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A Study of the Extra-Curricular Activities in the Public High Schools of Florida

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PREFACE

The last quarter of a century, and more especially the last decade, has witnessed great changes in the educational thinking of the school men of the nation. Actuated by such motives as the doctrine of individual differences, and the "try-out," and what were proclaimed the Cardinal Principles of Secondary Education, teachers have shifted their attention from subject matter to child training. As a natural development of this shift the extra-curricular activities program has grown up, closely allied with the junior high school movement.

It was not long after the beginning of this change in attitude before the leading universities and colleges began to offer courses dealing with the various phases of extra-curricular activities work. Thereupon thoughtful educators began to take stock, as it were, to determine the condition and value of such activities in their schools. The result was that many school surveys began to deal with this phase of school life, and in some cases, as in Illinois, state surveys were made to determine the status and principles with reference to extra-curricular activities.

The foregoing quotation, taken from the foreword of a Master's thesis in Teachers College, University of Florida, June, 1925, by J. Hooper Wise, on *The Extra-Curricular Activities in the Public High Schools of Florida*, shows the growing importance of this subject and the reason for the publication of this bulletin. Chapters I to IV of this bulletin were a part of the Master's thesis referred to above.

The authors felt that if chapter V was added offering suggestions on *Introducing An Extra-Curricular Activities Program*, together with an appendix carrying an exhibit of student council constitutions, and a bibliography, that it would widen the scope of the study and make it a more helpful bulletin to school men.

Consequently the writer, under whose direction Mr. Wise wrote his thesis, prepared chapter V, the appendix, and the bibliography.

The first part of chapter V is a running discussion of an experiment the writer carried on during the year with the school officials of Orlando City Schools. It is presented here as an illustration of one way to introduce an extra-curricular activities program.

The appendix is a collection of student council constitutions. When these are studied carefully they are found to conform to certain rather general types. They are inserted with the thought that perhaps interested school men might get some help from a comparative study of them.

The bibliography is in two divisions; namely, general and topical. The general is a partially complete bibliography of the whole field of extra-curricular activities, while the topical bibliography consists in a classification of a few of these articles under certain topics as clubs, dramatics, etc. A part of the bibliography is annotated.

The writer is indebted to Dr. E. K. Fretwell of Columbia University for his bibliographies in Teachers College Record and also for additional materials and helps received from him while in his classes. Special mention is also due Mr. S. N. Reeves, Principal, Marianna, Florida, High School, for his assistance in preparing the bibliography while a graduate student in the writer's classes.

Acknowledgments would not be complete without mentioning especially our gratitude for the splendid cooperation given us by the high school principals of the state in filling the questionnaires sent them for the material in Mr. Wise's thesis.

—J. R.

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CHAPTER I

THE UNDERLYING PRINCIPLES OF EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities are, in some form, as old as our educational system. The spelling-bee and the Friday afternoon exercises, together with athletics in various forms, have long held forth in the schools of America. Previous to the last decade, however, such activities were carried on in a haphazard manner, were not definitely organized, and consequently had no regularly formulated plan. It is the purpose of this investigation to determine the status of extra-curricular activities in the high schools of Florida.

Closely paralleling the junior high school movement and receiving additional impetus from the report of the Commission on the Reorganization of Secondary Education, the importance of extra-curricular activities has steadily gained recognition in many of the progressive public school systems of our nation. Nowadays one seldom reads a book in the field of education, or a school journal of whatsoever kind but that in thought or in matter of fact one finds clearly enunciated the principle that training for citizenship is one of the main objectives of modern education. With this change in attitude and purpose has come the realization that our schools must be more than places for the mere cramming of facts into the heads of our youth—they must be laboratories where, through the experimental process, our boys and girls are trained in the attitudes and the principles of a democracy. To attain this end trained educators have made use of certain instinctive-characteristics of pupils and by guiding them into proper channels have gradually produced what we today designate as extra-curricular activities. By extra-curricular activities, then, we mean those legitimate activities not provided for in the curriculum. They will, of course, vary in different schools.

In stating the underlying principles of extra-curricular activities, Briggs says they are justifiable in two respects. "First, they offer the school its best opportunity to help pupils do certain desirable things that they are going to do anyway—viz., take their places as members of social units and exercise, each according to his ability, those qualities

of leadership, initiative, cooperation, and intelligent obedience, all fundamental in society. Second, they offer a ready channel through which the school may utilize the spontaneous interest and activities of the adolescent and through these lead to higher types of activities and make them both desired and possible of attainment." With this statement of the meaning of extra-curricular activities and the underlying principles let us turn to a fuller discussion of the philosophy and psychology which find expression in a properly conducted extra-curricular activities program.

Too long have we contented ourselves with talking about efficient citizenship, proper attitudes towards life, democracy in education, and the ability to share in the experiences of others. The attaining of these ends we accept as the ultimate goal in true and complete education. The question which confronts us is, How may we attain this goal? Students do not learn citizenship, or to adjust themselves in relation to others by merely hearing such questions discussed. There must be laboratory training and this training must be given in the plastic, adolescent age. Why do we not apply to our school room activities the methods which we all agree are so essential in athletics? What coach would think of training a football team aside from the gridiron? Coaches are not content with daily practice and scrimmage; they even spend hundreds of dollars "scouting" opposing scheduled teams that they may train their men to overcome the very problems which will be encountered in the contests. Yet most school men have been content to give their pupils only "skull practice," and consequently have seen them go down in defeat because they could not adjust themselves to their surroundings after leaving school. In other words, many educators have failed to recognize the well-known principle: We learn to do by doing.

Dewey tells us of a school where youths are taught to swim without going into the water, being repeatedly drilled in the various movements which are necessary for swimming. When one of the young men so trained was asked what he did when he got into the water, he laconically replied, "Sunk." This story typifies the relationship of school to society. We can not prepare our future citizens for life in society apart from the conditions which must be met in society. The only

way to prepare for the life out of school is to live as nearly as possible under such conditions of life in school.

We have for years freely used such terms as "character formation," "mental discipline," "self-realization," "social efficiency," "culture," "citizenship," "leadership," "intellectual power," and a dozen other general expressions as the ultimate aim in education. And in these are there not summed up most of the purposes that really count in life? Our aim, then, has been lofty and true enough. But we have had no specific methods by which these aims could be attained. The extra-curricular activities program is a definite step in the direction of our aims.

More and more the ideas of the world become democratic. The World War placed in the discard forever the notion of Divine Right of Kings. Civilized nations no longer bow the knee at the throne of political czarism. There remains, however, in many of our schools that spirit of autocracy wherein the teacher says come, and the pupil cometh; go, and the pupil goeth. Here has remained the longest, here is most deeply rooted that unquestioned submission to authority. Consequently, we glibly talk of training the American youth for democratic citizenship, all the while drawing our righteous robes of autocracy about us and refusing young America the right to participate in our plans or to question our motives. We say we are teaching our youth to swim; but we are careful to keep them from the water.

In an autocratic or despotic government the drive which is back of each movement of the human mechanism is external—it is located in the autocrat or in the despot. In a democratic form of government the drive is located internally—it is in the will of the acting being. Our purpose in school should be to reduce to the minimum the amount of external drive and increase to the maximum the amount of internal drive. If students are to become worthy citizens in a democratic land, they must have developed within them the power of self-reflection, self-direction, and initiative. Such development must come through training in the early years when attitudes and ideals of life are in the forming.

Under such considerations it is pertinent to ask the question propounded by Kilpatrick: Do we as teachers seek con-

duct or character in our pupils? If this question were asked individual teachers there is no doubt that the answer would be, Character. But referring to the hackneyed aphorism, Actions speak louder than words, one is convinced that many teachers are getting conduct as a result of their methods. Granting that their goal is character, their methods are wrong and if strong character is developed one can not but feel that such result is not because of the teacher's influence, but in spite of it. Pupils may obey, disobey, or learn the art of self-direction. To obtain obedience has been the work of many teachers. They as a result of their ability at policing are often held in high regard as "disciplinarians" especially by the weaker, more docile pupils, while the stronger, more self-willed ones regard such an autocrat as a tyrant. In such a case disobedience is almost to be desired since we are training for democracy rather than for an absolute monarchy.

The writer does not wish to be understood as holding that children, or adult citizens for that matter, should be without restraint or law. But if we are to have a democracy, law and order must proceed from within the individual instead of being imposed from without. Under such conditions there probably will not be as strong indication of discipline and order,—but are we seeking conduct or are we seeking character? If we are seeking conduct then we had best proceed to the autocratic task of having "screwed down pupils in screwed down desks." On the other hand if we are seeking character in our pupils, no one, upon reflection, will deny that our efforts should be toward helping boys and girls to attain the mastery of self-direction.

One of the strongest arguments against having an autocratic regime in the schools of democratic America is found in the following well-known principle of psychology: Mankind interprets the present in terms of past experiences. The writer well remembers his first sight of a "horseless carriage." Truly it was a horseless carriage, for in design, every particular, where possible, was an exact duplicate of the then numerous horse-drawn carriages. Engineers were interpreting the automobile in terms of the old carriages. In the light of such fact may we not expect boys and girls trained in the atmosphere of an autocratic school room to be

subservient to the dictates of the ward boss, or themselves intoxicated with the love of power to become exploiting politicians?

The writer does not offer an extra-curricular activities program as a panacea or cure-all for the every ill of our public school system. Yet it is doubtful if a student of educational problems can conscientiously question the philosophical and psychological soundness of such a program in the hands of a trained educator who has leadership and personality. Nor is it the writer's purpose to sponsor "fads" and "frills" so-called at the expense of the classical studies. The writer was trained in a classical preparatory school where the curriculum consisted of four years of English, four years of Mathematics, four years of Latin, and two years of History as required subjects, while the electives consisted of two years of Greek or two years of German. The school's extra-curricular activities were as stereotyped as its curriculum. There were athletics and literary societies out of which grew the annual debate and declamatory contest. Only those physically fit were members of the championship athletic teams of this school, but everyone was a member of one of the literary societies. Thus it is seen that the writer, in speaking of the older type of classical school, speaks from first-hand knowledge and in no sense of prejudice. In fact the writer recalls with pride his preparatory school training and would in no wise alter it except to broaden it through more and richer student activities. Yet, since men are not created equal, and since all men are not preparing for the same life's work, one set curriculum with few or no extra-curricular activities can not be sufficient.

It can not be denied, then, that such a program, both curricular and extra-curricular, is too narrow to meet the needs of the youth of a complex age. Such a program in itself is good, but it can not satisfy the needs of the 10 per cent who will attend college, nor can it approximate the much needed training of the 90 per cent of our boys and girls who will never attend an institution of higher learning. So it is that we are concerned, not alone with an elect 10 per cent, but with every young American in arranging an extra-curricular activities program which will help to reach the aims of edu-

cation as set up by the Committee on the Reorganization of Secondary Education. The cardinal aims are: health, command of fundamental processes, worthy home membership, vocation, citizenship, worthy use of leisure time, ethical character.

In reviewing the seven objectives as stated above it is evident that at least six of them lend themselves remarkably well to training through an extra-curricular activities program which includes athletics, student participation in government, and clubs of all kinds wherein there is correlation both with class room work and with community activities. For example, let us consider the objective, citizenship. Formerly all the training in that direction was an attempt to memorize a textbook in civil government. The book was an outline of the officers of the government together with a list of their duties and salaries received. The writer can out of his own experience attest to the inadequacy of such a course to equip one to meet the issues which daily arise in a democracy. Such a course may not as much as impress facts as evidenced by the fact that a teacher-friend of the writer's, though he was an instructor of history and civics, had his ballot rejected in a recent presidential election because of his ignorance of the simplest fundamentals of balloting. When we do not train our boys and girls to cast with intelligence the ballot—a privilege accorded white and black, lettered and illiterate—how can we expect them to adjust themselves in the more difficult relations with their fellowmen?

Herein lies a value of an extra-curricular activities program. For along with textbook instruction comes laboratory work through means of a civics club or student participation in government in which the students are organized along lines of national, state, county, or municipal government. Thus are furnished those very situations and problems which will arise in years after school days. This practical training, together with textbook instruction, equips the students for intelligent participation in governmental affairs. And this is done not merely through the teaching of facts, but by a more forceful method; namely, by placing some in positions of leadership and by teaching others the art of intelligent obedience of self-direction and cooperation with

leadership—two necessary characteristics of good citizenship in a democracy. In short, we learn to do by doing.

It could be further shown how extra-curricular activities are very beneficial in the promotion of health, worthy home membership, choosing a vocation, worthy use of leisure time, and the development of ethical character. For example, a hiking club affords excellent opportunity for health promotion and instruction in hygienic habits, while home economics clubs, in their various branches, offer such instruction as leads to worthy home membership. Furthermore, no problems present more serious difficulty in their solution than do the choosing of a vocation and the putting to a worthy use one's leisure time. To these an extra-curricular activities program presents a possible solution. A pupil's many interests are given "try-outs" through club activities and at the same time he is perhaps acquiring a taste for some activity which may become his hobby, if you please, and thus furnish the source for many enjoyable and indeed profitable hours which otherwise might be spent in idleness or in indulging in the evils which idleness breeds. Someone has truthfully said that "the time to discover the character of man is when he is at play, after his working hours are over;" likewise that "the use of a nation's leisure is the test of its civilization." So by means of an extra-curricular activities program each pupil may be interested along one or more lines whereby he may pleasurably and with profit spend his leisure hours.

An extra-curricular activities program offers no less striking opportunity for the development of our boys and girls in ethical character. And here we strike at one of the pressing needs of our day. When the idea is generally prevalent that it is not wrong to defraud a wealthy corporation, when the linen collection of many individuals—in some cases so-called cultured and refined women—is made up in part of Pullman and Y. M. C. A. towels, and dining car tablecloths, when a great university buys forty dozen sweat shirts and loses by theft at the hands of its students 90 per cent of them,—when these conditions exist, the writer considers the time overripe for the instituting of some sort of program whereby our boys and girls may be trained to respect the rights, privileges,

and property of other citizens and corporations. How may this end be attained?

It is plainly evident that the time has come when the American students resent being "preached to." One dare not deduce lessons or morals in teaching high school pupils or even students in a university. All such attempts seem to meet with revulsion on the part of the pupils and consequently may do harm rather than the intended good. Through interest in some activity pupils are brought together and are taught the necessity of respecting the rights of others. Furthermore, through means of the club or activity occasions arise where it is natural and easy to teach ethical principles. The pupils do not realize that the lesson is being taught and yet it is being indelibly impressed upon them because they are practicing, are living in actuality, those principles that make for ethical character.

Again there comes to the forefront the sound psychology of an extra-curricular activities program. For there is no better method of instruction than that by which pupils are taught without realizing that they are being taught. Utilizing this principle skilled teachers impart many lessons through means of some activity or club where, however, some basal instinct is its excuse for being. With the pupil the activity is the thing, whereas with the trained leader the club is but a means to an end, an activity leading to a higher type of activity.

This leads to a consideration of another advantage offered by an extra-curricular activities program. So far the values discussed have been intrinsic. Now we turn to those which we shall term extrinsic. By these are meant the values derived from a transfer of interest. It is the old problem of keeping boys and girls in school by enlisting their interest and enthusiasm in some appealing activity. Interest in this activity will cause the pupil to attend school and so the opportunity is given for the teacher to reach him and perhaps to interest him in the regularly prescribed course of study. Many pupils within the writer's experience have become so interested in some extra-curricular activity that they remained to graduate from high school and in many cases to enter college. And often such boys and girls have by that time

realized the importance of specialized training and so the day has been saved for them. John Trotwood Moore in his novel, *The Bishop of Cottontown*, clearly teaches the principle of the transfer of interest. The bishop disliked very much a neighbor, Ben Butler. As a clergyman he realized that this hatred must be overcome. Now the bishop owned a thoroughbred horse which he loved very dearly. Then an idea struck the bishop. If he named the horse Ben Butler he might grow to love his old enemy. The plan was tried and the result was that the bishop came to love Ben Butler. To state the principle we have as follows: Associate the thing which you do not love with that which you love, and you will come to love that which you do not love. The application to school and to life is real. Many a school has become a place of happiness and joy for pupils when once the wise teacher seized upon the pupils' interests for certain group activities, and at the same time through the principle of the transfer of interest the pupils were instructed in those subjects which we all agree are fundamental.

An extra-curricular activities program not only tends to make school a happy place in which to live, but also promotes through group activities a feeling of *our-ness*, an essential for success in any institution. When pupils feel that the school is theirs and that what they do is for their own good, or hurt, they begin to rise above that childish inclination to regard the teacher as a personal enemy, one to be annoyed and despised. As the school becomes more and more democratic, the pupils become more and more to regard the teacher as a co-worker and adviser. Sharing with the teacher all interests, and having more responsibility, the pupils think of the school in terms of *ours* instead of *his*, as formerly. With the feeling of *our-ness* come the pride, and the joy, and the satisfaction of possession. And as workmen labor more earnestly when they are to share in the company's earnings, so pupils, when they realize that the school's success devolves upon them, enter upon their duties with greater zeal. What does this increased interest mean? It is, or becomes, what we call school spirit. This unconquerable spirit is unquestionably of more value to a school than buildings and equipment. With a similar problem in mind Napoleon once said, "In

war, the morale is to the physical as three is to one." Truly may we in similar words say, "In school, the morale is to the physical as three is to one." Just as we stressed the keeping up of morale among our soldiers of the World War, so we should put forth every effort to build up the morale of our adolescent boys and girls—our most powerful army. To accomplish this we must make them happy and joyous, for a sullen or despondent person lacks morale. Again we find through an extra-curricular activities program the instinctive means of group activity so essential to the development of school spirit or morale.

By this consideration extra-curricular activities may drop merely to the plane of a teaching device whereby the teacher may arouse interest. Such a use is legitimate, but is a less important phase of an extra-curricular activities program. In fact such an advantage is but a by-product. An extra-curricular activities program, since it is not primarily for the purpose of assisting in making interesting certain subjects commonly called "dry," should not be degraded to the rank of a mere teaching device. As a matter of fact, an extra-curricular activities program is not a manufactured device which grows up outside of the school and is then brought in as a secondary consideration, but if worth having, is a spontaneous and natural growth out of curricular activities. Herein lies its value in making interesting certain subjects commonly called "dry." The primary end, however, which is sought in a carefully planned extra-curricular activities program is preparation for a fuller, more wholesome, happier, more useful life. So, while such a program will obviously make school a happier place, and while it will create interest in school in general, those considerations, only as they fit into the bigger purpose, must not be thought of to the detriment of the main purpose of an extra-curricular activities program—more life.

As the writer has become better and better acquainted with the purpose and philosophy of an extra-curricular activities program and as he has thought back over his school career, and of schools visited in the present study, there has come full realization of the vast possibilities of an extra-curricular activities program, and of the richness which it

brings to the life of the pupils. And it may be that the opening up of innumerable possibilities and avenues of life to our boys and girls is in a measure bringing about a condition by which they may have life and that more abundantly. From experience and observation the writer can speak of the certain starvation of the moral and social life of many of our school children, and many grow to old manhood and womanhood and are as a character spoken of by George Eliot. "Is there anything you can fancy that you would like to eat?" she once asked an old laboring man, who was in his last illness, and who had refused all the food his wife had offered him. "No," he answered, "I've never been used to nothing but common victual, and I can't eat that." George Eliot adds that experience had bred no fancies in him that could raise the phantasm of appetite. In like manner many of our young Americans do not dream of the possibilities wrapped within them. Experience has bred in them no fancies. To open up possibilities through experience is the work of our schools. There is no better way to do this than that which the laboratory method affords. There is no better laboratory method than that which an extra-curricular activities program offers.

