are true, and that an improved personnel is the only remedy. The returns further show that pupils have some well defined ideas as to the factors that help or hinder the building of character. As to knowledge of what are the essentials of good moral character, our educational system is not an absolute failure.

D. CONCLUSIONS.

From the data received it is impossible to form a definite comparison as to the number of teachers that improve cleanmindedness, and those that cause pupils to have lower ideals.

However it is clearly shown that the former is far more prevalent than the latter.

The teacher's example is by far the most influential method of improving cleanmindedness. It was reported in 34 percent of the cases. Teaching of morals came second with 13 percent and illustrations of right and wrong came third with 10 percent.

The returns indicate an emotional influence on 15 percent. Returns in which the content was largely based on knowledge show 67 percent. Answers in which due respect is shown to the pupil amount to 12 percent. If the term, example, is eliminated, it is found that direct and indirect teaching have almost equal influence.

Few schools in this area have a separate course in moral guidance or character education. The only subjects named in connection with teacher's influence were citizenship and Bible Study. This recognition was expressed in slightly more than one percent of the replies.

Degrading stories, unfairness, and actions are the outstanding faults of the teacher as shown by the returns. They rank nearly the same and total 40 percent. Sex difficulties amount to 15 percent. The remaining items are scattered and varied in kind.

V. DRIVES, CODES, AND CONFERENCES

A. DRIVES AND CODES.

Has a character drive been made in your school? If so, what phase impressed you most?

It is exceedingly difficult to obtain tangible evidence concerning the many schemes and devices that are being used to make the teaching of cleanmindedness more impressive. Some of these devices like morality codes and student participation have been discussed in chapter II. If we consider the efforts that are made by various organizations, it is evident that this phase is still in the experimental stage, and that the coming decade may bring forth some valuable knowledge along this line. Since many terms are used to designate the various attempts, it was difficult to find a term which could be applied to a wide field. The word drive was chosen with the hope that it would catch most of the activities of this character. Some answers in this section would be classed as extra-curricular activities. It speaks well for the youth of to-day to be able to put character drives over in a successful manner.

The purposes of this question are as follows: (1) to learn the more important content of character drives; (2) to learn how many pupils are exposed to this form of instruction; (3) to learn the method used in conducting the drives.

The returns show a variety of drives, methods, and content of subject matter. Some pupils answered that no special drive had been made but such emphasis had been placed on certain

characteristics in the general school work that they considered it equivalent to a drive. Some drives consisted of special effort being made for a week or so, while others were carried on by using one period a week and then allowing it to continue through the year.

Nearly two-thirds of the schools do not carry on any character-building drives. The returns from the boys show that 52 percent report no character-building drive, 40 percent report drives and 8 percent failed to give an answer. Only 30 percent of the girls answered in the affirmative and 12 percent failed to answer. Of the 270 pupils that answered in the affirmative, 39 failed to state the phase which was most impressive. However pupils from the same school did not all give the same verdict.

1. Phases stressing knowledge.

On the basis of number the outstanding phase is the basic fundamentals of character. This in content would be about the same as the morality codes which have been prepared in recent years. But in searching the returns from the various schools the term code is used by pupils of only one school. As far as could be determined the larger number of answers did not indicate that the pupils had a code in mind. Basic fundamentals seemed to be an expression used to sum up the efforts made by teachers to impress character traits with everyday subject material.

Truth and honesty are more definite and were stressed by

24. On basis of returns about 10 percent named this phase as the most impressive and it ties with marking systems for second place.

The value of character was mentioned by 18. There was no hint of character analysis, neither was there any information as to the basis on which values were determined. Nevertheless the students must have formed the conclusion that character education had something that will be beneficial to them.

Lectures impressed 15, of which 11 were boys. This was carried on almost entirely by talks by people not directly connected with the school. Cities have better opportunities for this than rural communities, but returns show that many rural children are impressed by this method and that the opportunities along this line are not used as fully as possible.

Some of the minor phases are law obedience, good reading, and care of public property. The returns in each case are too small to be of any statistical value. But they give information as to the variety of activities stressed and how they are accepted by the pupils. The possibilities of each of these is far reaching but the question is, to what extent are they implanted in the nervous systems of the pupils so that they will live the facts learned?

The results show that about 35 percent of the drives are based on subject matter. There is no indication that any part of it is put into immediate practice with the exception that

TABLE VII.

IMPRESSIVE PHASES OF CHARACTER-BUILDING DRIVES

Phase of drive	Boys	Girls	Total
Fundamentals of character.....	19	12	31
Truth and honesty.....	15	9	24
Marking systems.....	10	10	20
Blue Triangle and Hi-Y.....	10	10	20
Cast study.....	8	11	19
The value of character.....	8	10	18
Lectures.....	11	4	15
Student government.....	7	5	12
Honor room.....	2	7	9
Older pupils help younger.....	1	6	7
Sportsmanship.....	5	2	7
School loyalty.....	1	4	5
Law obedience.....	3	2	5
Find yourself.....	2	2	4
Against tobacco.....	4	..	4
Mottoes.....	1	2	3
Pupils returned to old routine...	..	3	3
Caused discussion among pupils...	3	..	3
Good reading.....	2	..	2
Care of public property.....	2	..	2
Health drive.....	2	..	2
Bring public into schools.....	2	..	2
Medal for clean language.....	2	..	2
Be better to use time for study..	2	..	2
Crude method of conducting drive.	..	1	1

it might be placed into the regular routine of the school.

Only one school gave indication of using a morality code to carry on this kind of work.

2. Phases stressing actual participation

Marking systems as used in Table VII refers to the methods used by teachers to rate pupils on the basis of various traits. Some may question whether this is a form of student participation.

But if the device is one in which a card with certain traits of character on it is the guide post to the pupil and he is able to determine fairly accurately for himself the citizenship rank the teacher must assign him, it would have to be classified as a form of participation. However there must be included the report cards that some schools send to parents giving estimates of the various phases of the pupil's work and behavior. The systems range from the department grade given arbitrarily by the teacher to a system in which certain attitudes and traits are given certain numerical values and the pupils are urged to guide their actions accordingly. This phase stood uppermost in the minds of 10 percent of the pupils reporting.

The drives of the Blue Triangle and Hi-Y organizations were named by 20 pupils. Dr. Golightly found that many school administrators said they had given moral instruction through these organizations.¹⁵ The program is closely allied to that of the Y. M. C. A. and Y. W. C. A. and in many urban schools is winning recognition as doing some fine work.

Case study is fairly well distributed over the area considered. However, it is largely an urban movement. This phase was mentioned by 19 pupils, 13 of which came from one school. The method in this school is to spend one period a week in case study and then connect it with the citizenship rating and honor room ideas. It might be noted that this school

15. The Present Status of Teaching of Morals in the Public High Schools. Op. cit. p. 35.

reported marked improvement in the conditions of the school compared to that of the environment of the community.