Since extra-curricular activities as a definite program are yet in their early stage of development there are many of our educators who do not grasp the full significance of the movement. For that reason many are skeptical of the value of an extra-curricular activities program—indeed some see grave danger in such. For that reason it may be well to consider some of the objections or fears raised with reference to an extra-curricular activities program.

It has been said that the tendency among some modern school men is to let the "sideshow run away with the main circus." In this case, extra-curricular activities, and indeed many of the newer subjects in the curriculum, are considered the sideshow, and the older, classical subjects, the main circus. But students of educational problems may well wonder what is the main circus, and what, the sideshow. This morning the twentieth biennial session of the Florida legislature convened. This body will be asked to vote for the support of public education a sum of money greater than any former

appropriation. As argument in favor of the passage of such a measure men will declare that the state will well be repaid for every dollar spent for educational purposes, for such expenditure is an investment in good citizenship. But here arises the problem. How may we most efficiently train the greatest number of citizens? Is a man well trained for American citizenship because he can read, write, and cipher? If so, all efforts to teach the ideals and principles of a democracy, all energy expended in an attempt to gain proper attitudes in life, and to teach the lessons of self-direction, cooperation, and intelligent obedience, can be of no avail. But herein are found the most fundamental principles which underlie all democratic government. Now an extra-curricular activities program is certainly an excellent method of teaching the above-mentioned principles. Then may we not ask what is the sideshow, and what, the main circus? In answer it may be said that extra-curricular activities and curricular activities supplement and grow out of each other and that no school is functioning properly when it is weak in either respect.

Again it may be urged that the curriculum is already overcrowded and can take on no new material. This has been the cry with the addition of each new subject. And it is true that the curriculum has grown continually, ever becoming broader and broader, seldom losing a subject when once incorporated. This condition, however, only shows the progress of man, for as life and its problems become more and more complex, so the curriculum tends to become broader and more comprehensive. And just as there was need of organizing and coordinating the subjects in our high school curriculum, so there is need of organizing and coordinating the extra-curricular activities into a definite program. The following quotation covers well the point at hand. "To train pupils for college entrance is still one of the functions of the high school; yet it is *only one*. The modern high school, with its diversified activities, prepares more pupils for college than the rigid prescribed system of the past used to prepare. The modern high school also recognizes that its prime function is to prepare the vastly larger group to enter business and industrial life upon completion of the high school course. . . . The ideal of the modern high school is that

individual needs, interests, and aptitudes of the pupils be studied with the view of becoming the basis of the entire school organization."

Other critics speak of the modern extra-curricular activities program as a "fad" or a "frill", here today and gone tomorrow. Here it is only necessary to call attention to one fact. The only new idea in extra-curricular activities is the word program. As previously stated extra-curricular activities are as old as our educational system. Now it is proposed to shape these activities into a definite program. It is evident from the fact that schools have always fostered certain extra-curricular activities that school men have long recognized their value, but not until recently has the importance of having a definite extra-curricular activities program been realized. Since boys and girls are going to have certain activities, it now seems logical and best to control these and so lead the pupils on to higher and more important activities of life. Thus it may be seen that extra-curricular activities are not some modern innovation; but are, as many of our present day philosophical questions, an age-long problem clad in a new or altered garment.

In some cases many of the foregoing criticisms are true. They are, however, indictments, not against extra-curricular activities as such, but against certain school men who lacked vision and a working knowledge of an extra-curricular activities program and consequently failed. If an owner of an automobile were to try to adjust the carburetor and found that the engine failed to function properly and finally refused to fire, would his neighbors be justified in declaring that automotive machinery in general is a failure? Because one or even several teachers who know as little about extra-curricular activities as the previously mentioned owner knew of the carburetor, fail miserably in an attempt to institute a definite working program of extra-curricular activities, should the conclusion be drawn that the system is wrong? The system is psychologically and philosophically sound, but it may become a boomerang in the hands of an inexperienced, untrained teacher who has neither the proper knowledge of boys and girls nor the personality to make an extra-curricular activities program a working success. It should be repeated

in passing that the failures in establishing an extra-curricular activities program may be traced either to the fact that the teacher did not know what he was attempting to do, or to the fact that the pupils were not properly prepared to live under the conditions existing in the change from an autocratic to a democratic form of government.

The question regarding the effect on high school scholarship of pupil participation in extra-curricular activities is one often referred to and should be briefly discussed. So far as the writer has been able to examine the literature, there has been little work done along this line by the scientific educator. Reference shall here be made to a study of the pupils of the four high schools of Kansas City, Missouri.

In the Kansas City survey 398 cases were studied—239 girls, and 159 boys. A large number of these graduated from high school in 1921; a smaller number graduated in 1920; and a few graduated in earlier years. The total number included 155 pupils, equally divided between boys and girls, who took no part, or practically no part, in extra-curricular activities. On the other hand, the group included some of the most active members of their respective classes and others of varying degrees of activity. The students studied were those who enrolled in the Kansas City Junior College and constituted about 30 per cent of the total number graduating from the Kansas City high schools. Furthermore the list of students studied was submitted to one of the high school principals and he declared the pupils listed to be representative.

The investigators sought answers to three questions: "(1) During the period when one of the two groups is participating in extra-curricular activities, which group more nearly maintains a standing in scholarship that accords with native ability? (2) Which group shows the higher correlation between scholarship during the period of participation and scholarship during the period before participation ordinarily begins? (3) What significant changes occur in the distribution of high, low, and medium marks?"

After the intelligence tests were given, comparison was made of grades of students both before and during participation. It is not possible to reproduce here the tables of data from which the investigators drew their conclusions. Quot-

ing the investigators in their general conclusion we have: "On the whole, the evidence adduced in this investigation points to the thesis that high school pupils of somewhat more than average intelligence participate in extra-curricular activities, probably as a means of expressing their intelligence beyond the demands of the curriculum, and that such participation does not significantly affect their scholastic standing."

The one activity which had detrimental effect upon the scholastic standing of the participants was athletics. It is interesting to note that this activity is one of the oldest; in fact, it is the one which has always been in our schools and is most nearly universal. It is a well-known fact that athletic prowess and high scholastic standing are, for the most part, antithetic. The fault, however, is not with athletics as an extra-curricular activity, but lies in the fact that America has commercialized school athletics. The fact is that the athletic program, as now conducted, is diametrically opposed to athletics as an extra-curricular activity. Here the slogan is: An activity for every pupil; every pupil in an activity. It is obvious that the purposes are contradictory. An extra-curricular activities program calls for the physical development of every pupil; the present athletic system, stressing the importance of winning and advertisement, "develops" only those who are most nearly perfect physically and who need development the least. Therefore the fact that participation in athletics is decidedly detrimental to high scholastic standing is no criticism of athletics as an extra-curricular activity, but instead is a sad commentary upon the fact that school authorities have allowed athletics to grow wild at variance with the spirit of an extra-curricular activities program. Before passing to the next chapter which outlines in detail the method employed in investigating the status of extra-curricular activities in Florida high schools, let us sum up the main points in this chapter.

Our discussion thus far has been to the effect that the extra-curricular activities program is a natural development of the great shift of attitude from subject matter to child training; that actuated by such motives as the doctrine of individual differences and the tryout, and what were proclaimed the Cardinal Principles of Secondary Education,

extra-curricular activities have grown up closely associated with the junior high school movement. Thus we have shown that the warrant for introducing these activities into the field of secondary education is founded both upon the social philosophy basic to this period of education, the preparation for the worthy use of leisure, which is in accord with one of the seven Cardinal Principles of Secondary Education, and upon the practical results for good in their effect upon the character of the individual pupil, the general morale of the school, and the possible life work of certain individuals.

It has also been pointed out that the criticisms directed at extra-curricular activities arise from a lack of understanding of the underlying principles of such a program, or are not substantiated by the facts, or are in reality against extra-curricular activities of former days wherein there was no organization, no definite program, no directing control. The valid criticism is that which may equally well be brought against any movement; namely, an extra-curricular activities program may be carried to excess. Regarding this it must be admitted that untrained and over zealous teachers may "club" their pupils to death. There must be tempered action.

We are now ready to begin an intensive study of our problem. Let us turn next to a consideration of the method of approach.

CHAPTER II

THE METHOD OF THIS INVESTIGATION

This study is an attempt to find out the status of extra-curricular activities in the high schools of Florida. The data for this study were secured from the high school principals, a questionnaire having been mailed the head of every Florida school doing any amount of high school work. This was thought best in order that study and comparison of conditions in one, two, three, and four year high schools, as well as in small, medium, and large high schools, and in those having a standard junior-senior organization might be made with a view to determining just what type of school is rendering the state, through its extra-curricular activities program, the best service in the upbuilding of citizenship.

The locations of the schools and the nature of the material desired each necessitated the use of the questionnaire method. To that end, a questionnaire was prepared, and following the State Superintendent's list of high school principals for 1924-25, each principal was asked to furnish the desired information. In order that the reader may have a clear conception as to exactly how these data were secured, the letter to the principals, together with the blank sent, is here reproduced.

THE LETTER

University of Florida
Teachers College
Gainesville

February 2, 1925

Department of Secondary Education
Joseph Roemer

Dear Principal:

Enclosed you will find a questionnaire prepared by J. Hooper Wise, a graduate student of the University. Mr. Wise wishes to secure information for a bulletin which he is preparing, and I will consider it a personal favor if you will fill out the questionnaire and return it as soon as possible.

When the study is completed, we plan to publish it, and send to each high school principal a copy, thus rendering mutual service. In arranging the blank, we have tried to organize it so that you will be able to fill it in a very few minutes. A self-addressed stamped envelope is enclosed for your use in returning the questionnaire.

Thanking you for an immediate response, and with best wishes for the remainder of the school year, I am,

Very truly yours,

(Signed) JOS. ROEMER,
Professor of Secondary Education
and High School Visitor

THE QUESTIONNAIRE

.....High School.

.....County.

A.—TYPE OF ORGANIZATION

1. Check the type of organization your school is: Four year high school....., Jr.-Sr. high school....., Jr. (A) high school (grades 9-10)....., Jr. (B) high school (grades 7-8-9)....., Sr. high school (grades 10-11-12).....

2. Give your high school enrollment by grades:

Grade	7	8	9	10	11	12
Enrollment

B.—TRAINING OF TEACHERS

3. Fill this blank for all teachers doing high school work, including the principal:

Degrees Held	None	L. I.	Bachelors	Masters	Total
Jr. High School
Sr. High School
4 yr. High School
TOTAL

15. Do you employ teachers with the understanding that they are to supervise one or more extra-curricular activities?.....
16. Are all activities supervised by teachers?.....
17. If not, are some of the activities supervised?.....
18. If so, which activities are supervised?.....
19. Are teachers chosen to supervise activities:
 - (a) By the principal?.....
 - (b) By the faculty?.....
 - (c) By pupil organizations?.....
 - (d) By volunteering?.....
20. Is a teacher limited as to the number of activities he may supervise?.....
21. If so, is he limited to two at most?.....
22. In what capacity do club sponsors act: (a) As advisers?.....
- (b) As inspectors?..... (c) Or as leaders, where they help in arranging programs, plans, etc.?.....
23. Are teachers who supervise activities given exemption from class room or study hall duties?.....
24. If so, is exemption from study hall duties only?.....
25. If not so exempted, are they given extra pay for supervising activities? (Omit paid athletic coaches).....
26. Are 50 per cent or more of meetings held during school hours?
.....
27. Are 50 per cent or more of meetings held immediately after school adjourns?.....
28. If not, are 50 per cent or more of meetings held at night?.....
29. Is teacher supervisor always present at meetings?.....
30. If teacher, or substitute, is not present, is there any method of keeping in touch with what happens?.....
31. If so, what method is used?.....
32. Does principal or other faculty member supervise meeting in absence of supervisor?.....
33. Do you have any form of student participation in government?
.....
(Please attach copy of your student government constitution.)

E.—CONTROL OF EXTRA-CURRICULAR FUNDS

34. Do you have pupil treasurers?.....
35. Do you have a high school treasurer who has charge of class and organization funds?.....
36. Are such treasurer's accounts audited by an accountant appointed by the Board of Education?.....
37. Are the finances of activities controlled by the principal or faculty?.....
38. If not, are finances controlled by a student treasurer?.....
39. Are purchases from merchants permitted by pupils without an order from principal or teacher?.....
40. Are regular financial reports made to the principal?.....

F.—CREDIT FOR EXTRA-CURRICULAR ACTIVITIES

41. Are pupils granted credit toward graduation for extra-curricular activities?.....
42. Does such credit take the place of scholarship credit?.....
43. Is credit granted merely for belonging to an organization?.....
44. Is there any correlation between extra-class activities and the regular class room work of the school?.....
45. Is there any correlation between extra-class activities and community life, such as Red Cross work, etc?.....

G.—BASIS OF ORGANIZING EXTRA-CURRICULAR ACTIVITIES

46. (a) Are activities organized on basis of pupils' interests?.....
 (b) Or on basis of teachers' judgment of what pupils should do?
- (c) Or on no definite basis?.....

H.—METHOD OF SUPERVISING EXTRA-CURRICULAR ACTIVITIES

47. Do classes give parties?.....
48. Are all parties supervised by faculty members?.....
49. Are all parties given in school building?.....
50. (a) Is dancing permitted?..... (b) Or encouraged?.....
51. If so, do you prescribe hours?.....
52. Is a special effort made to provide attractive features for those who do not dance?.....
53. Do pupils give parties in which dancing is the only feature?.....
54. (a) Do supervisors of parties prescribe hours?.....
 (b) Prescribe dress?..... (c) Place of holding party?.....
 (d) Pupils to be invited?..... (e) Amounts assessed pupils for decorations, refreshments, etc.?.....
-, Principal.

RESPONSES OF PRINCIPALS

Of the 210 questionnaires sent out 98 were filled in and returned promptly. After about 10 days a postal card was sent to each principal who had not responded. To this card 37 replied by returning the questionnaire. After a period of 15 days a second postal card was mailed to those principals who had not yet replied. To this second card 25 replied. As a last resort 15 personal letters, with a second questionnaire enclosed, were sent certain principals who had neglected to report to the first letter and the two postal cards. In reply 10 questionnaires were received, making a total of

170 schools heard from, or 81.0 per cent of all schools doing any kind of high school work. It should be added that as the questionnaire was mailed in February many of the smaller rural high schools were no doubt already closed, hence we received no reply. But of the four year high schools all responded except 7. The follow-up cards are herewith reproduced.

POSTAL CARD No. 1

Gainesville, Fla.
February 20, 1925

Dear Principal:

On February 2 I sent you a blank to fill for some information on Florida high schools. This blank went to every school in the State. So far yours has not been returned. If you will finish it up and let me have it in the next few days, I will take it as a personal favor.

Your friend,

(Signed) JOS. ROEMER,
Professor of Secondary Education
and High School Visitor

POSTAL CARD No. 2

Gainesville, Fla.
March 7, 1925

Dear Principal:

Just a note to tell you that I am still wanting that questionnaire sent you last month. A few are still unreturned. I want the study to be complete and am asking that you let me have yours as soon as possible. If you have misplaced it, I will send you another. Thanking you, I am,

Your friend,

(Signed) JOS. ROEMER,
Professor of Secondary Education
and High School Visitor.

THE QUESTIONNAIRE METHOD

The writer is aware of the objections brought against the questionnaire method of collecting data. In the main it is conceded that the objections are valid. But often such

criticisms grow out of the fact that some questionnaires are questionnaires of opinion, not of fact. The questionnaire used in this study is, with the exception of two or three questions, one of fact as shown by sample questions. "Do you have home rooms?" "Do you have student treasurers?" "Are all activities supervised?" "Do you give credit for extra-curricular activities?" are some questions selected at random from the questionnaire. It is at once obvious that each query may and must be answered by *yes* or *no*, and so the questionnaire is one of fact and is as reliable as the individuals who fill it.

Besides, the questionnaire method is the only way by which data could be collected over so large an area as the State of Florida. Personal visits to schools so widely scattered as are those of this commonwealth would entail a great deal of expense and extend over a long period of time.

In consideration of the fact that no other method of collecting the desired data was feasible, and in light of the fact that the questionnaire used was one of fact with no opportunity for expressing opinions, the writer feels justified in the method used and satisfied as to its correctness in indicating the truth in regard to existing conditions and present tendencies.

With the method of the investigation before us let us turn to the tabular results of the study and the interpretation thereof.

CHAPTER III

EXTRA-CURRICULAR ACTIVITIES IN THE HIGH SCHOOLS
OF FLORIDA

The previous chapters have presented the basic principles of an extra-curricular activities program, and the method of procedure followed in collecting the data upon which this study is based. The problem set for this chapter is to determine the present activities in the Florida public schools as indicated by the information secured from the principals of the high schools included in this study.

Chapter III, being based upon the questionnaire which is reproduced in chapter II, logically resolves itself into two parts. First, sections A and B of the questionnaire deal respectively with the type of organization and the training of teachers, and thus furnish a basis or background for the study. These sections are set forth by tables I-VII. The second division of the chapter, dealing with sections C-H of the questionnaire, is presented by means of tables VIII-XXV, which have to do with extra-curricular activities as reported by the high school principals. Let us turn now to section A of the questionnaire.

A—TYPE OF ORGANIZATION

Tables I-III, which follow, are designed to show the number of schools included in this study, classified according to type and size. It was thought best to disregard the classification of high schools as formulated by the State Department of Public Instruction, and instead to classify them as to number of years of high school work offered. Consequently, we have one, two, three, and four year high schools, and junior and senior high schools. In this study the name junior shall be applied only to those schools which have a separate organization for grades 7-8-9, while we shall designate as senior those high schools having a separate organization for grades 10-11-12.

The classification relative to size is an arbitrary one, having been chosen as fitting the conditions in this state. These different classifications are made that comparisons may be drawn, and that it may be determined what type and size of

school is doing the most to promote an extra-curricular activities program.

TABLE I.

SHOWING THE NUMBER OF ONE, TWO, THREE, AND FOUR YEAR HIGH SCHOOLS INCLUDED IN THIS STUDY CLASSIFIED ACCORDING TO SIZE.

Kind of School	Small Under 60	Medium 60-200	Large Over 200	Total
1-Year	9			9
2-Year	22			22
3-Year	11			11
4-Year	39	53	21	113
Total	81	53	21	155

TABLE II

SHOWING THE NUMBER OF JUNIOR AND SENIOR HIGH SCHOOLS INCLUDED IN THIS STUDY CLASSIFIED ACCORDING TO SIZE.

Kind of School	Small Under 60	Medium 60-200	Large Over 200	Total
Junior			9	9
Senior		1	5	6
Total		1	14	15

TABLE III

SHOWING THE NUMBER OF HIGH SCHOOLS INCLUDED IN THIS STUDY CLASSIFIED ACCORDING TO SIZE AND TYPE.

Kind of School	Small Under 60	Medium 60-200	Large Over 200	Total
1-Year	9			9
2-Year	22			22
3-Year	11			11
4-Year	39	53	21	113
Junior			9	9
Senior		1	5	6
Total	81	54	35	170

Note: See appendices A-F for a classified list of all schools included in this study.

From table I it is shown that all the one, two, and three year high schools are small, having an enrollment under 60. Of the four year high schools 39 are small, 53 have enrollments ranging from 60 to 200, while 21 are large. Table II shows that all junior and senior high schools studied are large with the exception of one, which is of medium size. The total number of schools studied as shown by table III is 170. The State Superintendent's list of high school principals for 1924-25 includes 210 names. Thus it is seen that this study is based upon reports from 81.0 per cent of the high schools of the state.

That we may realize the comprehensiveness of this study in the light of the number of pupils included, let us turn to table IV which follows. This table shows by grade the total enrollment of all types of schools included in the study.

TABLE IV

SHOWING BY GRADES THE TOTAL NUMBER OF PUPILS ENROLLED IN THE HIGH SCHOOLS INCLUDED IN THIS STUDY.