Student government was given by 12 pupils and the returns came from several schools. The movement seems to be stressed from the viewpoint of discipline by many teachers. In many cases the honor room is connected with the student government system. This would add 9 replies to the group and bring the percent of the activity to 9. It is encouraging to see that cleanmindedness, scholarship, and citizenship are closely related in these student participation programs.

Some other phases mentioned, which are largely an activity of student participation and initiative are: older girls helping the younger pupils, sportsmanship, school loyalty, "find yourself" activities, and "drive" discussions among pupils. These add to the content which appeals to youth and also show some of the more definite things which schools consider worthwhile. No information was given concerning the meaning of the expression "find yourself". Neither is there any information as to how the drive was conducted.

The various phases dealing directly with a plan in which students take an active part in helping to make the drive a success total over 47 percent. Some of the schools have adopted several or nearly all of these phases and have woven them into the general participation program of the school. Most of these run for the length of the school term and lay plans to carry on the work in the coming terms. It is a gradual program in

which more of the work is gradually given to pupils with the understanding that they must bear the responsibilities that go with it. If we consider that a large number of pupils answering have not had the opportunity of seeing the actual operation of these phases, and then consider that of the total returns about half found this the most impressive, it may be concluded that student participation has many elements which should not be neglected.

3. Miscellaneous

Mottoes were mentioned by 3 pupils. Clean language was named by 2 and the same number reported a drive for the purpose of bringing the public into the schools. One of the latter cases was part of a plan of propaganda for a gymnasium.

A drive against tobacco was reported by 4 pupils, and a drive against drinking by 3.

Unfavorable criticisms reveal that drives covering short periods of time are ineffective and that pupils soon return to the old routine. That it would be more valuable to spend the time in study was given by 2 pupils, while 1 pupil was impressed with the crudeness of the method by which the drive was conducted.

B. STUDENT-TEACHER CONFERENCES.

Did individual conferences with teachers encourage clean-mindedness? If so, give specific instance.

1. Purpose of the question.

Probably no phase of the teacher's work draws on her

resources as does the individual conference. Many conferences are met with a feeling of pleasure, but there are some that must be met with a feeling that the topic will be very unpleasant in nature. It is in this phase that the teacher probably gets nearest to the heart of the child. What is being done in these conferences seems to be largely a hidden book. Probably much is being done which should not be broadcast. Many teachers may have an attitude like that of Judge Ben Lindsey, and know that their success depends largely upon winning the confidence of the pupil.

But the writer is confident that nearly every teacher has looked forward to conferences of the above character and had wondered how the problems at issue should be approached. Often they have longed for knowledge of a precedent that would be of help in the coming ordeal. The situation calls for initiative and very probably much of the experience of the past has been covered and buried with the body of the teacher that has gone beyond. Some of it comes to light in later years but only in the light of what it has meant to the one-time student.

To learn the content of conferences that have been successful is the leading purpose of the question. It was hoped that some of the attitudes that pupils hold in regard to conferences might come to light. The third purpose is to determine the success of the method.

2. Data concerning number of pupils that were encouraged.

The returns show that 162 boys and 258 girls reported that they were encouraged through conferences. This approximates 50 and 56 percent respectively. The number reporting that they were not encouraged shows a percent of 36 and 32 respectively.

No replies were made by 14 percent of the boys and 12 percent of the girls. Girls speak more favorable of the conferences than boys. Slightly more than one-half of the pupils saw benefits from the conference while approximately one-third saw no benefits.

3. Subject matter used in discussions.

One disappointing result was that 110 of those reporting that the conference encouraged cleanmindedness failed to give a specific instance. An unexpected result was that 45 of the 420 replied they had not had a conference with the teacher. Many of the latter seemed to be proud of the fact. There must be a taint of courtroom atmosphere to these conferences which brings on a feeling of shame in the minds of the pupils. Some of the returns summarized in Table IX show that the incidents refer to other pupils and not to the pupil reporting. Therefore it must be remembered that this phase deals with circumstances that have judicial atmospheres on the one hand and companionships on the other.

The expression, rule violations, refers to conferences in which pupils reported acts that demand private correction. The nature of the acts was not given but according to the

pupils, conferences encouraged them to be cleanminded.

Almost one-fourth of the conferences were of this nature.

Several quotations from the returns will aid in understanding the meaning of the expression, value of clean mind.

"To see that what I was counted more than what I wanted to be"; "To win confidence, live up to a standard"; "Her standards made me think of my own standards"; "Made me realize the value of cleanmindedness"; are some of the statements classified under this term.

Out of 265 specific instances given, 21 said the conference led to a better understanding between pupil and teacher, and 11 said that it caused them to change their viewpoints. For explanation of the latter term the following answers are quoted: "I wanted to be like them"; "It made me raise my ideals"; "I changed my actions towards the opposite sex".

Conversations applies to conferences between pupil and teacher outside of school. Most of these were not direct school problems, but character was discussed in some form. This variety constitutes about 9 percent of the total.

Sportsmanship in this case includes the conferences held with coaches. About 6 percent of these returns come from the dressing rooms of gymnasiums.

More than 3 percent report that teachers improve understanding between or among pupils. One girl stated that it helped her to understand her co-worker in the cooking class. One of the boys answered that it made him realize he had had

TABLE VIII.
DID INDIVIDUAL CONFERENCES WITH TEACHERS
ENCOURAGE CLEANMINDEDNESS?

Reply	Boys	Girls	Total
Yes.....	162	258	420
No.....	111	148	259
Blank.....	53	51	114

TABLE IX.
CONTENT OF DISCUSSIONS IN STUDENT-TEACHER
CONFERENCES

Subject matter of discussions	Boys	Girls	Total
Rule violations.....	32	31	63
Lesson problems.....	14	9	23
Value of clean mind.....	12	20	32
Conversations.....	14	15	29
Led to better understanding.....	9	12	21
Sportsmanship.....	10	6	16
Caused better work.....	4	11	15
Plans for future.....	7	8	15
Concerning fellow student.....	5	6	11
Caused me to change.....	4	6	10
Sex problems.....	4	5	9
Choosing companions.....	3	3	6
Teacher's experience.....	1	2	3
What is expected of H.S. Graduate	..	3	3
Self control.....	..	2	2
Trouble in Blue Triangle.....	..	2	2
Character analysis.....	..	2	2
Appreciation of art.....	..	1	1
Cheering up downhearted girl.....	..	1	1
Aided Parent-teacher Assn.....	1	..	1
Never had any conference.....	17	28	45
Blanks.....	25	85	110

a wrong attitude toward one of his school mates. A girl answered that the teacher caused her to become interested in the work of an Americanization program and that she had opportunity to take part.