Kind of School	Grades						Total
	7th	8th	9th	10th	11th	12th	
1-Year .....	.....	.....	90	.....	.....	.....	90
2-Year .....	.....	.....	258	143	.....	.....	401
3-Year .....	.....	.....	142	94	56	.....	292
4-Year .....	.....	.....	5,180	3,670	2,764	2,188	13,802
Junior	3,799	3,131	2,611	.....	.....	.....	9,541
Senior .....	.....	.....	.....	2,271	1,565	1,125	4,961
Total	3,799	3,131	8,281	6,188	4,385	3,313	29,097

Note: See appendices A-F for a classified list of the schools studied, showing by grade the enrollment of each school.

It has already been shown that the study is remarkably complete from the standpoint of the per cent of schools included. Table IV above shows that 29,097 pupils make up the total enrollment of all the schools that reported. Of this number 6,930 are enrolled in the seventh and eighth grades leaving a total of 22,167 pupils in the high schools organized on the four year plan.

At the Florida Educational Association in December, 1924, State Superintendent W. S. Cawthon in an address before the convention stated that the 1924 enrollment in Florida high schools totaled 23,100. From these figures it may be shown that this study includes 95.5 per cent of all high school pupils. As a result of the fact that the study is based upon conditions as reported by 81.0 per cent of the high schools in the state and in view of the additional fact that the enrollment of these schools constitutes nearly 96.0 per cent of the state's high school enrollment, the writer feels justified in stating that the conclusions drawn indicate the true status of extra-curricular activities in the high schools of Florida.

B—TRAINING OF TEACHERS

To determine what, if any, influence the scholastic training of its teachers has upon the extra-curricular activities program of the school, the writer in collecting data tabulated the number of teachers involved in the study and classified them according to degree held. Tables V-VII, which follow, show in detail the number of each degree held in the 170 high schools studied, classified according to type and size. The tables further show by per cent the distribution of the teachers as to degree held.

TABLE V.
SHOWING THE TRAINING OF TEACHERS IN THE ONE, TWO, THREE, AND FOUR YEAR HIGH SCHOOLS INCLUDED IN THIS STUDY.

Kind of School	Degrees Held											
	Small—Under 60 (81 Schools)				Medium—60-200 (53 Schools)				Large—Over 200 (21 Schools)			
	None	L. I.	Bach.	Total	None	L. I.	Bach.	Total	None	L. I.	Bach.	Total
1-Year	8	1	2	11								
2-Year	27	6	10	44								
3-Year	8	2	9	20								
4-Year	27	21	93	150	37	23	248	330	21	8	218	267
Total	70	30	114	225	37	23	248	330	21	8	218	267
Percent of Total	31.1	13.4	50.6	100.0	11.2	7.0	75.1	100.0	7.9	3.0	81.6	100.0

Note: One teacher in medium sized 4-year high school has a Ph.D degree.

TABLE VI.

SHOWING THE TRAINING OF TEACHERS IN THE JUNIOR AND SENIOR HIGH SCHOOLS INCLUDED IN THIS STUDY.

Kind of School	Degrees Held				
	None	L. I.	Bach.	Mas.	Total
Junior	172	36	107	1	316
Senior	14	8	157	24	203
Total	186	44	264	25	519
Per Cent of					
Total	35.8	8.5	50.9	4.8	100.0

TABLE VII.

SHOWING THE TRAINING OF THE TEACHERS IN ALL CLASSES OF HIGH SCHOOLS INCLUDED IN THIS STUDY.

Kind of School	Degrees Held				
	None	L. I.	Bach.	Mas.	Total
1-Year	8	1	2	.....	11
2-Year	27	6	10	1	44
3-Year	8	2	9	1	20
4-Year	85	52	559	51	749
Junior	172	36	107	1	316
Senior	14	8	157	24	203
Total	314	105	844	78	1341
Per cent of					
Total	23.4	7.8	62.9	5.9	100.0

Note: One teacher in a 4-year high school has a Ph.D degree.

From the foregoing tables it is seen that in the case of the one, two, three, and four year high schools the training of teachers, as measured by the number of advanced degrees held, is in direct proportion to the size of the school. For example, in the small schools, 50.6 per cent of the teachers holds a bachelor's degree, while in the medium sized schools 75.1 per cent, and in the large schools 81.6 per cent holds the same degree.

It is significant to notice here, as set forth by table VI, that in the junior high schools only 31.0 per cent of the teachers hold a bachelor's, or higher, degree. This condition, probably accounted for by the fact that the junior high school teachers were, for the most part, taken over from the old grammar schools, materially affects the per cents holding various degrees as shown by tables VI and VII. For example, 88.6 per cent of the senior high school teachers hold degrees equivalent to, or higher than, a bachelor's. On the other hand, if we exclude the junior high school teachers,

we find that 78.6 per cent, or 3.6 per cent more than the 75 per cent requirement of the Association of Colleges and Secondary Schools of the Southern States, of all other teachers included hold a degree equivalent to, or of higher rank than, a bachelor's. These facts and comparisons are given that we may determine the possible influence of scholastic training of teachers upon the promotion, or lack of promotion, of an extra-curricular activities program.

With this consideration of the type of organization, the enrollment of the schools, and the training of the teachers, we are prepared to turn to the second part of the questionnaire, to sections C-H, dealing with the extra-curricular activities as reported.

C—STUDENT ORGANIZATIONS

As stated in chapter I, student organizations, or extra-curricular activities, have existed as long as our educational system. In the main, however, they have consisted of athletics and literary societies. But as our civilization has become more complex, as our industrial and business life has widened, countless lines of endeavor have come in upon us and brought an equal number of new interests. Among our school population we see this manifested in an ever-widening club life.

In tables VIII-X the writer has listed every club reported by the high schools included in this study. Table VIII lists the activities reported by the one, two, three, and four year high schools classified according to type. Table IX includes the list of activities of the same schools classified according to size, while table X gives a complete tabulation of the extra-curricular activities as reported by the junior and senior high schools.

Table VIII should be read as follows: There are 8 one year high schools reporting athletics, with the number of pupils enrolled in the activity ranging from 5 to 17, and with from 1 to 4 meetings per month. Tables IX and X should be read in like manner.

TABLE VIII
SHOWING THE EXTRA-CURRICULAR ACTIVITIES AS REPORTED BY THE HIGH SCHOOLS CLASSIFIED AS TO TYPE.

Activity	1-Year (9 Schools)			2-Year (22 Schools)			3-Year (11 Schools)			4-Year (113 Schools)		
	No. Reported	No. Enrolled	No. Meeting per Mo.	No. Reported	No. Enrolled	Meetings per Mo.	No. Reported	No. Enrolled	Meeting per Mo.	No. Reported	No. Enrolled	Meetings per Mo.
Athletics	8	5-17	1-4	10	9-27	1-20	7	10-26	1-8	105	6-350	1-20
Orchestra	7	5-17	2-4	2	6-19	8	8	15-43	1-4	46	4-25	2-24
Literary Society				13	9-27	2-4	2	10-20	2-4	67	10-690	1-8
Glee Club				4	8-28	1-4	1	9	8	32	12-82	1-9
Agricultural Club							1	4	4	9	4-93	1-4
French Club				1	27	4	1	4	4	4	14-49	1-2
Latin Club	1	11	4	1			1	12	2	10	10-300	1-4
Spanish Club				2	16-22	1-2	1	10	4	12	12-59	1-4
Dramatics Club				2			3	20-21	4-8	16	8-50	1-4
Paper										37	6-16	1-4
Band				1	9	20				2	35	4-8
Annual										25	6-44	1-5
Girls' Hi-Y										6	12-40	1-4
Boys' Hi-Y				2	5-10	4				13	6-40	1-4
Social Science Club										1	88	1
Art Club										2	18-32	1-4
Science Club										12	10-50	2-4
Commerce Club							1	7	5	1	10	4

TABLE VIII—Continued

Activity	1-Year (9 Schools)			2-Year (22 Schools)			3-Year (11 Schools)			4-Year (113 Schools)		
	No. Reported	No. Enrolled	No. Meetings per Mo.	No. Reported	No. Enrolled	Meetings per Mo.	No. Reported	No. Enrolled	Meetings per Mo.	No. Reported	No. Enrolled	Meetings per Mo.
Civics Club	1	21	4	.....	.....	.....	6	20-38	1-2
Radio Club
Student Government	2	.....	.....	3	.....	.....	1	10	8	2	15-30	1-4
Boy Scouts	1	9	4	2	10	4	.....	.....	.....	4	20-64	1-4
Girl Scouts	2	11	4	.....	.....	.....	2	32-40	1-4
Domestic Science Club	1	11	4	.....	.....	.....	9	10-70	2-4
Social Club	1	29	4
Junior Chamber of Commerce	1	25	4
Music Club	2	30-58	4
Travel Club	1	20	4
Puzzle Club	2	16-20	4
Stamp Club	1	10	2
English Club	1	22	1
Junior Scouts	1	30	2
Girls' Physical Education Club	1	57	4
Junior Red Cross	2	66-85	irreg.
Junior Woman's Club	1	15	2
Vocational Guidance Club	1	144	1
Swimming Club	1	15	2
Girls' Reserve	1	100	1

TABLE IX.
SHOWING THE EXTRA-CURRICULAR ACTIVITIES AS REPORTED BY THE HIGH SCHOOLS CLASSIFIED AS TO SIZE

Activity	Small—Under 60 (81 Schools)			Medium—60-200 (53 Schools)			Large—Over 200 (21 Schools)		
	No. Re-ported	No. En-rolled	No. Meetings per Mo.	No. Re-ported	No. En-rolled	No. Meetings per Mo.	No. Re-ported	No. En-rolled	No. Meetings per Mo.
Athletics	63	6-58	1-20	47	8-176	1-20	20	30-350	1-20
Orchestra	8	2-19	2-8	22	1-20	2-20	18	6-30	2-24
Literary Society	35	5-50	1-4	30	11-200	1-4	10	30-690	1-8
Glee Club	9	15-58	1-8	19	12-82	4-9	9	25-55	4-8
Agricultural Club	11	8-28	1-4	2	15-6	2-4	1	93	irreg.
French Club	1	4	4	2	14-29	1	2	20-49	1-2
Latin Club	4	27-30	2-4	4	10-60	1-4	5	29-300	1-4
Spanish Club				7	12-23	1-2	6	29-59	1-4
Dramatics Club	9	16-25	2-8	8	20-40	1-4	4	20-50	1-4
Paper				24	6-12	1-20	13	8-30	2-4
Annual				12	6-23	1-2	13	10-44	1-4
Band	1	9	20	1	35	1	1	35	8
Girls' Hi-Y	2	12-20	2-4	3	25-40	4	1	40	1
Boys' Hi-Y	3	5-12	2-4	7	8-50	1-4	5	15-40	1-4
Social Science Club							1	88	1
Art Club				2	18-32	4			
Science Club	2	28-38	2-8	5	8-38	2-4	5	15-50	2-4
Commercial Club	1	7	4	1	10	4			
Civics Club	3	9-38	2-4	3	23	1	1	50	4

TABLE IX—Continued

	Small—Under 60 (81 Schools)			Medium—60-200 (53 Schools)			Large—Over 200 (21 Schools)		
	No. Re-ported	No. En-rolled	No. Meetings per Mo.	No. Re-ported	No. En-rolled	No. Meetings per Mo.	No. Re-ported	No. En-rolled	No. Meetings per Mo.
Radio Club	1	10	8	1	15	4	1	30	4
Student Government	10			9			11		
Boy Scouts	3	9-32	2-4	3	32-64	1-2	1	24	4
Girl Scouts	2	10-11	4	2	32-40	1 4			
Domestic Science Club	5	10-16	1-2	4	20-25	2-4	1	70	2
Social Club				1	29	4			
Jr. Chamber of Commerce									
Music Club				2	30-58	4	1	25	4
Travel Club				1	20	4			
Puzzle Club				2	16-20	4			
Stamp Club				1	10	4			
English Club							1	22	1
Junior Scouts	1	30	2						
Girls' Physical Education				1	57	4			
Junior Red Cross	1	85	irreg.	1	66	irreg.			
Junior Woman's Club				1	15	2			
Vocational Guidance Club				1	114	1			
Swimming Club				1	15	2			
Girls' Reserve				1	100	1			

TABLE X.

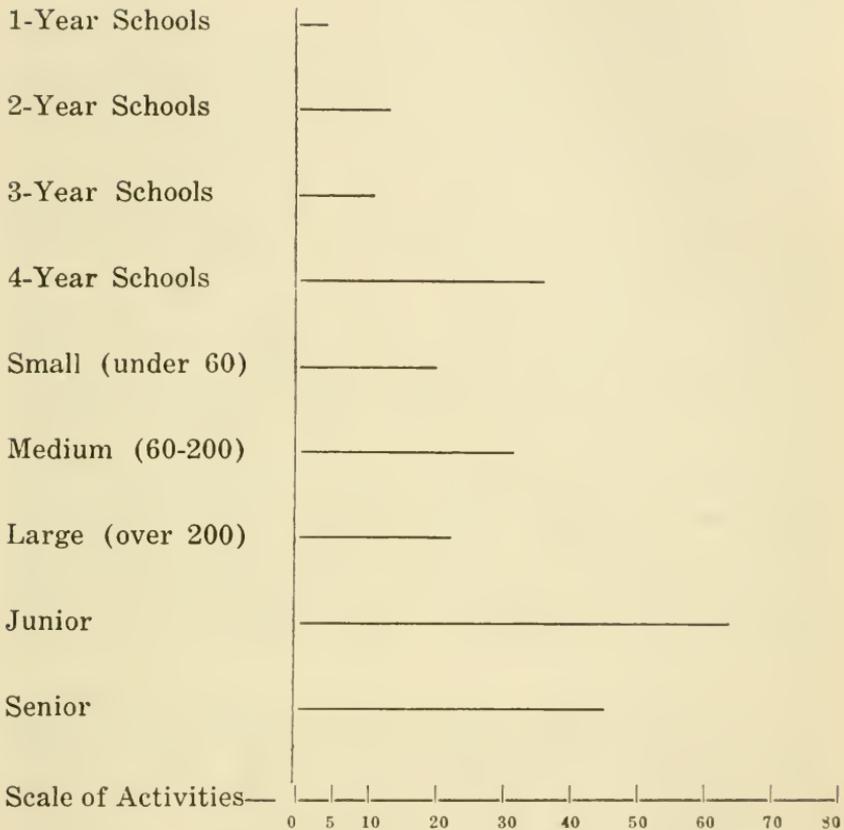
SHOWING THE EXTRA-CURRICULAR ACTIVITIES AS REPORTED BY THE JUNIOR AND SENIOR HIGH SCHOOLS.

Activity	Junior (9 Schools)			Senior (6 Schools)		
	No. Reported	No. Enrolled	No. Meetings per Mo.	No. Reported	No. Enrolled	No. Meetings per Mo.
Athletics	9	52-1000	1-20	6	60-422	1-10
Orchestra	8	11-43	4-20	5	20-43	4-12
Literary Society	5	140-725	2-8	4	16-70	2-4
Glee Club	7	25-175	4-12	3	66-125	4-8
Agricultural Club	1	35	4	.....	.....	.....
French Club	1	25	8	4	20-102	1-4
Latin Club	3	25-72	4	4	95-120	1-2
Spanish Club	1	25	4	5	26-100	1-4
Dramatics Club	7	30-250	2-8	3	25-64	2-4
Paper	5	30-1000	8-20	6	19-60	2-20
Band	1	25	12	2	18-50	1-4
Annual	1	1000	12	4	15-47	2-20
Girls' Hi-Y	2	25-30	4	4	30-75	4
Boys' Hi-Y	3	8-12	2-4	6	20-55	4
Social Science Club.....	2	35-53	2-4	1	14	2
Art Club	4	6-42	4-8	.....	.....	.....
Science Club	2	16-43	4-8	3	20-50	2-4
Commerce Club	1	23	4	1	24	1
Civics Club	2	35-50	2-4	1	200	2
Radio Club	5	20-50	2-8	2	16-30	2-4
Student Government	5	.....	.....	4	.....	.....
Boy Scouts	2	40-42	4-8	.....	.....	.....
Girl Scouts	1	40	4	.....	.....	.....
Domestic Science Club...	3	15-90	4	.....	.....	.....
Social Service Club.....	1	34	8	.....	.....	.....
Forestry Club	2	22-80	4-8	.....	.....	.....
Good Books Club	2	40-41	4-8	.....	.....	.....
Know Your City Club.....	2	40-42	4-8	.....	.....	.....
Travel Club	2	40-42	4-8	.....	.....	.....
Camp Fire Girls'	2	20-70	2-4	.....	.....	.....
Picture Club	2	35-70	4-8	1	14	4
Current Events Club.....	2	80-89	4-8	.....	.....	.....
Music Club	2	38-79	2-8	1	24	4
Girls' Reserve	1	70	4	.....	.....	.....
Parliamentary Law Club	2	25-80	2-8	1	12	4
Nature Club	2	22-40	2-8	.....	.....	.....
Traffic Club	1	40	8	.....	.....	.....
Sand Bur Club	1	80	8	.....	.....	.....
A. M. Boosters Club	1	25	irreg.	.....	.....	.....

TABLE X—Continued

Activity	Junior (9 Schools)			Senior (6 Schools)		
	No. Re-ported	No. En-rolled	No. Meetings per Mo.	No. Re-ported	No. En-rolled	No. Meetings per Mo.
Four H Club	1	13	irreg.			
Cheerio Club	1	25	irreg.			
Swimming Club	1	39	irreg.			
Mathematics Club	1	18-39	4-8	1	3	4
Astronomy Club	1	20	4			
Cartoon Club	1	25	4			
Scout Craft Club	1	25	4			
Etiquette Club	1	32	4	1	125	4
Auto Mechanics Club.....	1	20	4			
Dance Club	1	40	4			
Stamp Club	2	11-13	4-8			
Movie Club	1	18	4	1	50	4
Reporters Club	1	150	8			
Physical Education Club	1	88	8			
Story Tellers Club	1	104	8	1	25	4
Magazine Club	1	37	8			
House and Garden Club	1	32	8			
Hall of Fame	1	41	8			
Bird Club	1	41	8			
General Information Club	1	36	8			
Famous People	1	36	8			
Public Speaking	1	28	8	1	15	2
Book Lovers Club	1	28	8			
Know Florida	1	39	8			
Popular Mechanics			8			
K. S. Book Club	1	22	8			
Scribblers Club				1	20	4
Bachelor Booster Club....				1	30	4
Junior Woman's Club....				1	150	2
Girls' Council				1	6	irreg.
Jr. Chamber of Commerce				1	150	4
B-Square Club				1	30	4
Opera Study Club				1	75	4
Camera Club				1	19	4
Twentieth Century Club..				1	22	4
Speed Typing Club				1	8	4
Microscopic Club				1	20	4
Archery Club				1	15	8
Rifle Club				1	60	8
Appropriate Dress Club				1	6	4
Home Making Club.....				1	30	8

GRAPH I.



Graphic comparison of the number of Extra-Curricular Activities reported by the high schools included in this study, classified as to type and size.

The foregoing tables need no further explanation. Conclusions concerning them can best be drawn after a study of graph I which follows table X. From this graphic summary of the three foregoing tables some interesting conditions are observed. In the first place, it is shown that the three year high schools have fewer activities than the two year schools. This may be accounted for by the fact that Florida has a number of old two year high schools, sometimes erroneously called junior high schools. These schools, being older and recognized by the Department of Education,

are probably better organized than the three year high schools, which have no legal status.

We find only five clubs reported in the one year high schools. These probably take care of the club life needed. The striking thing, however, is the fact that these schools, though in the rural sections, have not a single agricultural club. Athletics and literary societies predominate. These two activities are found most often in every type of school with orchestra, school paper, glee club, student government, annual, dramatics, boys' Hi-Y, Spanish, science, and Latin, ranking in the order named.

When we study the graph in regard to the schools classified according to size we find a more even distribution of student activities. It will be observed, however, that the medium sized high school leads by a considerable margin in the number of extra-curricular activities. If the full development of a students' activities program is an index to a school's social efficiency, the foregoing graph bears witness to a previously demonstrated fact; namely, the medium sized high school is more efficient than either the small or the large high school.

In the schools with junior and senior organizations we find a greater wealth of activities, with those in the junior high school far outnumbering those of any other type. The schools classified as senior high schools report more activities than the regular four year high schools, though the increase is small. But when we observe that these schools, with one exception, are large, and then compare them with the schools above classified as large, we find that under the junior-senior organization, the senior high schools have nearly twice as many activities as the large schools under the old four year type of organization. Thus it is evident that the new junior-senior organization, through its extra-curricular activities program, is attempting by the laboratory method to train its pupils to be citizens in a democracy. Not all the schools of this type of organization, however, are developing an extra-curricular activities program. Six of the nine junior high schools have rather extensive programs while only one of the six senior high schools has much more than the average four year high school of a corresponding

size. In each case there was found one outstanding school, located, however, in widely separated sections of the state. The junior high school in question reported a complete student organization with 48 clubs listed, while the outstanding senior high school reported 31 activities.

The foregoing fact concerning the extra-curricular activities program of the junior high schools raises an interesting question when considered in the light of table VI which shows that approximately 69.0 per cent of all junior high school teachers do not hold a degree of bachelors rank; in fact, 54.4 per cent holds no degree at all. Moreover, that junior high school with the most extensive extra-curricular activities program has the highest percentage (91.2 per cent) of teachers with no degree. This striking combination may be accounted for by two facts. In the first place, the principal of the junior high school under discussion is, in the writer's opinion, the best trained man in the state for extra-curricular activities work. He is a college trained man of leadership and personality, has a vision, and is thoroughly conversant with the purpose of an extra-curricular activities program, and with the means of carrying it into effect. Consequently, he has "sold" his idea to his faculty. In the second place, the faculty of this junior high school came from grammar schools where some extra-curricular activities work was already being done. Indeed many of these teachers constituted, in part at least, the faculty of a grammar school the principal of which was the present head of the above mentioned junior high school. For this reason many of them under their principal had had several years of training along the line of extra-curricular activities work.

With these facts before us we may conclude that college training on the part of the teachers, important as it must always be, is not necessary to the successful development of an extra-curricular activities program. The one requisite, then, is leadership with a purpose and a vision.

D—ADMINISTRATION OF STUDENT ACTIVITIES

After having reviewed the student organizations as found in the 170 schools studied, our next step is to determine the method of administering these activities. With that purpose

let us turn to tables XI-XIII dealing with that phase of the study. (For questions under discussion see questionnaire in chapter II.) The method followed is as in previous tables, table XI showing classified replies from the one, two, three, and four year high schools, table XII presenting the replies from the same schools classified according to size, while in table XIII are to be found the replies from the junior and senior high schools. Table XI is read as follows: To question 5, Do you have home rooms? 1 one year high school answered yes and 7, no; 3 two year high schools answered yes and 11, no; etc., making a total of 123 replies of which the majority was no. Tables XII and XIII should be read in like manner.

TABLE XI.

SHOWING REPLIES TO QUESTIONS 5 TO 33 DEALING WITH ADMINISTRATION OF EXTRA-CURRICULAR ACTIVITIES IN HIGH SCHOOLS CLASSIFIED ACCORDING TO TYPE.

Q. No.	1-Year		2-Year		3-Year		4-Year		Total	Majority
	Yes	No	Yes	No	Yes	No	Yes	No		
5	1	7	3	11	2	7	50	42	123	No
6										
a	3		3		3		47		56	
b			2		2		6		10	
c			1		2		0		3	
d	4		1				5		10	
e										
7										
1	1		3		6		10		20	
2	3		1		1		18		23	
3			1		1		10		12	
4			1				2		3	
5	3		12		5		60		80	
8										
0-24	3		9		5		42		59	
25-49										
50-74			3		1		35		39	
75-100	3		5		3		15		26	
9										
10-19	2		5		5		37		49	
20-29	4		6		4		34		49	
30-45	1		8		2		37		49	
46-60							2		2	
10	3	3	5	11	8	2	45	58	135	No
11	4	4	4	8	4	7	37	58	126	No
12	6	2	6	1	3	2	44	8	72	Yes
13										
14	4	4	10	6	10	0	74	25	133	Yes
15	3	3	7	8	9	1	66	40	137	Yes
16	5	3	11	3	10		101	6	139	Yes
17	3		1				6		10	Yes
18										
19										
a	5		15		11		85		116	
b			2		2		20		24	
c	1		4		1		35		41	
d			5		1		28		35	
20	3	2	8	8	6	3	54	47	131	Yes
21	3		8	3	4	2	51	3	74	Yes
22										
a	1		2		2		59		64	
b	1						5		7	
c	2		4		9		47		62	
23	1	4	3	14	4	7	29	75	137	No
24	2	2	4	3	4	1	13	6	35	Yes
25		5		10		6		83	104	No
26	5	2	13	2	6	2	58	44	132	Yes
27	2	2	4	7	4	4	50	40	113	Yes
28	1	5	2	10		6	6	30	60	No
29	6	1	16	2	9		87	14	135	Yes
30	2	1	15	1	3	1	18	6	47	Yes
31										
32	6		11		8		77	8	110	Yes
33	2	6	3	18		8	25	70	132	No

TABLE XII.
SHOWING REPLIES TO QUESTIONS 5 TO 33 DEALING WITH ADMINISTRATION
OF EXTRA-CURRICULAR ACTIVITIES IN HIGH SCHOOLS CLASSIFIED AC-
CORDING TO SIZE.

Q. No.	Small Under 60		Medium 60-200		Large Over 200		Total	Majority
	Yes	No	Yes	No	Yes	No		
5	17	37	23	26	16	5	123	No
6								
a	16		23		17		36	
b	3		2		5		10	
c	2				1		3	
d	5				5		10	
e								
7								
1	6		11		3		20	
2	9		11		3		23	
3	6		3		3		12	
4	2				1		3	
5	44		25		11		80	
8								
0-24	30		20		9		59	
25-49	10		7		2		19	
50-74	14		18		7		39	
75-100	16		7		3		26	
9								
10-19	29		11		9		49	
20-29	25		20		6		49	
30-45	22		20		6		48	
46-60			1		1		2	
10	35	31	21	29	5	14	135	No
11	24	35	16	23	9	9	126	No
12	26	8	25	5	10		72	Yes
13								
14	50	16	35	12	16	7	133	Yes
15	37	24	36	18	12	10	167	Yes
16	60	7	47	4	20	1	139	Yes
17	5		3		2		10	Yes
18								
19								
a	56		41		19		116	
b	4		13		7		24	
c	11		10		20		41	
d	14		13		8		35	
20	32	34	24	23	15	3	131	Yes
21	27	1	27	4	12	3	74	Yes
22								
a	16		32		16		64	
b	3		3		1		7	
c	23		23		16		62	
23	17	48	9	42	11	10	137	No
24	12	3	5	5	6	4	35	Yes
25		47		42		15	104	No
26	40	27	26	23	16		132	Yes
27	25	37	17	16	18		113	Yes
28	5	30	4	21			60	No
29	52	10	48	4	18	3	135	Yes
30	25	3	9	3	4	3	47	Yes
31								
32	45	4	39	1	18	3	110	Yes
33	10	54	9	37	11	11	132	No

TABLE XIII.

SHOWING REPLIES TO QUESTIONS 5 TO 33 DEALING WITH ADMINISTRATION OF EXTRA-CURRICULAR ACTIVITIES IN JUNIOR AND SENIOR HIGH SCHOOLS.

Q. No.	Junior		Senior		Total	Majority
	Yes	No	Yes	No		
5	9		5	1	15	Yes
6						
a	8		4		12	
b						
c	3				3	
d	1		1		2	
e						
7						
1	2		1		3	
2	3		2		5	
3			1		1	
4						
5	4		2		6	
8						
0-24	2				2	
25-49	2		3		5	
50-74	2		1		3	
75-100	3		2		5	
9						
10-19	1				1	
20-29	1				1	
30-45	6		3		9	
46-60	1		1		2	
10	4	4	1	4	13	No
11	5	3	4	2	14	Yes
12	4		4		8	Yes
13						
14	7	1	6		14	Yes
15	4	3	4	1	12	Yes
16	8	1	6		15	Yes
17	1				1	Yes
18						
19						
a	6		5		11	
b	1				1	
c	2		4		6	
d	4		2		6	
20	4	4	3	2	13	Yes
21	4		1	1	6	Yes
22						
a	4		6		10	
b						
c	6		4		10	
23	7	1	3	3	14	Yes
24	1		2		3	Yes
25		6		3	9	No
26	6	2	3	3	14	Yes
27	3	5	3	3	14	No
28		8		6	14	No
29	7	1	6		14	Yes
30	1		3		4	Yes
31						
32	7		4	1	12	Yes
33	5	2	4	1	12	Yes

Fundamental to a successful extra-curricular activities program is the home room. This furnishes the unit of activity if organized along the proper lines—those of common interests. But when the three foregoing tables are studied one finds that the majority of one, two, three, and four year high schools does not have home rooms at all. Of those having home rooms 100.0 per cent report that the basis of organization is the grade or class to which pupils belong, thus overlooking the principle of common interest. It should be mentioned in justice to these schools that many report other methods of organizing home rooms. From this it may be concluded that class lines are first considered, and then the method of common interest, sex, and mental rating are applied within the grades. And in the case of the larger schools this method is probably practicable since each class is large enough to furnish a number of groups with common interests. On the other hand, Belting can see no good in class groups as such, deeming it of more importance that a pupil graduate from high school than that he be a member of the class of 1925.

By comparing tables XI and XII we find that the conditions in reference to question 5 are better in the larger four year high schools. Table XIII shows a still more hopeful situation in regard to the junior and senior high schools, all of the former, and all of the latter, except one, reporting home rooms. Again, as was shown by tables VIII-X, the schools under the junior-senior organization are making the most progress in developing an extra-curricular activities program.

The assembly periods, which vary in length from 10 minutes to an hour, and which are scheduled from 1 to 5 times per week, are, for the most part, of the old type wherein the principal of the school serves as a human bulletin board and a guard over the sacred lockstep. It is hopeful, however, to notice that approximately 25 per cent of the regular traditional high schools and 33.3 per cent of the junior and senior high schools report that 75 per cent, or more, of their chapel programs are conducted by the students. Reports from 3 schools state that all assemblies are in complete charge of the students.

An activity for every pupil, every pupil in an activity, is the slogan of the best authorities in the field of extra-curricular activities. Applying this slogan to conditions as represented by replies to questions 10 and 11, we find that the principals of the high schools have not caught the spirit of an extra-curricular activities program. This is shown by the fact that the majority of the schools does not provide an activity for each child and have each child in an activity. Furthermore only the junior and senior high schools limit the pupils as to the number of activities in which they may engage. In the main, then, Florida high schools are proceeding along the paths of schools of a hundred years ago in allowing a few pupils—the leaders—to have extra-curricular activities if they wish, and as many as they wish.

It appears that the ability to supervise one, or more, extra-curricular activity is considered in employing teachers. Furthermore the extra-curricular activities are supervised. But, contrary to the best practices, the vast majority of extra-curricular activities sponsors are chosen by the principal, though many schools report a combination of methods used in selecting teacher supervisors. These teachers, who serve as advisers, or as leaders, are limited to two activities, but are given no exemption from other duties except in the case of the junior and senior high schools in which exemption from study hall duties is allowed club sponsors. No extra pay is granted for sponsoring activities.

To be in keeping with the true spirit of an extra-curricular activities program the meetings should be held during school hours at a period provided for such. In the case of the one, two, three, and four year high schools we find an equal division between questions 26 and 27. Thus the meetings are, for the greatest part, held during school hours or immediately after school adjourns. The schools with the junior-senior organization report a regular school hour for their extra-curricular activities period.

In answer to question 33 in regard to student government the replies are overwhelmingly negative (77.2 per cent) in the case of the 155 schools organized along old lines. With

the 15 junior and senior high schools we find an almost complete reversal, 75.0 per cent reporting student government. Only 8 schools in answer to the request following question 33 sent copies of their student organization for participation in government. (For types of student government constitutions see appendices A-H of part II.)

It is a significant fact that 5 of the 8 constitutions mentioned above are from schools organized under the junior-senior plan. Since out of a total of 39 schools reporting student government, only 8 have written constitutions, it must be concluded that many of the number have no organized student body, but only some form of the milder kind of "co-operation". Some few report that they operate under an unwritten constitution. In all, it appears that little is being done along the line of student participation in government.

E—CONTROL OF EXTRA-CURRICULAR ACTIVITIES FUNDS

Tables XIV-XVI, which follow, set forth the conditions with regard to control of extra-curricular activities funds in the Florida high schools. Table XIV should be read as follows: Of the one year high schools 2 have pupil treasurers and 5 do not; 8 two year high schools report pupil treasurers, and 9 do not; etc., giving 134 as the total number of replies, with the majority in the affirmative. Tables XV and XVI are read in like manner. (For questions under discussion see questionnaire in chapter II.)

TABLE XIV.

SHOWING REPLIES TO QUESTIONS 34 TO 40 DEALING WITH CONTROL OF EXTRA-CURRICULAR ACTIVITIES FUNDS IN HIGH SCHOOLS CLASSIFIED ACCORDING TO TYPE.

Q. No.	1-Year		2-Year		3-Year		4-Year		Total	Maj'y
	Yes	No	Yes	No	Yes	No	Yes	No		
34	2	5	8	9	4	4	94	8	134	Yes
35		5	2	12	2	5	39	58	123	No
36				9	1	4	5	86	105	No
37	5		13	2	8		92	9	129	Yes
38	1	1	1	2	3	2	12	4	26	Yes
39		5	1	14		7	17	96	140	No
40	2	2	5	10	3	4	60	28	114	Yes

TABLE XV.

SHOWING REPLIES TO QUESTIONS 34 TO 40 DEALING WITH CONTROL OF EXTRA-CURRICULAR ACTIVITIES FUNDS IN HIGH SCHOOLS CLASSIFIED ACCORDING TO SIZE.

Q. No.	Small Under 60		Medium 60-200		Large Over 200		Total	Majority
	Yes	No	Yes	No	Yes	No		
34	42	20	48	2	18	4	134	Yes
35	26	40	12	27	5	13	123	No
36	22	45	4	35	.....	19	105	No
37	53	7	46	3	19	1	129	Yes
38	11	7	2	1	4	1	26	Yes
39	5	64	10	40	3	18	140	No
40	30	21	29	15	11	8	114	Yes

TABLE XVI.

SHOWING REPLIES TO QUESTIONS 34 TO 40 DEALING WITH CONTROL OF EXTRA-CURRICULAR ACTIVITIES FUNDS IN JUNIOR AND SENIOR HIGH SCHOOLS.

Q. No.	Junior		Senior		Total	Majority
	Yes	No	Yes	No		
34	6	3	5	.....	14	Yes
35	2	6	2	4	14	No
36	1	6	2	3	12	No
37	6	3	5	1	15	Yes
38	1	.....	1	.....	2	Yes
39	1	7	.....	6	14	No
40	3	4	5	1	13	Yes

By comparison we find that all schools, regardless of size or type of organization, use the same general practices in controlling extra-curricular activities funds. In general, there are pupil treasurers who make regular reports to the principal. Pupil treasurers do not make purchases from merchants without an order from the principal. Pupil activities funds are not controlled by the board of education, through audits. In the main, there seems to have been no material change in the state's schools with reference to control of extra-curricular activities funds.

F—CREDIT FOR EXTRA-CURRICULAR ACTIVITIES

The following three tables present the tendencies toward granting credit for extra-curricular activities. These tables, as in former sections of the questionnaire, represent the replies under question as reported by the regular high schools classified according to type and size and by the junior and

senior high schools. These tables are read in like manner as the previous tables. (For questions under discussion see questionnaire in chapter II.)

TABLE XVII.

SHOWING REPLIES TO QUESTIONS 41 TO 45 DEALING WITH THE GRANTING OF CREDIT FOR EXTRA-CURRICULAR ACTIVITIES IN HIGH SCHOOLS CLASSIFIED ACCORDING TO TYPE.

Q. No.	1-Year		2-Year		3-Year		4-Year		Total	Majority
	Yes	No	Yes	No	Yes	No	Yes	No		
41	2	5	1	12	2	7	23	83	135	No
42	1	1	6	.....	8	9	64	89	89	No
43	7	2	13	.....	1	67	90	90	90	No
44	4	1	9	3	5	4	67	30	123	Yes
45	4	1	7	5	5	3	57	44	126	Yes

TABLE XVIII.

SHOWING REPLIES TO QUESTIONS 41 TO 45 DEALING WITH THE GRANTING OF CREDIT FOR EXTRA-CURRICULAR ACTIVITIES IN HIGH SCHOOLS CLASSIFIED ACCORDING TO SIZE.

Q. No.	Small Under 60		Medium 60-200		Large Over 200		Total	Majority
	Yes	No	Yes	No	Yes	No		
41	11	52	11	40	6	15	135	No
42	4	28	5	46	1	5	89	No
43	2	38	1	35	.....	14	90	No
44	37	18	33	14	15	6	123	Yes
45	28	27	29	20	17	5	126	Yes

TABLE XIX.

SHOWING REPLIES TO QUESTIONS 41 TO 45 DEALING WITH THE GRANTING OF CREDIT FOR EXTRA-CURRICULAR ACTIVITIES IN JUNIOR AND SENIOR HIGH SCHOOLS.

Q. No.	Junior		Senior		Total	Majority
	Yes	No	Yes	No		
41 .....	.....	8	1	5	14	No
42 .....	.....	.....	1	2	3	No
43 .....	.....	.....	1	3	4	No
44	6	2	5	1	14	Yes
45	5	3	5	1	14	Yes

As the foregoing tables show, few schools (only 29 out of 170) grant credit for extra-curricular activities. In the case of those which grant credit, it does not take the place of scholarship credit. All types of schools report that their extra-curricular activities are correlated with class room work and with community life.

It is the opinion of the authorities that credit should be granted for extra-curricular activities. Seldom, however, is it granted in place of scholarship credit. In other words,

if 16 credits are required for graduation from high school, the number remains the same when an extra-curricular activities program is instituted. But for these extra-curricular activities—those activities in which the pupils are going to engage anyway—there is a program and enough definite work is required to make it justifiable to grant credit, if not toward graduation, at least toward some end such as an honor society, some worthy end which is designed to arouse the ambitions of pupils. The schools included in this study, then, have done little toward granting credit for extra-curricular activities. One junior high school principal reports that all such activities in his school are intra-curricular, not extra-curricular. In his school a place in the daily schedule is set aside for student activities and every pupil takes part in at least one, for which credit is granted, but not in place of scholarship credit.

G—BASIS OF ORGANIZING EXTRA-CURRICULAR ACTIVITIES

Tables XX-XXII, which follow, give the tabular replies to question 46 of the questionnaire. There is no more important question concerning extra-curricular activities than that of the basis of organization. Let us now examine the following tables. (For questions embraced in these tables see questionnaire in chapter II.)

TABLE XX.

SHOWING REPLIES TO QUESTION 46 DEALING WITH THE BASIS OF ORGANIZING EXTRA-CURRICULAR ACTIVITIES IN HIGH SCHOOLS CLASSIFIED ACCORDING TO TYPE.

Q. No.	1-Year		2-Year		3-Year		4-Year		Total	Majority
	Yes	No	Yes	No	Yes	No	Yes	No		
46										
a	7		11		5		85		108	
b	3		5		10		36		54	
c			2		3		3		8	

TABLE XXI.