Choosing of companions was given by 6 students. From the total of the returns this is the only indication that the school program of cleanmindedness is reaching this important adolescent problem.

The items that were mentioned by 3 or less number of students may be found in Table IX. The expression, "Teacher's experience", refers to a conference in which the teacher related her experience in answer to a student's question. The item, "Cheering up downhearted girl", was an incident of a girl that appeared downhearted. The students discussed the situation but could arrive at no conclusions. One day the girl came from a conference with a teacher and the girl's countenance showed that the conference had been very gratifying to her.

Conclusions

According to returns nearly two-thirds of the schools do not carry on character building drives. Of the drives made, nearly 35 percent are based on subject matter, 47 percent on student participation, and the remaining 18 percent are miscellaneous in character. Drives of short duration seem less successful than drives covering longer periods of time.

Slightly more than half of the students report that they were encouraged by student-teacher conferences. Rule-violations necessitate about one-fourth of these conferences. About 30 percent deal with forming ideas about character, 20 percent deal with improved friendship, 9 percent deal with lesson problems, 6 percent deal with athletic problems, while 10 percent deal with problems of miscellaneous character.

VI. SUGGESTIVE BOOKS

With the production of seven thousand books annually, the selection of reading material becomes more difficult. The major part of high school work is based on reading. Much of it is required while some of it is suggested. The requirements for school libraries are being increased, and the books recognized as standard are being classified more definitely. Pupils discuss many books among themselves and some of the comments made are never learned by the teacher.

A. WHAT BOOKS WOULD YOU NAME AS SUGGESTIVE OF HIGHER MORALS?

In summing up the returns all answers which did not state the title of a book were discarded. Some answered in terms of books by certain authors. A few replied in terms of content. Out of the 336 boys, 211 gave definite titles, which shows that 125 failed to state an answer. Of the girls, 293 out of 457, or about 64 percent made definite replies. Therefore the conclusions have to be drawn from the replies of 504 pupils.

These show that 196 gave 1 title, 171 gave 2 titles, 98 gave 3 titles, 23 gave four titles, 8 gave 5 titles, 7 gave 6 titles, and 1 gave 7 titles.

In all 251 different titles were named. In the making of Table X no book was listed unless mentioned at least three times. It was found that this list consists of 60 titles.

TABLE X.

BOOKS THAT IMPROVE THE MORAL IDEALS OF PUPILS.

Title of book	Boys	Girls	Total
Bible.....	96	101	197
Pilgrim's Progress.....	27	37	64
Ben Hur.....	10	27	37
A Christmas Sermon.....	13	15	28
Lives of Famous Men.....	13	14	27
Life of Abraham Lincoln.....	7	14	21
The Soul of Ann Rutledge.....	7	8	15
Emerson's Essays.....	1	14	15
Shakespeare's Works.....	4	10	14
The Americanization of Edward Bok....	12	2	14
The Crisis.....	4	8	12
Little Women.....	3	8	11
Paradise Lost.....	4	6	10
Boy Scout Hand Book.....	4	5	9
The Soul of Abraham.....	6	3	9
Up From Slavery.....	3	6	9
The Life of Alice Freeman Palmer.....	2	7	9
A Tale of Two Cities.....	..	9	9
A Man for the Ages.....	3	5	8
David Copperfield.....	4	4	8
Just David.....	3	4	7
Les Miserables.....	3	4	7
Everyday Case Study.....	1	5	6
A Man Nobody Knows.....	3	3	6
Dutch Boy Fifty Years After.....	5	1	6
Silas Marner.....	4	2	6
Macbeth.....	..	6	6
A Man Without a Country.....	4	1	5
The Little Minister.....	2	3	5
Manners and Conduct.....	5	..	5
The Story of My Life.....	2	3	5
Pride and Prejudice.....	1	4	5
The Story of a Pioneer.....	1	4	5
Hard Times.....	2	3	5
The Little Shepherd of Kingdom Come..	3	1	4

Table continued on next page.

TABLE X (continued)

Title of book	Boys	Girls	Total
Oliver Twist.....	2	2	4
Tom Sawyer.....	4	..	4
Sorrel and Son.....	2	2	4
The Promised Land.....	2	2	4
Playing the Game.....	..	4	4
Marm Lisa.....	..	4	4
The Scarlet Letter.....	2	2	4
Hamlet.....	..	4	4
Romola.....	..	4	4
The Bent Twig.....	..	4	4
Idylls of the King.....	2	1	3
Life of Washington.....	2	1	3
Alice of Old Vincennes.....	2	1	3
Literature and Life.....	2	1	3
Unconscious Tuition.....	2	1	3
On Being Human.....	2	1	3
Jane Eyre.....	1	2	3
Ramona.....	1	2	3
The Vicar of Wakefield.....	1	2	3
Pollyana.....	..	3	3
Florence Nightingale.....	..	3	3
Adam Bede.....	..	3	3
Ivanhoe.....	..	3	3
The Strength of Being Clean.....	..	3	3
The Mill on the Floss.....	2	5	7

The number of titles which were mentioned only once or twice is 191. Most of these are books of fiction commonly found in high school libraries.

The book mentioned most frequently is the Bible. The ratio of it to Pilgrim's Progress which ranks second is more than three to one. "Ben Hur" ranks third. These are the three outstanding books as listed by the pupils.

There is a question as to the pupils' intentions in regard to the title, "Lives of Famous Men". It is almost the exact title of several books and it might be a reference to biography. "Lives of Famous Men", "The Life of Abraham Lincoln", and "A Christmas Sermon", are the only books besides those already mentioned that were named more than 20 times.

Though the number of returns in regard to the "Boy Scout Hand Book" is small it is interesting to notice that 5 girls and only 4 boys gave it special recognition.

The Books that were named by boys only, are: "Manners and Conduct", and "Tom Sawyer".

The Books that were named by girls only, are: "A Tale of Two Cities", "Macbeth", "Playing the Game", "Marm Lisa", "Romola", "The Bent Twig", "Pollyanna", "Florence Nightingale", "Adam Bede", "Ivanhoe", and "The Strength of Being Clean". Girls also express much greater preference for Shakespeare and Emerson than boys.

On the basis of number of pupils who gave returns it is found that 39 percent mention the Bible. If the totals in Table X are added, the sum is 698. On this basis it is possible to make the following classification: fiction 55 percent, Bible 28 percent, biography, 13 percent, and general exposition 4 percent.

B. WHAT BOOKS HAVE YOU READ THE MORAL TONE OF WHICH IS BAD?

The returns concerning this question are limited. Either

the pupils are reticent in giving their viewpoint, or a large number have not come in contact with this kind of reading material. Some answered that they would not read books of this kind while others replied that they did not know of any.

The total number replying was 234, of which 114 were boys and 120 were girls. Less than one out of three gave a reply. Of the 235 answers, 31 consisted of author's names or expressed the contents by statements like, "Detective Stories", or "Stories of Outlaws". Hence the material remaining for consideration is the replies of 203 students. Though the question called for titles of books many of the answers contain the titles of periodicals. The total number of titles listed is 158. In making Table XI, 133 titles mentioned less than 3 times were omitted.

On the basis of 203 replies, 98 gave 1 title, 75 gave 2 titles, 30 gave 3 titles, 8 gave 4 titles, and 2 gave 5 titles.

One-third of the boys gave definite titles, while only one-fourth of the girls did the same. This would indicate that boys are more apt to read degrading literature than girls.

"True Story", "Bad Girl", "Plastic Age", and "Elmer Gantry" are named more than 20 times.

"The Scarlet Letter", and "Tom Sawyer" appear in both lists. The former book was considered good by 4 students and bad by 6 students. The latter book was reported good 4 times and bad 4 times. Both of the books are named in the Hartford reading Lists (1925) and are recommended for high school pupils.

TABLE XI.

BOOKS AND PERIODICALS HAVING BAD MORAL TONE.

Title	Boys	Girls	Total
True Story.....	15	34	49
Bad Girl.....	6	20	26
Plastic Age.....	6	16	22
Elmer Gantry.....	10	12	22
Three Weeks.....	6	5	11
Whiz Bang.....	12	1	13
Jessie James.....	8	1	9
The Sheik.....	1	8	9
An American Tragedy.....	2	6	8
True Romance.....	2	6	8
The Scarlet Letter.....	3	3	6
The President's Daughter.....	3	3	6
Snappy Stories.....	5	1	6
Hot Dog.....	5	..	5
The Primate Life of Helen of Troy	1	4	5
The Green Hat.....	1	4	5
Tom Sawyer.....	2	2	4
Flaming Youth.....	1	3	4
Road to Ruin.....	4	..	4
Strange Interlude.....	..	4	4
Riders of the Purple Sage.....	2	1	3
Around the World on 30 Cents.....	3	..	3
Rampant Age.....	2	1	3
Son of the Sahara.....	..	3	3
Main Street.....	..	3	3

C. CONCLUSIONS

The returns show that high school pupils cover a wide field of books and find that many are conducive to higher morals. On bases of their recommendation the Bible is the outstanding book of this nature. Books pertaining to Christianity stand uppermost in their minds when the question

of morals is under consideration. Girls show more preference for Shakespeare and Emerson than boys do. The lists indicate that the books recommended by pupils is almost the same as those recommended by many high school teachers.

The criticisms show a strong feeling against modern fiction. A few returns mention titles which refer to books, the content of which is, "detective stories", or "wild-west stories".

VII. EXTRA-CURRICULAR CLUBS

Question 9 was asked for the purpose of finding the number of pupils belonging to school clubs and the reactions of the pupils to club work. In recent years much has been written about this kind of work. Athletics has been made an important subject for discussion. Musical organizations are great favorites as entertainers and the formation of orchestras and bands is receiving more attention.

Certain current evils in connection with the status of athletics are mentioned. Some parents still object to organizations and think they are merely opportunities for good times. The success or failure of these organizations lies almost entirely in the hands of those in charge. But there is a social element imbedded in these activities which the ordinary school routine seems to be unable to bring out. The clubs usually demand certain qualifications for membership and thereby stimulate the pupil's sense of honor. The qualifications are useful in demanding high moral standards, and the activities within the club create situations for doing the things proposed.

A. MEMBERSHIP

The extent of these activities is remarkable. It is questionable if there is one high school in the area considered which does not have at least one extra-curricular organization. The membership rolls of state athletic associations will show that nearly every high school has an athletic team. Music in the form of glee clubs, choruses, and orchestras has reached

almost every school. Of the 336 boys and 457 girls, only 22 boys and 34 girls, or less than 7 percent did not belong to at least one extra-curricular organization. Many of the pupils belonged to more than one club and the total membership is 1,787. The returns concerning the good and bad influences were not put in table form because the results are overwhelmingly in favor of the good. The returns show that 4 boys consider athletics questionable, 3 boys placed glee clubs as questionable, and 1 boy reported the orchestra as having a bad influence. All the girls returned an answer of good. In the eyes of the pupils these activities are rated very high as tools for teaching cleanmindedness.

B. CLUBS AS RELATED TO CURRICULAR MATERIALS.

Probably the best way to get at a systematic discussion of the various clubs is to consider them as they are connected with high school subjects. It is difficult to classify the Hi-Y and Blue Triangle on this basis, but since many schools stress ethics in these clubs, the classification seems justifiable.

Music reaches more pupils by means of extra-curricular activities than any other high school subject. If the glee club, orchestra, and band be grouped together, it is found that the sum is 466 or 26 percent of the total club memberships. Of the 793 pupils 141 were members of orchestras. Two out of five were members of glee clubs. It seems remarkable that music which is often considered a subject applicable

to a limited number should have the greatest number of pupils in its extra-curricular activities.

Athletic teams have a membership of 259. They reach 34 percent of the boys and 31 percent of the girls. Though daily newspapers give little notoriety to girl teams the returns show that more girls than boys participate in athletics.

The Dramatic Clubs rank third in membership. Literary clubs, debating clubs, and dramatic clubs have a total of 289 members, or about three pupils out of eight belong to this group. The dramatic club is found in nearly every school and the returns show the importance attached to it.

The Hi-Y claimed 87 out of 336 boys and the Blue Triangle 195 out of 457 girls. Boy Scouts number 124 and Campfire Girls 67. Pupils generally report the results good, and the membership though confined to urban schools is encouraging.

About 10 percent of the pupils are members of Social Studies clubs and about 8 percent are members of clubs connected with industrial fields. Only one school reported an Industrial Club connected with manual training. Sewing clubs seem limited. The 4H Clubs of the rural communities furnish about 6 percent of the club members of this study.

Clubs connected with foreign language studies are: Latin, French, German, and Spanish. About 7 percent of the students are members of this group. Science as a club study reaches about 1 percent of the pupils.

TABLE XII.