SHOWING REPLIES TO QUESTION 46 DEALING WITH THE BASIS OF ORGANIZING EXTRA-CURRICULAR ACTIVITIES IN HIGH SCHOOLS CLASSIFIED ACCORDING TO SIZE.

Q. No.	Small Under 60		Medium 60-200		Large Over 200		Total	Majority
	Yes	No	Yes	No	Yes	No		
46								
a	52		38		18		108	
b	27		19		8		54	
c	6		2				8	

TABLE XXII.

SHOWING REPLIES TO QUESTION 46 DEALING WITH THE BASIS OF ORGANIZING EXTRA-CURRICULAR ACTIVITIES IN JUNIOR AND SENIOR HIGH SCHOOLS.

Q. No.	Junior		Senior		Total	Majority
	Yes	No	Yes	No		
46						
a	7		6		13	
b	2		1		3	
c						

We find here a very encouraging condition. Tables XX and XXI show that in the case of the old type of high school 69.6 per cent of the activities is organized on the basis of the pupils' interest, while table XXII presents the fact that 13 of the 14 junior and senior high schools, or 86.7 per cent, use the same basis of organization. In many cases the pupils' interest is supplemented by the teachers' judgment of what pupils should do. Only 5.1 per cent of the one, two, three, and four year high schools has no definite plan of organization. All junior and senior high schools have a definite basis upon which extra-curricular activities are organized. This is a hopeful condition and conclusive of the fact that the principals of Florida high schools have a clear understanding of the psychological basis of organizing extra-curricular activities.

H—METHOD OF SUPERVISING EXTRA-CURRICULAR ACTIVITIES

The vulnerability of an extra-curricular activities program is often the result of poor or inadequate supervision on the part of the faculty. There are two extremes in supervision either of which is equally dangerous. Supervision must not be from afar, nor must it be at such close range that the teacher interferes with the free working of the initiative of the pupils. There should be a sympathetic and inspiring comradeship between pupils and teacher. To the end that we may determine what, if any, system of supervision is used by the high school teachers of Florida, let us turn to tables XXIII-XXV, which follow. (See questionnaire in chapter II for a list of questions included in these tables.)

TABLE XXIII.

SHOWING REPLIES TO QUESTIONS 47 TO 54 DEALING WITH THE METHOD OF SUPERVISING EXTRA-CURRICULAR ACTIVITIES IN HIGH SCHOOLS CLASSIFIED ACCORDING TO TYPE.

Q. No.	1-Year		2-Year		3-Year		4-Year		Total	Majority
	Yes	No	Yes	No	Yes	No	Yes	No		
47	4	5	6	7	5	3	93	14	137	Yes
48	2	2	6	.....	6	1	75	24	116	Yes
49	.....	4	3	10	2	3	9	89	120	No
50	.....								
a	.....	7	.....	13	.....	11	22	81	134	No
b	.....	8	.....	9	.....	11	.....	66	94	No
51	.....	.....	.....	6	.....	.....	21	16	43	Yes
52	2	.....	2	3	4	1	45	3	60	Yes
53	1	5	.....	8	1	5	9	80	109	No
54	.....								
a	3	.....	5	5	3	4	50	19	89	Yes
b	.....	3	.....	8	1	4	39	66	121	No
c	3	.....	6	2	3	2	55	18	89	Yes
d	2	1	3	4	2	3	37	31	83	Yes
e	2	.....	2	5	3	2	45	24	83	Yes

TABLE XXIV.

SHOWING REPLIES TO QUESTIONS 47 TO 54 DEALING WITH THE METHOD OF SUPERVISING EXTRA-CURRICULAR ACTIVITIES IN HIGH SCHOOLS CLASSIFIED ACCORDING TO SIZE.

Q. No.	Small Under 60		Medium 60-200		Large Over 200		Total	Majority
	Yes	No	Yes	No	Yes	No-		
47	43	24	46	4	19	1	137	Yes
48	32	14	41	10	16	3	116	Yes
49	7	41	7	45	.....	20	120	No
50	.....						
a	11	56	6	41	5	15	134	No
b	.....	33	.....	41	.....	20	94	No
51	6	13	10	9	5	.....	43	Yes
52	23	5	24	2	6	.....	60	Yes
53	4	51	4	39	3	8	109	No
54	.....						
a	23	18	23	6	15	4	89	Yes
b	20	27	17	30	3	19	121	No
c	26	13	27	9	14	.....	89	Yes
d	16	15	15	20	13	4	83	Yes
e	16	19	20	12	16	.....	83	Yes

TABLE XXV.

SHOWING REPLIES TO QUESTIONS 47 TO 54 DEALING WITH THE METHOD OF SUPERVISING EXTRA-CURRICULAR ACTIVITIES IN JUNIOR AND SENIOR HIGH SCHOOLS.

Q. No.	Junior		Senior		Total	Majority
	Yes	No	Yes	No		
47	6	2	6	.....	14	Yes
48	6	.....	6	.....	12	Yes
49	1	5	1	5	12	No
50	.....				
a	3	3	1	5	12	No
b	1	5	.....	5	11	No
51	3	.....	1	.....	4	Yes
52	5	.....	3	.....	8	Yes
53	2	4	.....	5	11	No
54	.....				
a	6	.....	4	1	11	Yes
b	1	3	1	4	9	No
c	4	.....	1	4	9	Yes
d	4	.....	2	2	8	Yes
e	4	.....	2	3	9	Yes

As shown by the foregoing tables Florida high schools have class parties and these are supervised. In case of the large high schools and those of junior-senior organization there are more affirmative replies than in the case of the small and medium sized high schools.

Replies to question 49, Are all class parties given in school buildings? disclose a rather discouraging condition. Of the 132 schools answering this question only 16, or 12.1 per cent, replied in the affirmative. The writer would conclude from this fact, and from comments made by some principals, that the meaning of school and class parties is not clear to many of the high school teachers, and that such parties, as now conducted, are not conducive of much good.

Dancing is allowed by but few schools and in the case of only one school—a junior high school—is it encouraged. These schools permit dancing but prescribe the hours and in only a few cases are class parties held in which dancing is the only feature. In most cases supervisors prescribe hours for parties, place of holding parties, pupils to be invited, and amount assessed pupils for decorations, refreshments, etc. Supervisors of parties do not prescribe dress.

We conclude that present tendencies with reference to supervising extra-curricular activities present a rather hope-

ful case. When the high school principals of Florida realize more fully that the school building should be a community center and the point around which all school parties should radiate, the present practices in regard to supervising school parties will be in keeping with the opinion of the best authorities in that field. From the foregoing tables it must be concluded that the small and medium sized high schools are more efficient in their methods of supervising school parties than the large schools, and that the schools under the junior-senior organization are still more advanced in their methods.

This chapter has presented the classified replies to the questionnaire reproduced in chapter II. Conclusions have been drawn in each case. It has not been the purpose, however, to exhaust the information contained in the tables presented. We have merely opened up the field of study and inquiry. The study of such a question is as broad as life itself and in this limited space we can only open the question and leave the line of inquiry free to those interested in the study of training for life in a democracy.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Throughout the previous chapter in connection with each group of tables certain conclusions were drawn. In order that there may be a more definite basis for recommendations to follow, it was thought best to draw together along inclusive lines the tendencies of extra-curricular activities in the high schools of Florida. With that consideration the following conclusions were drawn.

CONCLUSIONS

(1) The school men have not grasped the idea of an extra-curricular activities program as evidenced by the type of clubs reported. In the case of only a few schools are there activities other than those few universal ones such as athletics, literary societies, glee clubs, etc. Extra-curricular activities should, of course, vary to meet the specific needs of each school and its community.

(2) The medium sized high school is doing more to train its pupils in citizenship than any other type of the traditional high schools in the state.

(3) The schools of the junior-senior organization far surpass any other type in the extensiveness and excellency of their extra-curricular activities program.

(4) Since the schools under junior-senior organization are large, the fact that the traditional four year high school is doing little to develop an extra-curricular activities program can not be attributed to the size of the school. These large four year high schools, then, either lack proper leadership or should be reorganized along more modern lines.

(5) There is no correlation between the development of an extra-curricular activities program in a high school and the per cent of teachers holding college degrees. That junior high school with the most extensive and best organized extra-curricular activities program has the highest percentage (91.2 per cent) of teachers with no degree. This is proof of the fact that a traditional college education will not give insight into the true meaning of student activities nor sympathy with a program of such activities.

(6) Less than half of all the traditional high schools do not have home rooms—the fundamental unit of an extra-curricular activities program. All the junior high schools and all but one of the senior high schools have home rooms. The one senior high school does not have home rooms because of over-crowded conditions.

(7) Since the Florida high schools do not have activities for all pupils, since all pupils are not in an activity, and since pupils are not limited as to the number of activities in which they may engage, it is plain that the school men of the state do not appreciate the full force of the meaning of a well-rounded extra-curricular activities program.

(8) We find that 77.2 per cent of the traditional high schools have little or no student government, while 9 of the 12 (75 per cent) junior and senior high schools do have student government.

(9) It is encouraging that 39 of the 170 schools studied report some form of student government. The fact that only 8 of these 39 schools have reduced their constitutions to writing shows that the movement is still in its formative period. Out of 155 traditional high schools only 30 report student government and only 3 of these have written constitutions. Of the 15 junior and senior high schools 9 report student government and 5 of them have reduced their constitutions to writing. It may be concluded, therefore, that many of the schools reporting student government, but having no written constitution, have in reality little or no definite student government.

(10) The high schools have made no advance in regard to handling student activities funds. Each school still has its numerous student treasurers with no definite system of accounting and no central treasury.

(11) Florida high schools do not grant any kind of credit for participation in extra-curricular activities.

(12) The situation with reference to the method of organizing extra-curricular activities is encouraging since 69.6 per cent of the traditional high schools and 86.7 per cent of the junior and senior high schools use pupils' interest as the basis of organizing extra-curricular activities.

(13) There is comparatively little evidence that would indicate that the high school is functioning as a social center in providing a place for such activities either during or after school hours. This is shown by the fact that practically all social functions of the pupils are carried on away from the school building instead of being directed toward it.

RECOMMENDATIONS

(1) The teachers in the high schools of Florida should make a thorough and intensive study of extra-curricular activities and thus acquaint themselves with the purpose and meaning of such a program.

(2) The small high schools should be abandoned for the larger unit or consolidated into a larger unit. With a mere handful of pupils an extra-curricular activities program is impossible and curricular work is almost futile.

(3) The traditional high school should be reorganized along the modern junior-senior plan, and thus rejuvenated by leaders with an insight into modern problems.

(4) Teachers and administrators of the modern high school should have just as specific and definite training for their peculiar task as the doctor or the lawyer should have for his peculiar work.

(5) The home room is basal to an extra-curricular activities program. It is to the extra-curricular activities program what the American home is to the government. Consequently every high school should be organized on the basis of home rooms. The first consideration in organizing home rooms should be a group interest.

(6) Every school should adapt its extra-curricular activities program to its own needs. The curriculum of a school should be adapted to the school community and in turn the extra-curricular activities program should grow out of the curriculum. A definite time in each daily schedule should be devoted to student activities. These should receive the same thoughtful attention as is given English, Mathematics, or any other school subject. Likewise, in employing a teacher, his fitness to sponsor at least one activity should be considered.

(7) Those schools claiming some kind of student government should organize their students more closely under a constitution as a working basis.

(8) Under a well-formulated extra-curricular activities program there should be an evaluation of each activity by means of a point system. Pupils should be restricted as to the number of points which may be earned. These points or credits should not take the place of scholarship credit.

(9) All extra-curricular activities should be organized on the basis of pupils' interest. Teachers should not arbitrarily assign pupils to an activity.

(10) Various kinds of special functions such as teas, parties, etc., should be recognized and chaperoned as a part of the regular work of the school. Many of the social functions now held out of school after school hours should be held at school under its direction and control.

(11) Since there is so much bigger and fuller extra-curricular activities programs in the junior and senior high schools than in the traditional schools, and since pupil participation in government is on so much more pretentious a scale in the junior and senior high schools—in short, since these schools lead in every phase of training for citizenship in a democracy—it is plainly evident that the newer type of organization should be adopted.

This reorganization and re-formation of the extra-curricular activities along the lines suggested above should vitalize these high schools more and bring them into closer touch with the life and activities of the people they serve. This would mean, necessarily, a shifting of the emphasis from subject matter to the training of pupils for citizenship in a democracy. It would not mean at all the elimination of any subject in the curriculum at present, but rather a proper proportioning of all elements, curricular and extra-curricular.

CHAPTER V

INTRODUCING AN EXTRA-CURRICULAR ACTIVITIES PROGRAM

It has been the purpose of the preceding chapters to set up the fundamental philosophy underlying the extra-curricular activities program advocated by modern education and to show to what extent the movement has developed in Florida. Anyone conversant with the literature in the field knows the whole movement is beyond the experimental stage. It is clear that a sufficient number of fundamental principles have been established which furnish ample basis for growth and development in the future. Chapter III of this bulletin shows plainly that the movement is well on its way in Florida, and chapter IV shows along what lines it is developing and what the present tendencies of the movement are.

Since the movement is in its infancy the authors thought it might be of some service to include in the bulletin a chapter on *Introducing An Extra-Curricular Activities Program*. In other words, connect up theory and practice. Sometimes it is helpful in establishing a principle to give a working example as an illustration. It is with this thought in mind that we are presenting this chapter. Two illustrations are presented; one a junior high school, the other a junior-senior high school.

In the fall of 1924, Sexton Johnson, Supervising Principal of the Orlando City Schools, invited the writer (Roemer) to spend two days a month with him and assist in introducing an extra-curricular activities program in his high school. Plans and dates were agreed on and the first visit was made in the month of November.

It was the purpose of the writer on the first two day visit to get a bird's-eye view, as it were, of the whole school. He merely tried to get an idea of conditions in general as a background for his later work and as a method of approach to the problem. This was done by watching passing in halls and corridors, supervision of study halls, management of the library, method of discipline, etc. This was necessary before any constructive work could be attempted.

A month later the second visit was made. This visit began Wednesday evening. A banquet was served to all the high school teachers in the school cafeteria at 6:30 p. m. At 7:15 p. m. the group adjourned to a study hall for the program which had been arranged. The first part of the program consisted of an address by the author wherein he endeavored to set out the underlying philosophy of an extra-curricular activities program. Following the address was a round-table discussion of the proposition. During this round-table the writer cited numerous instances of schools where extra-curricular activities programs are working. So keen was the interest of the teachers that the meeting lasted till past ten o'clock.

Before adjournment that evening the writer put it square up to the teachers what their part in this proposed program as teachers was and announced he would be glad the next two days to confer with any one on any phase of the work he desired. The response was delightful. For the next two days the writer was literally besieged by teachers eager to discuss with him some problem or idea they had. After two days of work in consultation of this kind the writer left the matter up to the school for action.

Feeling as he does that this movement must start with the faculty, the writer purposely waited two months this time for discussion and developments. During this time, too, the principal of the senior high school was doing good work in his weekly faculty meetings, studying Belting and Pringle on this matter.

After considerable discussion on the part of the principals and faculty members with pupils concerning various phases of club life and student activities, it was felt that the time was ripe for action. They felt the pupils were ready for leadership in this new activity. Consequently, a program was launched in the junior high school as follows: At assembly the principal talked to the pupils about initiating a student activities program and passed out a copy of the following questionnaires to each pupil with instructions to take it home, read it over, fill it out, and return it the next day.

INTEREST QUESTIONNAIRE

Name..... Sex..... Age..... Section.....

Address before coming here.....
City State

DIRECTIONS: Underline each of the following things you would like to do while in junior high school. You may mark as many as you like. Make a circle around the **number** of each thing you would like very much to do.

1. Draw cartoons. 2. Cook and serve luncheons. 3. Design and make costumes for plays and parties. Make posters to advertise parties, games, plays, etc. 5. Embroider, tat and knit. 6. Take lessons in camp cooking.

7. Learn about the city you live in. 8. Learn how to be a good officer. 9. Visit the court house, city council, police and fire stations, etc. 10. Learn how to conduct an office successfully. 11. Learn how to act on a sleeping car, at a banquet or dance. 12. Study what is proper to wear at a dance, party or when travelling. 13. Find out just what is best to eat, what exercises are best for health. 14. Belong to a booster's club and help boost our school.

15. Be an editor of the school paper. 16. Write items of different kinds for the school paper. 17. Write short stories. 18. Be a leader in our school activities. 19. Learn how to advertise a business.

20. Help students having trouble with their lessons. 21. Be helpful to students who have few friends.

22. Draw house plans. 23. Make cross word puzzles. 24. Learn how to make a tent, build a fire without matches. 25. Study the habits of fish, birds and animals. 26. Make such things as tables, candle sticks, cupboards, hat racks, etc. 27. Make place cards, baskets, decorate boxes, etc.

28. Collect postage stamps. 29. Learn how to take good kodak pictures. Make and use a radio set. 31. Learn how an automobile is made and works. 32. Learn military drilling.

33. Study the stars. 34. Find out what the people of other countries do and how they live. 35. To belong to a science club. 36. Learn how to give first aid. 37. Learn how to take care of the sick.

38. Dance. 39. Read good books. 40. Tell stories. 41. Hear good music. 42. Learn how moving pictures are made. 43. Attend good movies. 44. Figure out queer mathematical problems. 45. Learn about people who lived in ancient times.

46. Play basketball. 47. Play baseball. 48. Play tennis. 49. Play volley ball. 50. Hiking. 51. Track. 52. Swimming. 53. Watch baseball games. 54. Watch basketball games.

55. Take part in a play. 56. Be on a debate team. 57. Take part in assembly programs. 58. Give readings. 59. Learn how to persuade people to do what you want them to do. 60. Learn how to sell things to people.

61. If there is anything else that you very much want to do, write it here.

Now go back and select from the things that you have marked, the one thing you would enjoy most. Write it, together with its number, in this space. ()

Put your second choice here. ()

Put your third choice here. ()

When these blanks had all been collected and scored up it was found that their answers grouped around certain activities. Consequently, the following blank was distributed to all pupils and from it the club program was launched.

CLUBS

You will be given an opportunity to do one of these things every Friday afternoon for eight weeks—

1. Make cartoons.
2. Sew, embroider, tat, knit.
3. Study the stars.
4. Learn how to take care of the sick.
5. Hear good music.
6. Figure out queer mathematical problems.
7. Take part in play.
8. Learn how to conduct an office successfully.
9. Write items of different kinds for the school paper.
10. Learn to do some of the scout's specialties.
11. Make and use a radio set.
12. Learn how to act on a sleeping car, at a dance, etc.
13. Learn how an automobile is made and works.
14. Study the habits of fish, birds, and animals.
15. Learn to dance. (For those not already knowing how.)
16. Collect postage stamps.
17. Learn how moving pictures are made.

Your name.....

Your first choice.....

Your second choice.....

Your third choice.....

After the clubs had been going two weeks the writer went back for his third visit. The purpose of these two days' work was to touch up and encourage the extra-curricular activities launched or about to be launched in the school. Con-

sequently, the writer devoted most of the time to addressing various student groups on some phase of the program. During these two days he talked to the following groups:

1. Senior high school student government officers.
2. Senior high school assembly.
3. Ninth grade class meeting.
4. Junior high school committee appointed to draft constitution on student government.
5. Home room officers of junior high school.
6. Group of young, inexperienced home room teachers who were anxious to know more about their task.

One month later the writer made his fourth and last visit. In the meantime the clubs and other activities had been running about a month and had had time to bring to the consciousness of the pupil leaders and officers some of their problems. Consequently, the time of this visit was devoted mostly to conference work with pupil officers and leaders on these individual problems. He counselled with the presidents of both student governments, several club presidents, a number of home room officers, etc. He spent one hour with the Student Publications Club and finally addressed all the high school teachers assembled at one period. In talking to the teachers the writer tried to encourage them in the fine program they had launched and to urge them to keep studying and working at the project.

The reader should not get the idea that the task is easy and that all is smooth sailing in such an undertaking, for it is not. The joy of the above undertaking, however, was that the great group of teachers fell in line and worked eagerly at the job. One, in the senior high school, rebelled and said it only meant more work on her, and a few went peacefully along wholly oblivious of the whole project. But that is what we should expect in any large group of high school teachers, consequently should not let it discourage us.

The project, on the whole, went much better in the junior high school than it did in the senior high school due to two causes; namely, for three years the principal of the junior high school, Miss Dorothy Pratt, had been breaking ground in her school by doing a great deal of preliminary work and was ready for the project to begin, and secondly, the junior

high school teachers are a much younger group, consequently are not so set in their ideas.

The Orlando School is discussed at some length in order that the reader might see the detail steps taken in initiating such a program.

In order to throw still more light on the subject another illustration is presented. This time a junior high school has been selected from the Jacksonville City Schools. The writer wishes it could be the privilege of interested school men to spend a day in the school selected—Kirby-Smith Junior High School—and really see the program in operation. It is thought best to let Mr. Sisson, the principal, tell his own story of how he developed this splendid extra-curricular activities program in his school. With this thought in mind we are quoting in full his address delivered before the Florida High School Principals' Conference, April, 1925.

PUPIL PARTICIPATION IN SELF-GOVERNMENT

In most of the junior high schools throughout the United States the slogan of both teachers and pupils is, "Learn by Doing." This slogan has a distinctly American ring. It fits in with the purposes of this distinctly American institution, and with its methods of procedure, the project, and the supervised study period. It is the appropriate motto of those principals and teachers who are working to make our country safe for democracy by training boys and girls in citizenship. It is the general aim of the greatest project ever introduced into American schools, the project of student self-government.

This project has no special class which the teacher labels as citizenship and in which he gives out information, assists in study, or develops, by a special method, truths which a student may write in a notebook; this project has no definite rules or formulae. On the contrary, it is a project bigger than any class; a project which embraces all subjects, and which extends its influence to the home, the community, and the state.

This project demands action and learning; it demands participation of a distinct variety; it demands careful con-

sideration of student material environment; it demands a knowledge of attitudes and the teachers, their previous responsibility and their desire to do and know; it demands a school spirit, and a leader with a broad vision.

Like any other great piece of school work there are certain dangers which threaten this great project which has been tried sometimes with success and sometimes with failure, and it is the desire of the writer to discuss some of these, first setting forth the plan of student self-government in a junior high school of sixteen hundred pupils, of which he is principal.

A brief consideration of the schools which contributed to the new junior high school will be necessary to a clear understanding of the students who participated in the work. Ten elementary schools, three of which enrolled nearly one thousand boys and girls, sent their seventh and eighth grades to the new junior high school. A small group of one hundred forty pupils made up the low ninth grade

These boys and girls came from schools in which there was no clearly defined self-government plan worked out by the principals, but there was an excellent school spirit, and a willingness to help with anything which might be suggested, due to the elementary school principals. The writer knew personally each of the elementary principals contributing pupils to the new junior high school as he was an elementary principal in another section of the city before becoming a junior high school principal. He was conscious of the training of his pupils in participation and cooperation.

At the first assembly period the principal spoke of the beautiful new building, the pride of that part of the city, and the fact that it was named for one of the great heroes of the South, General Edmund Kirby-Smith. He also told the pupils that each one had a part in making the school a success in order that he might derive his share of the benefits it afforded him. The talk closed with an earnest plea that each boy and girl should see what could best be done to serve the new school.

During the next few days meetings were called by schools in which were discussed various plans of helping to make the new institution a success. It was exactly what the principal

wished and when the committees began coming to him he said to each, "Next week I have set aside as Service Week. I have definite plans for it. The week following I shall tell you of a method whereby every boy and girl may help make Kirby-Smith just such a school as we want a good junior high school to be."

Accordingly, plans were made for Service Week. A meeting of teachers was called and to each was given a list of officers to be used by the teachers for a week. They were selected from the Girl Scouts, Boy Scouts, and the Camp Fire Girls, mostly. The officers were captain, lieutenant, messenger, representative, sergeant-at-arms, sanitary policeman, and color bearer. Their duties were outlined quite distinctly and each home room was urged to have its officers wear the uniform of the society to which they belonged.

At the teachers' meeting the principal asked each home room teacher to prepare a little program for assembly period in which service was the central idea. The teachers were also asked to have the pupils in each home room aid the teacher as much as possible.

The assembly during Service Week for the first time was given over to the boys and girls. Sergeants-at-arms looked after the order, color bearers looked after the patriotic exercises, and boys and girls occupied the platform telling the student body how men and women had served or how they, the students of Kirby-Smith, might serve.

The corridors, the class rooms, and the grounds were taken care of by boys and girls for a week. It was during this week of service that the writer called together the officers from each of the thirty home rooms, forming the first representative body which ever met in the new school. It was with them that various problems of the week were discussed. These boys and girls were made to feel their share in the success or failure of the project and were at the same time brought close to the principal.

At the close of the week a teachers' meeting was called, and the teachers were asked to express themselves freely on the project. Most of the teachers felt that it was a success and wished to keep the organization, but in a modified form. Accordingly, plans were made for electing by popular vote

a set of officers for each home room. The idea had been sold to the pupils as well, for committees came to the principal asking that Service Week be changed to Service Year. The desire for self-government had been created.

Later at an assembly the principal pointed out the fact that every system of government had executive officers and some body corresponding to a cabinet. Plans were laid for a general election of chief monitor and vice monitor, and it was decided that these officers should pick their cabinet from the officers now elected in each home room.

It was with great interest that pupils began plans for the general election. A student council of the home room officers was called in which nominations were made and rules for the general election were formulated. Bulletins were posted and nominees were considered during the home room periods as to their fitness for office.

The outcome of the election was of interest to both teachers and students. An eighth grade boy who was especially fitted for the work was chosen chief monitor and a seventh grade boy, also a leader, was elected as vice monitor. Generally speaking the student body seemed pleased with the result of the election and much congratulating was in evidence in the corridors.

When the new executive officers called at the office of the principal to know what were their duties, they were told that they might have a small office to work in and that they should select the cabinet. After securing the lists of officers from the thirty home room teachers they immediately got to the work of selecting their cabinet. One of each type of officer was selected as chief who became a member of the cabinet. His duties were decided upon and he went to work to organize his department.

This movement in student government was started during the last week of March, the new junior high school having been opened March 3, and as the city schools of Jacksonville closed June 13, the work of organization was still in its infancy at that date (1924).

The writer wishes here to say that the period of preparation for the establishment of student self-government in Kirby-Smith Junior High School and the actual establish-

ment of it was not passed through without the encountering of serious difficulties. The installation of any system of student government is fraught with dangers and to ignore them is to fail, thus adding another story of defeat to a great number already recorded in many magazines of education.

The writer has read with interest the histories of both successful and unsuccessful attempts at the organization of student self-government and in both there looms up large dangers, anticipated and successfully encountered on the one hand, and ignored on the other. What these dangers are is of interest to all school men who are trying to put across this project in citizenship which is such a great part of the present junior high school idea.

First of all the principal must be sure of his attitude toward student self-government. No half-way attitude must characterize his belief in it. He must be enthusiastically for it. He may not believe in its application to his school in just the way it has applied to the hundreds of other schools about which he may have read but he must believe in the principle underlying it. He must feel that his school needs it. He must be ready to support the plan to the end. He must not feel that the project is easy, and that all that is necessary on his part is to do the boosting and the rest will take care of itself. He must be eternally vigilant, for inharmonious situations will arise. His are citizens in the making, not mature ones.

The principal must be sure of the material with which he is working. Many cases of self-government fail miserably because the teachers are not in sympathy with the work, many times justly so, for they have not read on the subject or may see it only as a means of improving discipline where improvement it not needed. When teachers feel that the school, its curricula, and its activities are built around the pupil, that it is he whom we wish to teach, and that we wish him to go from us a citizen who is a junior in every respect but who has made a beginning and who will keep right on learning by doing, the question of the self-government need will be felt and it will be wanted.

It is the earnest conviction of the writer that a minor self-government project should be tried in order to pave the

way for the larger one which will be lasting. The plan for Service Week best fitted into the project before mentioned. By it may be ascertained whether or not pupils desire the obligations of being officers or doing work, whether teachers like the part they must play in being ever the helper in a sphere of activity where their qualities of leadership are so often tested, and whether it is just what it is estimated to be after all as a means of preparing our boys and girls for their part in life when they leave us.

A small project is so easily abandoned if it is found to be non-workable and when tried in such a small way for a short time leaves only a ripple which vanishes and is soon forgotten.

Most writers on student self-government have decided that the plan of student self-government when started should not take on too many details. In the beginning it seems certain that too many details may become a burden but as the organization grows, new needs will bring new officers, new duties, and new committees, each with duties clearly outlined. Here again certainly both principal and teachers should take into consideration the material with which they are working. The writer has in mind an elementary school in Riverside, the residential district of Jacksonville, which has its clubs and its student self-government carefully looked after by both principal and teachers to be sure. To these boys and girls these things are a necessity. They are now learning by doing and will only expect to continue. An organization which to them when they get to the junior high school would be simple, might appear somewhat complicated to students who had never been introduced to this laboratory method of learning citizenship.

The brilliant and forward pupils should not always be suggested for officers. It is agreed that student self-government should not be influenced too much by principal and teachers, but often when some quiet, unassertive child is selected for an office, there is a great tendency on the part of a teacher to consider him a poor officer. Let him try. Who knows what he may do? We all agree that citizenship trains leaders and intelligent followers. Let the intelligent followers do as much of the leading as they can.

In this connection too much attention is often given to officers and the other children are made to feel that they are a part of the organization only in that they do as some officer tells them to do. A spirit of great cooperation should pervade the whole school. Each boy and girl should feel he has a share in making his school the best. The officers will take their cue from the principal and teachers who should be continually on the look-out for those boys and girls who feel that their part in the school government consists only in obeying.

The greatest danger which besets a program of self-government is the confusion of results and aims. It is undoubtedly true that self-government improves discipline but it is not the purpose of self-government to improve discipline. In the beginning the inauguration of a self-government project rather tends to give rise to some disciplinary troubles. It is often necessary for both principal and teachers to help boys and girls understand each other. But after all is not this the proper thing? Are they not to live together in respect for each other and in accordance with laws which they will later make? Is it we whom they must agree with on points of discipline or must they agree among themselves while we stay in the background as the leaders which we should be, using our influence effectively, but subtly?

There is often a tendency to regard student self-government as a means whereby the teachers are helped. The writer once knew a fifth grade teacher who used as a concrete project a sled. The children worked faithfully on the sled for some weeks. The project found force in spelling lessons, penmanship, reading, geography, history, and in fact all the subjects taught in the fifth grade of that school. When the sled was begun the pupils decided that when they finished it they would present it to the teacher who was an ardent lover of outdoor sports and especially of coasting. No one would consider for one moment that this fifth grade teacher would consider that the value of the project lay in the use to which she might put the sled. Principals and teachers should not delude themselves by thinking that student self-government will aid them at first. It may later on, but that is not the object of it and that phase of the mat-

ter has been too much written about in successful projects of student government.

Functions of officers, unless clearly defined, often give rise to troubles which label student self-government as unsuccessful. A boy or girl who is elected as sanitary policeman naturally wants to know what his duties are. When told that he must meet with the chief sanitary policeman at a certain time and in a certain place which his committee has agreed upon and there will be told exactly what he is to do, he is satisfied. If at this meeting certain duties are designated as those of sanitary policeman and he is appointed to carry out some of these, he is again satisfied and feels that he is again doing what his home room elected him to do.

A great mistake is often made in talking about self-government by the principal. Many principals should justly be proud of the success with which their efforts at this phase of school work has been crowned. The results should be felt and not talked about in the presence of pupils. A boy reared on a farm and whose training will be taken in an agricultural college because he will later be a farmer, learns and does in a small way at college and when he returns uses the valued information which he got at the college to make his farm the best in the community. He learns at college because he knows he will use his knowledge. He judges cattle successfully in a class and his instructor doesn't say, "My class for judging cattle is excellent. It is the best in the state." Quite the contrary, he teaches the technique, the boys use it. It is all done because those boys are going home to the farms later. They don't have it and they will need it. Some may fail miserably but they try again and again. Nobody thinks of saying, "I can never judge cattle. I am going to be a farmer but I shall not use this knowledge." They will all be farmers. They all want this knowledge. Instruction is individual, not collective. Class results are not to be measured. If it could be we wouldn't care to know what it is. It is the individual we want to help.

Finally, a serious consideration of student self-government should not be attempted without noting successes and failures alike. Principals and teachers should bring themselves face to face with the fact that many attempts at self-

government have been decided failures, and that many others described in various of our educational magazines have set forth positive evils. It is the part of those who would try this project in citizenship to analyze the situations and ascertain whether or not, after all, one, or more, of the dangers which the writer mentioned has been lost sight of.

With these two concrete illustrations on introducing an extra-curricular activities program the writers close this chapter. If some illustrations have been given or suggestions offered that will cause some school man to see that by initiating such a program he will be taking a forward step in the democratization of his school and thus in lifting it to a higher level of efficiency the authors will feel the task has been worth while.

APPENDIX—PART I

APPENDIX A

ENROLLMENT OF THE HIGH SCHOOLS INCLUDED IN THIS STUDY
(4-Year High Schools)

	Grades				Total
	9th	10th	11th	12th	
Alachua	23	30	14	8	85
Altha	25	18	10	5	58
Alva	10	5	4	3	22
Apalachicola	16	19	10	7	52
Apopka	16	19	10	7	52
Arcadia	89	72	64	37	262
Auburndale	27	8	5	8	48
Aucilla	14	12	6	14	46
Avon Park	22	11	13	10	56
Baker	19	10	12	15	56
Barberville	33	7	12	15	56
Bartow	85	67	43	43	238
Blountstown	40	28	20	14	102
Bonifay	36	19	13	7	75
Bowling Green	26	15	9	9	59
Bradenton	116	102	63	54	335
Brandon	14	14	7	9	44
Brooksville	51	29	39	23	142
Bunnell	27	9	5	5	46
Bushnell	17	15	12	7	51
Callahan	18	11	4	2	35
Cedar Key	9	13	6	14	42
Center Hill	17	11	.....	10	38
Century	28	14	12	2	56
Chipley	54	16	21	21	112
Clermont-Minneola	23	18	12	5	58
Cocoa	42	22	26	13	103
Coconut Grove	49	33	26	26	134
Conner	6	3	5	2	16
Crescent City	18	11	3	5	37
Crestview	15	3	11	3	32
Dade City	43	23	22	26	114
Dania	23	18	12	7	60
Daytona	60	68	60	44	252
DeFuniak Springs	59	29	26	19	133
DeLand	79	61	47	29	216
Delray	22	20	16	10	68
Dunnellon	22	9	7	10	49
Eustis	32	22	22	17	93
Fort Lauderdale	115	80	75	61	331
Fort Meade	38	37	36	13	124
Fort Myers	95	80	43	46	264
Fort Pierce	62	52	36	35	185
Frostproof	17	11	4	4	36
Gainesville	84	72	68	45	269
Gonzalez	20	15	10	8	53
Green Cove Springs	17	27	4	10	58
Greensboro	22	14	9	7	52

APPENDIX A (Continued)

ENROLLMENT OF THE HIGH SCHOOLS INCLUDED IN THIS STUDY
(4-Year High Schools)

	Grades				Total
	9th	10th	11th	12th	
Greenwood	17	13	5	12	47
Groveland	24	20	14	8	66
Haines City	29	23	11	12	75
Havana	17	23	8	12	60
Hawthorne	35	14	12	9	70
High Springs	19	15	12	1	47
Homestead	36	26	10	10	82
Inverness	15	21	18	17	71
Jasper	33	23	17	7	80
Key West	96	29	22	16	163
Kissimmee	59	38	28	18	143
LaBelle	19	16	12	4	51
Lake Butler	22	16	9	7	54
Lake City	65	63	44	28	200
Lakeland	259	213	123	95	690
Lake Wales	30	23	20	17	90
Lake Worth	79	57	44	34	214
Largo	30	20	18	12	80
Leesburg	60	56	26	34	176
Lemon City	98	72	53	24	247
Macclenny	14	8	4	5	31
Madison	37	37	30	18	122
Malone	24	14	18	20	76
Marianna	33	34	11	22	100
Melbourne	35	25	32	18	110
Melrose	21	11	9	2	43
Milton	37	35	23	21	116
Monticello	44	17	10	18	89
Moore Haven	18	13	9	8	48
Mount Dora	13	16	8	10	46
Mulberry	32	25	25	12	94
New Port Richey	19	6	9	8	42
New Smyrna	50	47	38	27	146
Ocala	82	43	49	44	228
Okeechobee	25	17	13	11	66
Oviedo	6	2	2	1	11
Palatka	33	47	35	32	197
Palmetto	50	40	35	25	150
Panama City	31	50	45	27	173
Pensacola	280	192	121	123	716
Plant City	123	91	68	59	346
Punta Gorda	26	18	25	11	80
Quincy	66	56	46	29	197
St. Augustine	77	52	65	33	227
St. Cloud	34	28	17	11	90
Sanford	100	71	64	55	290
Sarasota	68	56	48	30	202
Seabreeze	42	31	33	33	146
Sebring	17	26	8	15	66
Seville	14	8	9	4	35

APPENDIX A (Continued)

ENROLLMENT OF THE HIGH SCHOOLS INCLUDED IN THIS STUDY
(4-Year High Schools)

	Grades				Total
	9th	10th	11th	12th	
Stuart	28	16	15	11	70
Summerfield	21	6	4	2	33
Tallahassee	61	62	50	61	234
Tarpon Springs	28	43	21	11	103
Titusville	36	22	8	7	73
Umatilla	35	16	24	18	93
Vero	32	22	16	9	79
Wauchula	87	35	47	32	201
Webster	26	10	7	3	46
West Palm Beach	174	110	63	78	425
Williston	49	25	16	5	95
Winter Garden	30	17	23	12	82
Winter Haven	96	55	35	30	216
Winter Park	48	27	23	16	114
Zephyrhills	20	7	7	2	36
(113 Schools) Total.....	5180	3670	2674	2188	13802

APPENDIX B

ENROLLMENT BY GRADES OF HIGH SCHOOLS INCLUDED IN THIS STUDY
(3-Year High Schools)

Location of School	Grades			Total
	9th	10th	11th	
Archer	13	9	4	26
Carbur	10	8	2	20
Chattahoochee	17	16	8	41
Crystal River	23	9	12	44
Hastings	27	10	8	45
Laurel Hill	8	6	5	19
McIntosh	5	7	3	15
Mayo	11	15	2	28
Miccosukee	4	6	5	15
Waldo	10	5	3	18
Wildwood	14	3	4	21
(11 Schools) Total	142	94	56	292

APPENDIX C

ENROLLMENT BY GRADES OF HIGH SCHOOLS INCLUDED IN THIS STUDY
(2-Year High Schools)

Location of School	Grades		Total
	9th	10th	
Baldwin	6	5	11
Bell	14	6	20
Brewster	2	8	10
Bristol	21	8	29
Campbellton	12	4	16
Chaires	4	2	6
Chuluota	1	4	5
Freeport	9	9	18
Greenville	13	11	24
Jennings	15	13	28
Lawtey	10	7	17
Lee	8	4	12
Munson	24	2	26
Oxford	22	7	29
Pine Castle	17	10	27
Port St. Joe	12	12	24
Port Tampa City	11	4	15
Sneads	13	5	18
Tavares	15	7	22
Wacissa	7	2	9
Woodville	5	10	15
Yulee	17	3	20
(22 Schools) Total	258	143	401

APPENDIX D

ENROLLMENT BY GRADES OF HIGH SCHOOLS INCLUDED IN THIS STUDY
(1-Year High Schools)

Location of School	Grade	
	9th	Total
Benson Springs	9	9
Blackmon	12	12
Cross City	17	17
Lynn Haven	6	6
Mascotte	5	5
Oak Grove	15	15
Oak Hill	7	7
Ormond	7	7
Port Orange	12	12
(9 Schools) Total	90	90

APPENDIX E

ENROLLMENT BY GRADES OF HIGH SCHOOLS INCLUDED IN THIS STUDY
(Junior High Schools)

Location of School	Grades			Total
	7th	8th	9th	
Clearwater	94	69	68	231
Jacksonville				
(1) John Gorrie..	467	359	332	1158
(2) Kirby-Smith	620	537	455	1612
Miami				
(1) Ada Merritt	417	391	294	1102
(2) R. E. Lee	340	307	259	906
Orlando	275	250	200	725
St. Petersburg	509	441	463	1413
Tampa				
(1) George Washington	757	575	359	1691
(2) Woodrow Wilson	320	202	181	703
(9 Schools) Total	3799	3131	2611	9541

APPENDIX F

ENROLLMENT BY GRADES OF HIGH SCHOOLS INCLUDED IN THIS STUDY
(Senior High Schools)

Location of School	Grade			Total
	10th	11th	12th	
Clearwater	74	69	52	195
Jacksonville	525	410	225	1160
Miami	619	333	276	1228
Orlando	204	169	91	464
St. Petersburg	566	318	261	965
Tampa	465	266	220	949
(6 Schools) Total	2271	1565	1125	4961

APPENDIX—PART II

APPENDIX—A

CENTURY HIGH SCHOOL

(Grades 9-10-11-12)

CONSTITUTION AND BY-LAWS OF THE STUDENT GOVERNMENT ASSOCIATION
OF THE CENTURY HIGH SCHOOL, OCTOBER, 1924

ARTICLE 1

NAME

This organization shall be known as The Student Government Association of the Century High School.