MEMBERSHIP OF EXTRA-CURRICULAR ACTIVITIES

Organization	Boys	Girls	Total
Athletic team.....	115	144	259
Glee Club.....	104	217	321
Dramatic Club.....	71	143	214
Blue Triangle.....	...	195	195
Orchestra.....	78	63	141
Boy Scouts.....	124	...	124
Hi-Y.....	87	...	87
Social Studies.....	28	51	79
Campfire Girls.....	...	67	67
Literary.....	11	40	51
Agriculture Club.....	29	18	47
Latin.....	5	23	28
Math Club.....	4	23	27
Debating.....	9	15	24
Commerce.....	8	10	18
French.....	1	16	17
Sewing.....	...	13	13
Science.....	5	7	12
Quill and Scroll.....	...	10	10
German.....	4	3	7
Boosters.....	2	4	6
Industrial.....	6	...	6
Band.....	4	...	4
Sunshine.....	...	4	4
Radio.....	4	...	4
Art.....	3	1	4
Social.....	...	4	4
Press.....	...	3	3
Camera.....	1	2	3
Student Council.....	1	2	3
Journalism.....	...	3	3
Classical.....	...	2	2
Spanish.....	...	2	2

Other organizations that have been named are: Press, Sunshine, Boosters, Radio, Camera, Quill and Scroll, Art, Student Council, Journalism, Social, and Classical. On basis of number of pupils reporting, these total about 6 percent. The content and work of these is not definitely known. Each club seems to be an organization for the improvement of some limited phase of work.

C. CONCLUSIONS

Extra-curricular activities reach 93 percent of the pupils concerned.

Athletics, music, and dramatics are almost universal as far as the area in this study is concerned. The Hi-Y, Blue Triangle, Boy Scout, and Campfire Girls are organizations limited to urban communities. 4H Clubs is a rural movement but the membership per school is limited.

Organizations connected with music reach more pupils through extra-curricular activities than organizations connected with any other high school subject.

All high school departments are making use of this method in some form. Organizations connected with music, athletics, dramatics, ethics, and scouting are the most popular.

The data show that 8 out of 1,787 members report that the organizations have not been helpful in improving clean-mindedness.

VIII. VIEWS ON CERTAIN QUESTIONS PERTAINING
TO CLEANMINDEDNESS

Scientific and common observations both have shown that knowledge of character traits and morals does not guarantee moral action. Nearly all studies along this line show that law violators know they are violating law. Students who copy on examination know it should not be done. Conduct is influenced by motives, attitudes, emotions, and desires. The nature of the situation does more to determine conduct than the possession of a trait or faculty. Therefore an effort was made to create situations which require an answer based on attitude, rather than on knowledge.

This chapter gives a brief analysis of the content of the data received from the replies to questions 10 to 16 inclusive. Question 10 refers to various ideas of school and adolescent activities. Question 11 touches the problem of fair play, while question 12 deals with the problem of control. In question 13 the pupils have been given the opportunity to express their opinions as to what steps would make the school more successful in dealing with the problem. The instinctive element is touched in the question concerning fear, and an opinion as to good citizenship is requested in number 15. Question 16 seeks to obtain some knowledge as to adolescent problems and the fields in which they are located.

A. QUESTIONS OF MORAL ISSUE.

1. Does the average high school student desire cigarettes? Petting parties? Loafing? Swearing? Getting-by? Rowdyism?

In the returns concerning the desire for cigarettes, 43 percent of the boys and 36 percent of the girls answer, "Yes". According to total returns, 36 percent of the students answer in the affirmative. A few girls added that boys do and girls do not desire them. In comparing the geographical districts the returns show that pupils in district 5 show a greater desire for cigarettes than the pupils in the two remaining districts.

It is interesting to note that boys think pupils desire to participate in petting parties while the majority of girls think the opposite. This activity drew the greatest number of affirmative answers from the boys while it ranks second for the girls. Affirmative answers for the boys totaled 56 percent while for the girls they were 35 percent. The totals show that nearly half of the pupils think participation in petting parties is desired. Again the schools of district 5 show a stronger tendency toward this activity than other districts. In schools B, E, F, J, and K, the boys show a majority answering affirmatively as to the activity, while school I was the only school in which the girls reported similarly.

That high school students favor loafing was the opinion

TABLE XIII.
CIGARETTES, PETTING PARTIES, LOAFING, SWEARING,
GETTING-BY, and ROWDYISM

Reply	Cigar- ettes	Petting Parties	Loaf- ing	Swear- ing	Getting- by	Rowdy- ism
Boys						
Yes...	141	180	145	106	159	117
No....	184	142	178	219	165	199
Blank.	11	14	13	11	12	20
Girls						
Yes...	136	157	132	81	214	82
No....	312	290	307	358	231	354
Blank.	9	10	18	18	12	21
Totals						
Yes...	277	337	277	187	373	199
No....	496	432	485	577	396	553
Blank.	20	24	31	29	24	41

of 44 percent of the boys and 30 percent of the girls. Schools A, D, E, and I reported more than 50 percent of pupils as loafers, while School B reported it only to the extent of 14 percent. In every school the majority of girls replied that loafing was not the habit of pupils.

Swearing is the least popular of the activities named. It ranks lowest for both sexes, and the totals show that less than

one-fourth think that pupils desire this activity. School I was the only school in which the affirmative answers exceeded the negative ones, while School D returned a verdict of 50 percent in the replies given by boys. School K had only 1 pupil who thought that students desire swearing. On the whole rural schools show a stronger attitude against swearing than urban schools.

Rowdyism also falls below the half mark, in fact for girls it falls below 20 percent, while boys fall to 37 percent. However in the answers to question 1 it was found that rowdyism exists in almost half of the schools concerned.

Nearly 50 percent of the returns show that pupils think students like to get-by. Returns from School A show 67 percent of the boys and 51 percent of the girls giving affirmative replies. School B which has held a comparatively low affirmative percentage for the other named activities shows 43 percent of the boys and 39 percent of the girls giving affirmative replies.

TABLE XIV.

COPYING ON EXAMINATIONS

Reply	Boys	Girls	Totals
Yes.....	241	385	626
No.....	81	55	136
Blank.....	14	17	31

School A which reported affirmatively 25 percent in case of rowdyism shows 67 percent of the pupils thinking that they wish to get-by.

Of the six trait actions named, "getting-by" ranks highest and "swearing" lowest. With the exception that half the boys think high school students desire to participate in petting parties, the majority of students do not think that high school pupils participate in the activities. Schools take different attitudes. In most instances if one of the activities ranked high, all of them ranked high. Geographically the same thing was noticeable. In rural schools the girls took a decided stand against the specific trait actions named, while boys acknowledge these to some extent.

The writer does not know how the question of morals is being attacked in most schools. In a school that is widely known for its student government system, the percentage favoring the trait actions mentioned was relatively low with the exception of cigarettes and petting parties. Of the urban schools, B held the lowest average throughout. Rural schools show great diversity but in general took a decided stand against cigarettes and petting parties.