ARTICLE 2

OBJECT

The object is to make better citizens of the students, to assist the faculty in obtaining and in keeping order, to create a sense of honor and of responsibility in the student, for the betterment of the school.

ARTICLE 3

MEMBERSHIP

Members of this organization shall consist of all the students of the Century High School.

ARTICLE 4

OFFICERS

Section 1. The officers of this association shall be,—president, vice president and secretary.

Section 2. They shall be elected by the entire organization at the first of each term and shall serve for one term. Their jurisdiction extends over the high school department.

Section 3. Each of the three high school rooms shall elect two room officers,—a captain and a lieutenant, whose jurisdiction extends only over their respective rooms. They shall serve for one term.

Section 4. The students who come on the bus shall be entitled to two representatives also, a captain and a lieutenant.

ARTICLE 5

MEETINGS

Section 1. Meetings will be held every other Monday at the seventh period.

Section 2. Special meetings may be called at any time by the officers or by the faculty.

ARTICLE 6
AMENDMENTS

Amendments to this constitution may be made by vote of two-thirds of the members.

BY-LAWS

ARTICLE 1
DUES

There shall be no dues in connection with this organization.

ARTICLE 2
DUTIES OF OFFICERS

Section 1. The president shall preside at all meetings, shall call special meetings when necessary and shall try in every way to see that the rules of this organization are carried out at all times. The president may call a meeting of the officers to discuss problems that may arise or to plan things in the interest of the school.

Section 2. The vice president in the absence of the president shall perform the duties of that office.

Section 3. The secretary shall keep a record of each meeting and shall read at the beginning of the meeting the minutes of the previous meeting.

Section 4. The captains and lieutenants shall be responsible for the order in the rooms or on the bus when the teachers are not present. They shall in every way encourage good house keeping and the work of the house keeping committees and shall work for the betterment of the room and the good of the school as a whole. When things are not going as they should or when rules are being broken it is the duty of the captains and the lieutenants to call this matter to the attention of the student and to correct it as far as possible without carrying the matter to the teachers. In a meeting of the board of directors the captains and lieutenants shall be the direct representatives of their respective rooms or of the bus and shall introduce or discuss matters of interest to their own group.

ARTICLE 3

Committees shall be as follows:

(a) House keeping committee, appointed by the teacher and captain and lieutenant, to serve for two weeks and to see that the rules of the good house keeping contest are carried out.

(b) Play ground committee, appointed by the principal and the president and vice president. Their duty shall be to look after the younger children and to assist in keeping order on the play grounds.

(c) Entertainment committee, appointed by the faculty and the general officers. If at any time an entertainment is given or a program is put on by the organization this committee shall see to arranging things.

(d) Service committee, appointed by the faculty and by the officers. They shall welcome new students and lend a helping hand to any student who needs it.

ARTICLE 4

THE BOARD OF DIRECTORS

The board of directors shall consist of faculty members and of all the officers of the association.

ARTICLE 5

RULES

1—Students shall be prompt and on time in their line when the bell rings to march into school room.

2—No one shall cross the road during school hours.

3—No one is allowed to leave school grounds during school hours. In case of necessity permission must be obtained from the principal.

4—No smoking will be allowed on the school grounds.

5—Eating shall not be permitted in school.

6—All desks must be kept orderly both inside and on top.

7—More than two students will not be allowed to be excused from the room at the same time.

8—Students who disregard the warnings of their captains, or lieutenant or of any student government officer shall be summoned to appear before the entire organization and explain.

9—Desks must not be cut or marked. Students must take care of all school property and must not injure it in any way.

10—There shall be no cheating or copying in any way on daily work, monthly tests, or term examinations.

11—Student government stands for good manners, good sportsmanship, and self-control. Students are asked to remember this and to be "fair and square" in all things.

12—There shall be no talking during chapel service. Everyone shall take part in the service.

13—Have a place for everything and keep everything in its place and don't bother other people's property.

14—No children are to be on the school ground either before or after school unless a teacher is present.

15—All students are required to keep library rules and to care for library property and to encourage the proper use of the library.

16—Students shall assist in every way to keep the play grounds in order; no paper or trash of any kind shall be thrown around.

17—There shall be no speaking between rooms or buildings during classes. Get what you want before the bell rings.

18—There shall be no sitting in windows or climbing in or out of windows.

19—No note writing will be permitted in school.

APPENDIX B

CONSTITUTION OF THE STUDENT COUNCIL OF THE COCONUT GROVE HIGH SCHOOL, COCONUT GROVE, FLORIDA

(Grades 9-10-11-12)

ARTICLE I

Section 1. This organization shall be called the Student Council of Coconut Grove High School.

Section 2. It shall consist of a body made up of home room representatives called the student council and an executive committee elected from that group.

ARTICLE II

PURPOSE

Section 1. The purpose of this organization shall be:

- a. To create opportunities for closer cooperation between students and faculty.
- b. To provide opportunities for student self-direction.
- c. To foster all worthy school activities.
- d. To provide a forum for the discussion of questions of interest to the student body.
- e. To create and maintain standards of good citizenship among the students.

ARTICLE III

POWERS

Section 1. The powers of this body shall be:

- a. To decide on all questions pertaining to the general student activities of the high school.
- b. To make any laws or regulations necessary for the general good of the high school.
- c. To investigate and report on questions referred to it by the principal of the school for decision and counsel.
- d. To grant charters to new clubs and organizations in the high school.
- e. To declare any charter of any club null and void:
 1. If it does not live up to its constitution.
 2. If it shall interfere with the best interests of the school.
- f. Any law to be considered shall be first voted and approved by two-thirds of the executive committee and approved by the prin-

cipal. Any regulation involving cooperation of the entire school may be referred to home room for a referendum vote:

1. By two-thirds of the student council.
2. By petition signed by one hundred students.

Section 2. The powers of the principal over the council shall be:

- a. To approve or veto every decision.
- b. To decide any question whatever concerning school activities.

ARTICLE IV

MEMBERSHIP ELIGIBILITY

Section 1. A representative to the student council must satisfy the following requirements:

- a. Must be passing in all studies.
- b. Must have a record of reliability.
- c. Must have an interest in his school.
- d. Must have his studies so arranged that he may have time to give his attention to council work.
- e. Must be an undergraduate member of the school.

ARTICLE V

DUTIES AND RESPONSIBILITIES OF MEMBERS

Section 1. It shall be the duty of every representative:

- a. To attend all regular and called meetings unless absence is absolutely necessary.
- b. To become an active member of his unit by bringing to the meetings constructive suggestions for the betterment of the council work or of the school.
- c. To present an accurate report to his home room of all business discussed or decided at council meetings.

Section 2. It shall be the duty of every representative having the time to volunteer for service on one of the standing committees.

Section 3. Every member shall endeavor to express that poise, dignity, and self-control, fitting to the conduct of his office and to stand for what he knows to be right.

ARTICLE VI

ORGANIZATION

Section 1. The last month of each semester, nomination shall be made by home room members. The home room teacher shall certify to the eligibility of those nominated according to Article IV, Section 1, and from this certified list two representatives shall be elected on a day set by the executive committee.

Section 2. Immediately after this program for the new semester is made out, each member shall file a copy of his program in the council office and shall register for the period he prefers for council work. Each member will then be assigned to one of several discussion units. As soon as possible these units shall meet to organize and elect officers.

Section 3. These unit chairmen shall meet at the call of the faculty adviser and shall nominate any number that seem advisable from the representatives as eligible for the other places on the executive committee. A special assembly meeting shall be called and the four members receiving the highest number of the votes shall be declared elected.

Section 4. Every member of the executive committee shall be eligible for president or vice president of the student council provided he or she shall have two or more periods daily free for council work.

Section 5. The president and vice president shall be elected by a preferential ballot of the entire school.

Section 6. Those members of the executive committee of the preceding term, still members of the school, shall be responsible for carrying on the work of standing committees until the new council is organized. They cooperate with the faculty adviser in the organization of the new council.

Section 7. The principal shall be an ex-officio member of the student council and of the executive committee.

ARTICLE VII

OFFICERS

Section 1. The officers of the student council shall be: a president and a vice president elected by the student body, and a secretary and a treasurer elected by the majority vote of the executive members.

Section 2. The duties of these officers shall be those which usually devolve upon them.

Section 3. Each officer or committee chairman should be willing to assume responsibility of leadership wherever and whenever needed and to the best of his ability, think and act for the interest of those whom he represents. He must be willing to lay aside merely personal desires for what will benefit his fellow students and maintain the honor of the school.

ARTICLE VIII

COMMITTEES

Section 1. There may be the following standing committees and as many other committees as from time to time may seem necessary: order, lost and found bureau, safety, second-hand book shop, social, concentration study hall, fire drills, corridor and office service.

Section 2. Chairmen of all standing committees shall be selected for their fitness for the positions and their appointment must be approved by the faculty adviser.

Section 3. Committee chairmen may appoint their own committee members subject to the approval of the executive committee.

ARTICLE IX

FACULTY ADVISORS

Section 1. One faculty adviser shall be appointed by the principal.

Section 2. The adviser shall be an ex-officio member of both bodies.

Section 3. The duty of the adviser shall be to give advice and assistance when it is asked or needed.

Section 4. The adviser shall be present at all meetings of the student council and the executive committee.

Section 5. The adviser shall be the faculty auditor of all school funds.

Note: The above constitution is the original draft. Since then it has undergone certain modifications. It is here reproduced as a type used in a regular four year high school and for its suggestive value to those contemplating such type of student participation in government.

APPENDIX C

FT. LAUDERDALE HIGH SCHOOL

(Grades 9-10-11-12)

CONSTITUTION OF THE STUDENT COUNCIL

PREAMBLE

We, the students of the Fort Lauderdale High School, in order to foster a closer relationship, establish justice, promote the general welfare, provide for a more democratic spirit in all student activities, and secure the blessings of cooperation for ourselves and our posterity, do ordain and establish this constitution for the Fort Lauderdale High School.

Article 1. The name of this form of student government shall be the Student Council of the Fort Lauderdale High School.

Article 2. The purpose of this form of student government shall be to foster and promote such movements as may be for the best interest of the Fort Lauderdale High School.

Article 3. The representative law making body of the student council shall consist of eight members, elected from the four classes of the high school. Each class shall be entitled to two representatives, one boy and one girl; each class shall assemble in separate session for the election of the representatives.

Section 2. The term of office for a representative shall be one year, but he may be re-elected for a second term.

Article 4. The officers of the student council shall be a president, a vice president, a secretary, and a sponsor.

Section 2. The president of the student council shall be elected by the student body at large from either the junior or the senior class. He shall preside at the meetings of the council, act as judge of the student court, but shall not have the right to vote upon any question before the council except in the event of a tie.

Section 3. The vice president of the council shall be present at all meetings of the council, but he shall not have authority to vote upon any question before the council or participate in any of the deliberations of the council, except in the case of the absence or disability of the president. In this case he shall assume full executive authority. He shall be elected by and from the student body at large.

Section 4. The secretary of the council shall be elected by the student body at large and from the student body at large. He shall keep a record of the minutes of the council, but shall not have authority to vote upon any question before the council or participate in any of the deliberations of the council.

Section 5. The sponsor shall be elected by the council from a list of the members of the high school faculty submitted and approved by the principal. He shall act as an adviser to the council, but shall not be entitled to vote.

Section 6. The term of office for the officers of the student council shall be one year, but they may be re-elected for a second term.

Article 5. The president, with the approval of the council members and the sponsor, shall appoint such committees as may be necessary.

Article 6. The council shall meet in regular session at a time appointed by the principal. Special meetings may be called by the president at the request of a majority membership and the sponsor.

Article 7. This constitution may be amended by a two-thirds vote of the student body and afterwards approved by the principal.

BY-LAWS

No. 1. Two-thirds of the council membership and the sponsor shall constitute a quorum.

No. 2. There shall be no fees for membership in the council.

No. 3. For the nomination of a candidate for president, vice president and secretary of the student council, a petition written and circulated by any student and signed by thirty students of the high school will be required. This petition, after having been properly signed, should be submitted to the principal five days before the election.

No. 4. The action in all matters pertaining to finance, school policies, discipline and other findings of the council shall be subject to the approval of the principal.

No. 5. Roberts' Rules of Order shall be considered an authority in all parliamentary matters not covered by this constitution.

No. 6. Every student shall report to the meetings of his class and roll shall be called. Absent members shall present an excuse to the council approved by the principal. The class sponsors shall be present at all class meetings.

No. 7. The student council shall constitute the student court; the student court shall try all cases of disorder coming under its jurisdiction.

No. 8. Each student shall pay a poll tax of five cents which entitles him to vote in all elections for the year.

No. 9. These by-laws may be amended in the same way that the United States constitution may be amended.

No. 10. This constitution and by-laws shall become effective when ratified by a two-thirds vote of the student body and approved by the principal.

No. 11. All penalties placed upon students before being carried out must be submitted to the principal in writing for approval.

APPENDIX D

ORLANDO MEMORIAL SENIOR HIGH SCHOOL

(Grades 10-11-12)

CONSTITUTION FOR EXTRA-CURRICULAR ACTIVITIES

ARTICLE I

The name of the central organization shall be the Student Council.

ARTICLE II

The purpose of the organization shall be:

1. To develop cooperation between the faculty and students;
2. To provide an opportunity for student self-direction;
3. To foster and promote all worthy student activities;
4. To provide a forum for discussion of all student activities;
5. To create and maintain good standards of citizenship.

ARTICLE III

The powers of the student council shall be:

1. To decide on and make regulations for the good of the school;
2. To investigate and report various matters of school welfare to the principal and faculty;
3. To grant and revoke the charters of the various student organizations;
4. To amend this constitution by two-thirds vote.

ARTICLE IV

MEMBERSHIP AND ELIGIBILITY

1. There shall be three representatives chosen from each class and one representative chosen from each club at the beginning of each semester.
2. Each member of the council shall maintain a passing record in four subjects.
3. By irregular attendance any member shall forfeit his membership.
4. There shall be two faculty advisers in the council appointed by and with the advice of the principal.
5. Anyone found guilty, by the council, of cheating or of misconduct or other serious offense shall be dropped from the council.
6. The term of office shall be one semester.
7. No member shall hold office more than two consecutive terms.

ARTICLE V

1. The officers of a council shall be a chairman, vice chairman, secretary and reporter.
2. The chairman, vice chairman and secretary shall perform such duties as are usually performed by such officers.
3. The reporter shall report to the school publications the proceedings of the council.

ARTICLE VI

1. The standing committees shall be:
 1. Committee on order;
 2. Service Committee;
 3. Clubs Committee;
 4. Social Committee;
 5. Citizenship Committee;
 6. Executive Committee;
 7. Assembly Program Committee.
2. The chairman of each standing committee shall be a member of the student council.
3. The duties of the committee on order shall be to observe and report disorder in and about the building and grounds, and advise proper decorum.
4. The duties of the service committee shall be to aid in the registration of new students and to give information and assistance to visitors, and new students, and render such other service as becomes advantageous to the student body.
5. The duties of the club committee shall be to investigate conditions and report to the council the advisability of organizing new clubs or of disbanding old clubs.

6. The duties of the social committee shall be to promote proper social relations and to act as an advisory board to the dean of girls.

7. The duties of the citizenship committee shall be to make nominations of students eligible for the Guernsey Good Citizenship Cup and to promote the ideals of good citizenship.

8. The duties of the executive committee composed of the officers of the council and the principal or his representative, shall be to pass upon all questions to be presented to the council.

ARTICLE VIII

1. No student shall be the president of more than two organizations or hold more than a total of four offices in the student organizations.

APPENDIX E MIAMI SENIOR HIGH SCHOOL

(Grades 10-11-12)

CONSTITUTION OF STUDENT COUNCIL

ARTICLE I

The name of this organization shall be the Student Council of the Miami High School.

ARTICLE II

The object of this organization shall be to promote such activities as will be of best interest to the Miami High School.

ARTICLE III

The membership shall consist of: (1) a president elected at large from a list approved by the principal; (2) three boys and three girls from each class of high school.

ARTICLE IV

The officers shall be a president, a vice president, a secretary and a treasurer.

ARTICLE V

The president, with the approval of the council members and the sponsor, shall appoint such committees as may be needed.

ARTICLE VI

The council shall meet in regular session on Thursday of the second and fourth weeks of each school month. The period of each

month shall alternate. Special meetings may be called by the president, or at the request of a majority membership, or school sponsors.

ARTICLE VII

This constitution may be amended by a two-thirds vote of the school, approved by the sponsor and the principal.

BY-LAWS

ARTICLE I

Two-thirds of the council membership and the school sponsor shall constitute a quorum.

ARTICLE II

The rights and duties of members of the council shall be those common to membership in such organizations.

ARTICLE III

There shall be no fees for membership in the council organization.

ARTICLE IV

Limitation of powers. All matters pertaining to finances, school policies and other findings of the council shall be subject to the approval of the principal.

ARTICLE V

Authority in disputes. Roberts' Rules of Order shall be considered an authority in all parliamentary matters, not covered by this constitution.

ARTICLE VI

Amendments. These by-laws may be amended in a similar manner as the constitution may be amended.

ARTICLE VII

Order of business. See Roberts' Rules of Order.

SCHOOL ACTIVITIES

Major Offices

1. President Student Council.
2. President Classes.
3. President Clubs (including Hi-Y, Pep and Vim).
4. Manager Athletic Teams.
5. Editor of School Paper or Annual.

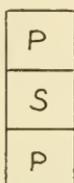
Minor Offices

All other offices

Miami High School

Miami, Fla.

Student Council



Principal of school

School Sponsor
(appointed)

Pres. of the Council
(Elected at large, from list
approved by Principal.)