2. Copying on examinations.

It is not unusual to hear students at college say that they would not copy in high school but after some association with college students they soon developed the activity. The returns show that more than 82 percent would hesitate

to copy. This indicates a high percent in favor of playing square. In the work on student-teacher conferences the item of "rule violations" contained several references to discussions on this topic. Some students answered that they would not only hesitate but would not copy. Others said that if it were a question of success or failure they would copy. A few replied they would not copy but might glance to get a reminder and then write the answer as they thought best.

Without doubt the question is discussed by many high school pupils. They probably prefer that no copying be done because the test means something to them on the basis of scholarship standing, and fairness is an ideal that high school pupils prefer for the scholarship game.

3. Do you regard strict discipline or lax discipline as the better?

TABLE XV

STRICT DISCIPLINE OR LAX DISCIPLINE

Reply	Boys	Girls	Total
Strict.....	212	287	499
Lax.....	78	120	198
Medium.....	20	33	53
Blank.....	26	17	43

Discipline for many years has been one of the outstanding topics of discussion among teachers and educators. The

socialized recitation and other movements have a tendency to give more liberty to pupils. The results show that pupils favor strict discipline. The term "medium" was used by pupils who thought either extreme was bad. Some reported that it depended on the group or individual, but on the whole strict discipline was considered the better. One thing is certain, pupils prefer to have order and appreciate the minimum of disturbance in the school room. Table VI shows that several pupils felt they had been harmed by teachers, because they had been permitted to do as they wished. To what extent discipline enters into habit formation can only be conjectured, but the school can aid clean-mindedness in pupils by preserving order and the pupils will admire the teacher for it. At least as long as 67 percent of the high school pupils believe that strict discipline is the better, it shows they have an understanding of law obedience, and are considerate of others and of the things worth while. They are idealistic and like to have conditions such as will aid them in approaching their ideals.

4. Is fear an aid to cleanmindedness?

TABLE XVI.

DOES FEAR AID CLEANMINDEDNESS?

Reply	Boys	Girls	Total
Yes.....	131	172	303
No.....	192	264	456
Blank.....	13	21	34

In the past fear and suspense were two of the important factors to direct and control the youth. Even to-day many parents and teachers use some phase of fear to control discipline. Likewise students are told to fear disease, punishment from God, and the disgrace of doing something that will become a rumor in the neighborhood. Threats of various kinds are made. Within the pupil comes the fear of failure in scholarship, and the fear of arousing a teacher's displeasure. Many people think we are directed almost entirely by fear of some sort.

High school pupils seem to think differently. Table XVI shows that there is no difference between boys and girls as far as fear is concerned. That fear is an aid to cleanmindedness is the opinion of 49 percent of the pupils while 60 percent did not acknowledge it as being helpful. Some admitted that fear of disease and fear of God were an aid. Apparently fear is a minor factor with the exception that religion and tradition may have some influence. Geographically no wide differences in ratio could be discovered.

5. Can an immoral person be a good citizen?

TABLE XVII.

IMMORALITY AND CITIZENSHIP

Reply	Boys	Girls	Total
Yes.....	49	42	91
No.....	277	389	666
Blank.....	10	26	36

Teaching citizenship has received much attention in recent years. At first it stressed government and its various phases, but the social studies department soon began to weave in some of the duties and qualifications of a good citizen. Character was stressed as one of the reasons for making it one of the essential high school subjects. The reference to this work has not been emphasized heavily in other parts of the questionnaire, but when asked if an immoral individual could be a good citizen it is found that 15 percent of the boys said they could, 9 percent of the girls thought it possible and, as a total, only 11 percent thought it possible.

With the coming generation holding this opinion will the coming official hold high moral standards? Is the high school implanting ideals that will demand a higher grade of citizenship? The returns would indicate so.

In rural schools not one pupil answered affirmatively. Returns from urban schools show that only one school fell below 75 percent in negative replies. Nearly nine out of ten believe that a person must be cleanminded to be a good citizen. So it would appear that democracy will be greatly influenced by high moral ideals.

B. SUGGESTIONS FOR IMPROVEMENT

1. Content of data.

The most popular suggestion was the organization of a club for the purpose of encouraging cleanmindedness. Answers

which were more discriminating indicated a desire for social activity. It was suggested that the club should be clean, have good supervision, and that the supervision should have a thorough knowledge of the adolescent. Others suggested the club because it would cause grouping in larger numbers and have a tendency to eliminate cliques. Another group suggested that the club be like the Hi-Y and Blue Triangle, and use the various phases of cleanmindedness for its program material. The club was suggested by 17 percent of the pupils giving suggestions. However, it should be noted that 3 boys said it would be better to have less social activity. Reasons for their answers were not given.

Approximately 11 percent suggest that cleanminded teachers be employed. This does not necessarily imply that teachers lack this quality to the extent the percent here would indicate. The returns in chapter VI give a list of the items in which teachers are not cleanminded. The leading accusation made in the answers to question 13 is that teachers do not understand the adolescent. The returns in chapter IV and also the answers to question 13 show the importance placed on the teacher as a factor of cleanmindedness.

Lectures, referred to in table XVIII, means those given by people not directly connected with the school. It includes talks with business men concerning the requirements demanded from the people working in different industries. Cooperation was mentioned by nearly 5 percent. The school is reticent

TABLE XVIII.

SUGGESTIONS TO IMPROVE CLEANMINDEDNESS

Suggestions	Boys	Girls	Total
Club to promote cleanmindedness.....	54	59	103
Securing a cleanminded teacher.....	23	50	73
Lectures.....	26	31	57
Cooperation.....	19	29	48
Arouse home interest.....	12	13	25
Directed reading material.....	8	25	33
Place responsibility on pupil.....	19	8	27
Teach sex truths.....	15	7	22
Strict discipline.....	10	11	21
Course for credit.....	11	10	21
Teach hygiene.....	12	8	20
Universal athletics.....	10	10	20
Bible study.....	15	2	17
Teach law obedience.....	6	11	17
Merit marking systems.....	6	10	16
Keep pupils busy.....	7	8	15
Student government.....	2	13	15
Penalize.....	9	4	13
Appeal to future.....	5	7	12
Basic drives.....	4	6	10
Case study.....	2	7	9
Teach cleanmindedness in grades.....	2	3	5
Stress appreciation of literature.....	3	1	4
Stress dangers of uncleanness.....	3	1	4
Less social activities.....	3	..	3
Reject student until he improves.....	3	..	3
Seizure of obscene literature.....	2	..	2
Placards.....	1	1	2
Debates on moral topics.....	..	1	1

in mixing with the commercial and business activities of the community. Teachers hold themselves above the pupils and this form of exclusiveness seems to be resented.

Some of the pupils take a wider view and answer in such

terms as: "Arouse home interest", "Teach law obedience", and "Teach cleanmindedness". It is apparent that some of the pupils realize that the high school alone cannot solve the problem.

Penalties, strict discipline, and the rejection of the student until he shows improvement are all of the disciplinary order and compose about 6 percent of the total. Merit marking systems and student government activities are named by about 5 percent. If we classify the placing of responsibility on the pupil with this group it totals about 9 percent.

Improvements relating directly to the class room total 17 percent. However the work in this line is varied. The various topics classified here are: teaching hygiene, case study, sex truths, directed reading material, appreciation of art and literature, dangers of not being cleanminded, and a course in morals. Bible study was mentioned by less than 3 percent and it is interesting to notice that 15 boys gave it as a suggestion while only 2 girls named it. Universal athletics was the answer of 3 percent. On basis of sex the returns were about the same.

Some of the suggestions mentioned rather infrequently were: "Keep pupils busy", "Appeal to the future", "Basic drives", "Seizure of obscene literature", "Placards", and "Debates". They total about 7 percent of the suggestions.

2. Comparison with another study.

In the autumn of 1923 Calvin O. Davis, of the University

of Michigan, in a questionnaire sent to many of the schools that are members of the North Central Association of Secondary Schools made the following request: "Name three things you think the school might do to help pupils more than it does now to develop moral qualities."

His summary of the returns are as follows:¹⁵

Through a course in morals.....	32%
By means of stricter rules.....	21%
By means of talks by speakers.....	19%
By means of Bible study.....	12%
By means of clubs.....	7%
Merit systems and student councils.....	5%
By having better teachers.....	4%

It is impossible to bring the items in this study to the definite terms given by Davis. However to show a comparison the following summary of the facts revealed in this study is made.

Course in morals.....	17.5%
By means of clubs.....	17.5%
Cooperation.....	14%
Better teachers.....	11%
Lectures.....	9%
Improve homes and grades.....	7%
By means of stricter rules.....	6%
Merit systems and student government.	5%
Bible study.....	3%
Athletics.....	3%
Miscellaneous.....	7%

The introduction of several terms makes comparison difficult, but there can be no doubt that there is a marked decrease in the suggestions of a course in morals, of stricter rules, and of Bible study. However we find an increase in suggestions

¹⁵

"The High School as Judged by its Students". Proceedings of The Twenty-ninth Annual Meeting of the North Central Association.

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dealing with student participation and an increased demand for teachers possessing high moral qualities.

The average age of the pupils in this study is probably a year older than the average age of the pupils in the study by Davis. This may account for the increase of answers which embody more analytical ideas. However it is well known that the student activities program has widened in the last five years.

3. Conclusions.

What subject matter do pupils suggest? Hygiene and physical training come first. Citizenship comes second and art and literature were mentioned by a few. Bible study was mentioned by 15 boys and 2 girls. Most authors seem to think that girls are more susceptible to religious influence than boys. However in this study the opposite was indicated.

The returns do not show a very strong survival of the influence of tradition or of methods of teaching of a generation ago. Fewer social activities was mentioned by 3. In looking for suggestions based on fear it is possible to find 4, however these do not necessarily include fear. Discipline and penalties are mentioned by 16. Again the pupils show the attitude that strict discipline has an advantage.

Several facts seem outstanding. Pupils think of morals in the light of the objective and not heavily on the emotional. They realize the force of habit, and have a knowledge of the value of home and early school training. Idleness is not conducive to good morals and though the difficulty of keeping

children busy is not understood alike by teacher and pupil, it is recognized by the pupils as helpful.

The returns show the various methods that are being practiced. There is no coherent practice among schools, and the lack of supervision stands out clearly. Many based their suggestions on incidents happening under their observation. Environment is scarcely mentioned and the religious element is largely neglected.

In most cases the suggestions given by boys are similar to those given by girls. However boys suggest Bible study while girls suggest directed reading. Boys place more emphasis on sex education while girls took a strong stand in favor of student government.

C. PROBLEMS

If teachers knew the problems that youth is facing, the work of the teacher would be more successful. How many students make a failure in recitation due to having their minds working on problems that are of interest and in the adolescent mind of greater importance than subject matter? Some fiction writers have woven plots around incidents in which the pupil failed to give the correct answer. Is this lack of understanding the foundation for the crying need made by students for greater cooperation between teacher and pupil? The psychologist has analyzed until he says he can make out of the child what he desires. Standards for character have not been determined. If they were, character building might be easier.

What are the major problems of high school pupils? A large number failed to answer the question. Either they have not taken the problem from the viewpoint of cleanmindedness or they feel that the problem is a personal one and the failure is one of refusal. A few hinting the latter were found. Answers were given by 60 percent of the boys and 26 percent of the girls. The total number answering was 388 and the following conclusions had to be based on that number.

One-fourth of the problems are connected with the choosing of companions. Only 3 of the 97 who mentioned the choice of companions, gave additional information. Two boys said they found it difficult to evaluate the modern girl, and one girl replied that she had great difficulty in being able to find a cleanminded escort if she wished to attend some social function. The greater number simply replied that they had difficulty in finding cleanminded companions. It is interesting to note that in all the replies the pupil receives no help in these problems except the few mentioned under the influence of teachers and the student-teacher conference. Likewise, in the suggestions made by pupils there is no direct mention of anything that will apply to the problem of finding companions.

Degrading stories rank second and total 17 percent. These were given by 34 girls and 33 boys. Very little information is given as to how the problem may best be met. One girl suggested that disciplinary steps be taken against those telling degrading stories. The item seizure of obscene literature in Table

TABLE XIX
PROBLEMS IN CLEANMINDEDNESS

Problem	Boys	Girls	Total
Choosing companions.....	39	58	97
Degrading stories.....	34	33	67
Profane language.....	22	13	35
Shall I do as others do?.....	8	13	21
Choice of morals.....	12	11	23
Thought control.....	13	9	22
Fast women.....	12	..	12
Living up to my ideals.....	4	7	11
Petting parties.....	4	6	10
Getting-by.....	2	7	9
Drinking.....	9	..	9
Lack of self-confidence.....	5	2	7
Gossiping.....	..	7	7
Resisting temptation.....	5	2	7
Temper.....	5	..	5
Leisure time.....	1	4	5
Tempting girls.....	5	..	5
Loafing.....	2	2	4
Smoking.....	4	..	4
Bragging.....	4	..	4
What to read.....	2	2	4
Gambling.....	3	..	3
Violating school rules.....	2	1	3
Miscellaneous.....	3	11	14

XVIII may be considered a step in this direction.

The problem, "Shall I do as others do", was named by 21. Pupils wonder if it is worth while to stand up for what they think is right and face the taunts of the group. Recently the writer had the opportunity to talk to one of the boys that had filled out the questionnaire. It happened that some of the girls had made a remark concerning the "terrible" manner in which the boys talked to the girls in their school.

The boy was asked what would happen if some of the boys would group themselves and make a drive for cleanmindedness. The reply was that it would be all right but it would make social outcasts of those boys. This problem seems to worry girls more than boys. The problem was named by 6 percent of the pupils and the returns concerning the student-teacher conference show that some teachers have been partially able to meet the problem. Two other items reach above the 5 percent mark. They are thought control and choice of morals. The latter is the problem of knowing what is right and what is wrong.

Boys have a group of problems which according to reports are entirely masculine. Drinking was given by 9, fast women by 12, temper by 5, bragging by 4, tempting girls by 5, smoking by 4, and gambling by 3. It seems serious that 8.5 percent of the boys give sex problems as their greatest problem. Tables V and VIII show that teachers are partially meeting the sex problem. Efforts to stop drinking, smoking, gambling, and bragging have been attempted in some of the schools.

According to returns, gossiping is the only problem that is purely feminine. The number of girls indicating choosing companions, getting-by, living up to ideals, and petting parties is greater than the number of boys naming the same problems. Girls seem to be troubled more about what people think of them and also more anxious to look at life from an idealistic point of view than boys. This may give a cue as to why gossiping

makes such an impression.

In their suggestions for improvement girls were outstandingly above the boys in recommending student government and directed reading. Apparently there is little correlation between the problems given and the suggestions made for improvement.

Petting parties was mentioned by 6 girls and 4 boys. Getting-by was named by 2 boys and 7 girls. Violation of school rules was of most concern to 3 pupils. Lack of confidence was given by 7, while the question of what to read and what to do with leisure time was stated by 4 and 5 respectively.

Several pupils gave rather detailed accounts of their problems and for the sake of interest and specific illustration will be retold. One boy summed it up in these words: "Everything is being sacrificed for wealth, power, and greatness. To what avail? Where is the brake?" A girl wrote that an incident in her childhood had given her a bad reputation. She thinks she has done everything possible to live down the taint but feels that people still recognize it. She wishes to know what she can do to overcome the disgrace. Another girl says she lives in a degraded community. In the past the community has been good but industrial conditions have changed it. She wants her mother to move to another part of the city but the mother has refused. She wonders how she can persuade her mother to move. One girl reported that she is working in a grocery store. Home training urged her to be honest under all conditions, but

the proprietor had told her to say things she knew were not true. In order to continue in school she would have to keep her position. Shall she be truthful and lose her position? One often hears the report that father is strict and narrow minded. A girl thinks she is making every effort to please her parents. She wishes to attend social functions, but the parents impose restrictions. What shall a girl do under such circumstances? Another incident is one in which the parents are divorced. The daughter must visit her father at intermittent periods. She says her father is a bootlegger and she does not want to make the visit. She wishes to know how to avoid the visit to the father. Two girls reported that their boy escorts want kisses. They do not think it proper and wonder what a girl should do. Another girl reported that her great delight is to shock people. She seems to think it a bad practice and wonders how she can break it. Two pupils wished to know how to be square with themselves. This miscellaneous group comprises about 3.5 percent of the total and helps to present the serious side of the adolescent mind.

D. SUMMARY.

High school pupils think that the majority of pupils do not desire to participate in the activities named in question 10. For those pupils who think the activities are desirable, they take the following order: getting-by, petting parties, loafing, cigarettes, rowdyism, and swearing. About one out of six would not hesitate to copy, and two out of three think

strict discipline the better. One out of ten thinks an immoral person can be a good citizen. About two out of five replied that fear is an aid to cleanmindedness.

A large number think that extra-curricular activities is the better way to teach morals, while about the same number would suggest a course in moral instruction for credit. They also suggest that better teachers be employed and that the cooperative type of activity be used.

Their problems seem to lie outside the school. Companionship is the greatest, while degrading stories and bad language come second and third respectively. Boys show a greater tendency towards problems relating to sex, while girls seem to be concerned with the thought of what other people think of them.

IX. CONCLUSIONS

Many object to the opinions of high school pupils because of their immaturity. Any study based on opinion is rather indefinite, but it is questionable if any group of people knows the moral conditions in high schools more thoroughly than secondary pupils do. Though they may be largely imitative they draw conclusions which are original with them. Many of these youths are rapidly stepping into positions of responsibility and are filling them successfully.

In making comparisons between existing conditions in the high school with those in the community, pupils report that the school has the cleaner moral atmosphere.

Almost universally, teachers are making efforts to aid pupils in obtaining knowledge of the elements of character. The leading method is to correlate moral truths with the subject matter of other courses. In the eyes of the pupil the teacher is most effective through the power of suggestion. However there is a small number of teachers who are considered harmful, and the chief complaint filed against these teachers is the telling of degrading stories.

Many devices and drives are used. The content of these varies a great deal, and few schools are very systematic in their methods. The use of codes and one-period-a-week instruction is recommended by those having knowledge of this plan.

Student-teacher conferences are not as popular with pu-

pils as the other activities, but have aided in difficult situations and many report them beneficial.

In recommending books suggestive of higher morals, pupils show a strong tendency to imitate the recommendations found in high school reading lists. About one-third report that they read books the moral tone of which is bad, and they seem to base their judgment largely on material that is tainted with sex allusions. Extra-curricular activities reach over ninety percent of the pupils and are uplifting in nature.

Pupils admit that youth has a tendency to do slipshod work, but the majority do not think that most high school pupils desire to participate in getting-by, petting parties, loafing, cigarettes, rowdyism, and swearing. They object to considering immoral individuals good citizens, and the majority would hesitate to be dishonest. Though they appreciate cooperation and ask for social activities, they believe that discipline which preserves order is essential.

The problems of the high school pupil lie almost wholly in the social world. Companionship is their greatest problem. Boys are worried more about sex problems than girls are. The choice of morals as a problem indicates that pupils are experiencing the indefinite meaning of the term character.

Many pupils think that a course in moral guidance would be helpful in producing cleanmindedness. Others favor the use of school organizations to carry on the work. The majority think that special emphasis on the topic would be beneficial.

The study indicates that much is being done for the pupil; that the teaching of cleanmindedness is unsystematic, but that pupils derive many benefits from the school, from teachers, from books, and from extra-curricular activities; that the majority of pupils do not desire to participate in degrading activities and that pupils realize the difficulties connected with the problem of choosing ideals. In making proposals for improvement, stress is placed on more direct knowledge of character formation, and demands are made for situations that encourage activities favorable to cleanmindedness.

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