Student Council			
Seniors	Juniors	Sophomores	Freshmen
3 Boys 3 Girls	3 Boys 3 Girls	3 Boys 3 Girls	3 Boys 3 Girls

$3B+3G$

$3B+3G$

$3B+3G$

$3B+3G$

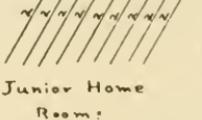
Class Advisory

Senior Class
Advisory
1 Boy & 1 Girl
from each
Home Room

Junior Class
Advisory
1 Boy & 1 Girl
from each
Home Room

Sophomore Class
Advisory
1 Boy & 1 Girl
from each
Home Room

Freshman Class
Advisory
1 Boy & 1 Girl
from each
Home Room



1. One person may hold *one major* and *one minor* office. One person may hold *three minor* offices.
2. Eligibility rules for major offices shall be same as those for athletic eligibility.
3. Class meetings shall be held only as scheduled, except by special permission. If necessary to act at other times, the advisory board of class with the class officers forming the executive board of class, shall meet and transact business for the class.
4. Class assembly period shall be divided as follows (approximately):
 - Business 30 minutes.
 - Program 30 minutes. Program shall be under the supervision of class sponsors.
5. Pupils elected to two offices may choose the one they wish to accept.
6. There shall be no class dues. When necessary to have money, assessments shall be made.
7. Class accounts must be audited. Treasurers' books must be kept in manner approved by auditor, and all disbursements must be approved by auditor.
8. Pupils cannot belong to more than two clubs.
9. Student council shall foster all clubs—grant charters.
10. The junior class only, may entertain the senior class.

APPENDIX F

CONSTITUTION OF THE STUDENT GOVERNMENT OF KIRBY-SMITH JUNIOR HIGH SCHOOL, JACKSONVILLE, FLORIDA (Grades 7-8-9)

PREAMBLE

In order to develop the higher type of citizenship; in order to teach self-control and self-development among boys and girls of junior high school age, and in order to prepare them for the active duties of senior high school and the adult citizenship toward which all of us are hastening, we hereby organize the student government association of Kirby-Smith Junior High School, and adopt for its government the following constitution:

ARTICLE I

NAME AND MOTTO

Section 1. This organization shall be known as the Student Government Association of Kirby-Smith Junior High School.

Section 2. The motto of this organization shall be: "Learn by Doing".

ARTICLE II

MEMBERSHIP

Section 1. Members of this association shall be of two classes: active and associate.

Section 2. An active member is one appointed to an office of honor or trust by the executive officers or cabinet, or who shall be duly elected by the student body or a home room.

Section 3. An associate member is one who is enrolled in Kirby-Smith Junior High School but holds no office.

Section 4. Upon being enrolled in Kirby-Smith Junior High School all members are bound by the following pledge: "I will to the best of my ability cooperate with the officers of Kirby-Smith Junior High School in order that it may become one of the best junior high schools in our land; I promise to preserve, protect, and defend its constitution; I promise to abide by its rules and regulations, and I pledge my support to help enforce it."

ARTICLE III

OFFICERS

Section 1. Officers shall be of two classes: home room and cabinet.

Section 2. The officers of each home room shall be: representative, captain, lieutenant, sanitary policeman, sergeant-at-arms, messenger, and color bearer.

Section 3. The officers of the cabinet shall be: chief monitor, vice monitor, chief representative, chief captain, chief lieutenant, chief sanitary policeman, chief sergeant-at-arms, chief messenger, chief color bearer, and seventh, high seventh, low seventh, low eighth, high eighth, low ninth, high ninth, a supreme judge, and two assistant judges, and a secretary.

Section 4. All home room officers shall be nominated and elected by home room vote.

Section 5. All representatives, captains, lieutenants, sanitary policemen, sergeants-at-arms, messengers, and color bearers shall be bound by pledge to perform the duties of their respective offices.

Section. 6. The chiefs of these departments shall be chosen by the monitor and vice monitor.

Section 7. There shall be a cabinet secretary appointed by the chief monitor by and with the advice and consent of the cabinet.

ARTICLE IV

THE CONGRESS

Section 1. The congress of Kirby-Smith Junior High School shall consist of the Upper House and the Lower House.

Section 2. The Upper House shall be composed of all the representatives, captains, lieutenants, and sanitary policemen.

Section 3. The Lower House shall be composed of all sergeants-at-arms, messengers, and color bearers.

Section 4. The presiding officer of the Upper House shall be the chief monitor.

Section 5. The presiding officer of the Lower House shall be the vice monitor.

Section 6. The Upper House shall meet on the third Monday of each school month in the auditorium.

Section 7. The Lower House shall meet on the third Tuesday of each school month in the auditorium.

ARTICLE V

DUTIES OF CABINET OFFICERS

Section 1. The chief monitor shall be the presiding officer of the cabinet and the Upper House. He shall take care that the laws are faithfully executed. He shall, with the aid of the vice monitor, appoint the chiefs of departments and the cabinet members.

Upon resignation of the chief monitor, he may appoint a succeeding vice monitor, the previous vice monitor succeeding to the office of chief monitor.

The chief monitor shall have the power, by and with the consent of the cabinet, of choosing committees to expedite the work of student government.

Section 2. The vice monitor shall, upon the resignation of the chief monitor, succeed to his office.

He shall preside over all meetings of the Lower House.

He shall in every possible way aid the chief monitor in expediting the laws of the association.

Section 3. The high ninth cabinet member shall represent the high ninth grade in every cabinet meeting and shall have general supervisory control, together with the chief representative, of all the representatives of the school.

Section 4. The low ninth cabinet member shall represent the low ninth grade in every cabinet meeting and shall have general supervisory control, together with the chief captain and chief lieutenants, of all captains and lieutenants.

Section 5. The high eighth grade cabinet member shall represent the high eighth grade in every cabinet meeting and shall, together with the chief policeman, have general supervisory control of all sanitary policemen.

Section 6. The low eighth cabinet member shall represent the low eighth grade in all cabinet meetings and shall, together with the chief sergeant-at-arms, have general supervisory control of all sergeants-at-arms.

Section 7. The high seventh cabinet member shall represent the high seventh grade in every cabinet meeting and shall, together with the chief messenger, have general supervisory control over all messengers.

Section 8. The low seventh cabinet member shall represent the low seventh grade in every cabinet meeting and shall, together with the chief color bearer, have general supervisory control over all color bearers.

ARTICLE VI

DUTIES OF THE HOME ROOM OFFICERS

Section 1. The representatives shall be the chief officer in each home room and shall preside at all meetings of home room officers. He shall have power to call a meeting of home room pupils and home room officers at any time and place suitable to the teacher sponsor and himself. He shall at the advice of the home room pupils and teacher seek to change the organization of the student government. He shall convey such information to the chief representative for consideration of the cabinet.

Section 2. The captain shall be the chief officer of the group composing his home room when moving from room to room.

He shall know the correct and most direct route from class to class.

He shall carry the absentee slips for the home room teacher.

He shall carry a report written by class room teacher of all cases of bad citizenship to home room teachers who will in turn make out citizenship grades accordingly.

Section 3. The lieutenant shall assist the captain in his duties.

He shall report all cases of bad conduct to the captain.

He shall be responsible for the proper seating of his class in the auditorium.

Section 4. The sanitary policeman shall be responsible for the condition of his home room and the halls through which he passes.

He shall have the right to ask the aid of any active or associate member of the association in keeping these premises clean and sanitary.

He shall report all unsanitary conditions over which he has no control to the chief sanitary policeman.

Section 5: The sergeant-at-arms shall be the officer of law and order in the home room.

He shall bring to the office at the request of the home room teacher all students who have committed misdemeanors worthy of suspension.

He shall, at the request of the home room teacher, report to her all misdemeanors in the home room.

He shall take the names in writing of all students who conduct themselves improperly in the auditorium, and shall report the same to the principal and to the home room teacher.

Section 6. The messenger shall, at the signal, two sharp rings of the bell, report to the office of the principal.

He shall carry the list of absentees from his home room to the principal's office.

He shall carry messages for any teacher in whose home room he happens to be.

Section 7. The color bearer shall have in his possession a copy of the triple flag salute, shall know the same, and shall say it, at the direction of the home room teacher, at least once a week, for home room morning exercises.

He shall be responsible to the chief color bearer for all patriotic instruction in his home room.

He shall bear the flag of the United States or the pennon of his class in all parades and class meets.

ARTICLE VII

Section 1. The cabinet shall appoint a recording secretary whose duty it shall be to keep the rolls of officers and the minutes of cabinet meetings.

ARTICLE VIII

Section 2. The chief color bearer shall appoint buglers whose duty it is to assist him in raising the flag on the campus at 8:25 and lowering the same at 3:30.

ARTICLE IX

The cabinet shall by and with the advice and consent of the principal sponsor, appoint custodian of teachers' supplies, a custodian of street car permits, and a custodian of lost and found articles.

ARTICLE X

All officers shall hold office for a term of one semester, and are subject to removal from office upon a two-thirds majority of the votes of their home rooms, custodian of doors, and custodian of halls.

ARTICLE XI

Every home room student government shall have its teacher as a sponsor.

The principal shall be the sponsor for all cabinet meetings, and all meetings of either house, or the congress.

The home room teacher shall be the sponsor for all meetings of home room officers.

Each cabinet officer and head of a department may jointly appoint a teacher sponsor for his department but no teacher may become such sponsor without her full consent.

ARTICLE XII

No laws or amendments shall originate in either house of congress or the cabinet.

A new law or amendment may become part of the constitution only by passing each house, by two-thirds majority, and being signed by the head of the department which it affects, the cabinet member, the teacher sponsor, and the principal.

ARTICLE XIII

Any person reprimanded by an officer shall be reported at once by that officer to the home room teacher who shall give a mark in accordance with the offense.

The report to the home room teacher shall be given in the presence of the student reprimanded.

The home room teacher shall sit in judgment upon both reports deciding their justice and the grades to be given for citizenship.

IMPEACHMENT

Whereas a situation could arise in which an officer of the student government body of Kirby-Smith Junior High School was not performing his duty;

Whereas it is necessary for the members of the student government association to hold some power of impeachment over these certain officers;

Therefore be it resolved that the home room of any officer who is not performing his duty capably shall have the sole power of impeachment.

Be it further resolved that when the home room is sitting for this purpose the chief officer or representative shall preside and no officer shall be convicted without the concurrence of two thirds of the home room pupils present.

Be it further resolved that if a cabinet officer is not performing his duty the lower house shall draw up the articles of impeachment and present them to the upper house.

Be it further resolved that the upper house shall have the sole power to try all impeachments of cabinet officers. When sitting for that purpose they shall be on oath or affirmation when any cabinet officer is tried. The supreme judge shall preside and no person shall be convicted without the consent of two thirds of the members present. When the supreme judge is tried, the chief monitor shall preside.

Be it further resolved that judgment in all cases shall not extend further than to removal from office and disqualification to hold or enjoy any office of honor, trust and profit in Kirby-Smith Junior High School.

JUDICIAL DEPARTMENT

ARTICLE I

The judicial branch of the student government of Kirby-Smith Junior High School shall be vested in the cabinet, in the supreme judge, and two associate judges.

ARTICLE II

The supreme judge shall be chosen by the chief monitor, by and with the advice and consent of the vice-monitor and the cabinet. He shall be a member of the cabinet.

ARTICLE III

The supreme judge and the cabinet shall have power to try all cases not provided for as: the use of profane language in the building and on the grounds, fights and brawls, smoking, use of knives for protection, destruction of property, acts of general nuisance and dangerous practices.

ARTICLE IV

Students of this school may be brought to trial in case there are three witnesses to the act; they shall have the right of defense and may select three students to testify in their behalf; they must take oath to give truthful testimony.

ARTICLE V

The cabinet shall act as a jury in meting out punishment. In case of a tie the principal may vote.

ARTICLE VI

No person shall be brought to trial without a written statement of the misdemeanor setting forth its perniciousness and signed by the three persons who are to appear as witnesses, the person making the complaint, and the cabinet officer to whom the complaint is made.

ARTICLE VII

Judgment shall be construed to meet the approval of the cabinet, the principal, and the home room teachers.

No judgment shall be made by the supreme judge until the case be brought before the next teachers' meeting.

APPENDIX G

COPY OF THE CONSTITUTION OF THE ROBERT E. LEE JUNIOR
HIGH SCHOOL, MIAMI, FLORIDA

(Grades 7-8-9)

CHARTER OF THE CITY OF ROBERT E. LEE

We, the people of the City of Robert E. Lee, in order to promote cooperative government in the Robert E. Lee Junior High School, do adopt the following charter for our city:

SECTION 1

The students of the Robert E. Lee Junior High School shall incorporate under the name of the City of Robert E. Lee, and as such may partake in all matters whatever of our cooperative government.

SECTION 2

(a) The form of government of the City of Robert E. Lee shall be the commission-manager plan.

(b) There shall be a city manager, five city commissioners and a city judge, elected by the qualified voters.

(c) These officers shall hold office during one school year, provided they show proper progress in their school work and fulfill faithfully the duties of their office. Failure to do this shall cause such officer to forfeit all right and claim to his or her office.

(d) Any person who shall have attained the 9th grade shall be eligible to the office of city manager. Any person who shall have attained the 8th or 9th grade shall be eligible to position of city judge and city commissioner.

SECTION 3

Candidates for any of the city offices shall be nominated by petition. Such petitions shall be signed for each candidate by qualified voters of the City of Robert E. Lee, not less in number than twenty-five.

SECTION 4

(a) A regular election for the election of city officers shall be held at the beginning of each school year.

(b) All elections shall be by the Australian ballot system.

SECTION 5

The powers of the city manager shall be:

(a) To see that all measures passed for the good of the City of Robert E. Lee are enforced.

(b) To attend all meetings of the city commissioners and to take part in the discussions.

(c) To recommend to the commissioners any measures which he may think wise and necessary.

(d) To appoint persons necessary to enforce city ordinances, with the consent of the commissioners.

SECTION 6

The power of the city judge shall be:

(a) To hold court at necessary intervals.

(b) To bring offenders before the court for examination.

(c) To summon witnesses in cases to appear in court.

SECTION 7

The power of the commissioners shall be:

- (a) To hold regular meetings to attend to matters pertaining to the interests of the city.
- (b) To make and pass ordinances wise and necessary for the good of the city.
- (c) To judge all city elections and qualifications of officers.

SECTION 8

(a) Each class room of the Robert E. Lee Junior High School shall be organized as a ward of the City of Robert E. Lee.

(b) Each ward shall elect an executive who shall be known as an alderman. Ward elections shall be held at the beginning of each semester.

(c) It shall be the duty of the alderman to appoint at intervals officers to perform the necessary duties in his ward, and to see that such officers perform their duties well and faithfully.

SECTION 9

Pledge of office: As an officer of the City of Robert E. Lee, I pledge my loyal support to principal and teachers of the Robert E. Lee Junior High School; and will faithfully discharge my duties as an officer and student.

APPENDIX H

MEMORIAL JUNIOR HIGH SCHOOL, ORLANDO, FLORIDA

(Grades 7-8-9)

CONSTITUTION OF THE STUDENT COUNCIL

ARTICLE I

NAME

Section 1. This organization shall be called the Student Council of Memorial Junior High School, Orlando, Florida.

Section 2. It shall consist of a body made up of home room presidents and an executive committee composed of the elected officers of the council and the three faculty advisers.

ARTICLE II

PURPOSE

Section 1. The purpose of this organization shall be:

- a. To create opportunities for closer cooperation between students and faculty.

- b. To provide opportunities for student direction.
- c. To foster all worthy school activities.
- d. To provide a forum for the discussion of questions of interest to the student body.
- e. To create and maintain standards of good citizenship among the students.

ARTICLE III

POWERS

Section 1. The powers of this body shall be:

- a. To decide on all questions pertaining to the general student activities of the school.
- b. To make any laws or regulations necessary for the general good of the school.
- c. To investigate and report on questions referred to it by the principal of the school for decision and counsel.
- d. To grant the privilege of existing as a bona fide organization of the junior high school to any group of students satisfying the requirements of No. IV of the by-laws of this constitution.
- e. To revoke the privilege of existence of any organization:
 1. If it does not live up to the aims and purposes as originally stated.
 2. If it shall interfere with the best interests of the school.
- f. Any law to be considered shall be first voted and approved by two-thirds of the executive committee and approved by the principal; any regulation involving cooperation of the entire school shall be referred to home rooms for a referendum vote.

Section 2. The powers of the principal over the council shall be:

- a. To approve or veto every decision.
- b. To decide any question whatever concerning school activities.

ARTICLE IV

MEMBERSHIP ELIGIBILITY

Section 1. A representative to the student council must satisfy the following requirements:

- a. Must be passing in all studies.
- b. Must have a record of reliability.
- c. Must have an active interest in his school.

ARTICLE V

DUTIES AND RESPONSIBILITIES OF MEMBERS

Section 1. It shall be the duty of every representative:

- a. To attend all regular and called meetings unless absence is absolutely necessary.

b. To become an active member of the council by bringing to the meetings constructive suggestions for the betterment of the council work of the school.

c. To present an accurate report to his home room, and grade meeting, if he is the president of that body, of all business discussed or decided at council meetings.

Section 2. It shall be the duty of every representative having the time, to volunteer for service as chairman of one of the standing committees.

Section 3. Every member shall endeavor to express that poise, dignity, and self-control, fitting to the conduct of his office and to stand for what he knows to be right.

ARTICLE VI

DUTIES AND RESPONSIBILITIES OF FACULTY ADVISERS

Section 1. A faculty adviser shall be appointed for each of the three grades of junior high school.

Section 2. The duty of the advisers shall be to give advice and assistance when it is asked or needed.

Section 3. The advisers shall be present at all meetings of the student council and the executive committee.

Section 4. The advisers shall be the faculty auditors of all school funds.

ARTICLE VII

ORGANIZATION AND OFFICERS

Section 1. The principal shall appoint, during the second week of each semester, three faculty advisers to the council, one for each grade. These advisers shall be responsible for the guiding of the council until the election of the regular officers, and for advice and help to the council thru the remainder of the semester. At all times the advisers may exercise the rights of regular members of both council and executive committee, but they shall not hold office in either body.

Section 2. During the third week of each semester, the president of home rooms elected the previous week together with the faculty advisers appointed, shall assemble for the first meeting of the student council. One of the faculty advisers shall preside until after the regular election of officers during the fourth week, and the business of the council during these two weeks shall be to discuss ways and means by which the principles of the constitution may best be carried out during the semester. Committees, if any are appointed, shall be temporary.

Section 3. During the fourth week of each semester the student council shall be organized by the election of the following officers: a chairman, a vice chairman, a secretary-treasurer, a captain and a reporter. These officers together with the faculty advisers, shall constitute the executive committee of the council.

Section 4. During the week after election of officers, the executive committee of the council shall select the chairman of standing committees, except in the case of the committees on order and publications, from the membership of the council and have the list ready to read at the regular meeting of the fifth week. These committee chairmen shall select the members of their respective committees during the following week so that by the sixth week the complete organization of the council shall have been accomplished. Volunteer committees may be called for during the first six weeks in order that the work of the council shall be started. In so far as it is possible the chairman of the previous semester shall instruct these volunteer committees in their work.

Section 5. In case of absence of any home room president at council meeting the home room adviser shall send one of the other officers as his representative.

Section 6. The officers of the student council shall be: chairman, vice chairman, secretary-treasurer, captain and reporter.

(1) The chairman shall conduct all meetings of the council and executive committee, and shall keep well advised with regard to new projects which the faculty advisers and principal think need to be considered by the council.

(2) The vice chairman shall conduct meetings in the absence of the chairman and shall act in an advisory capacity with the members of the council, relative to reports which need to be made in home rooms and grade meetings regarding the work of the council.

(3) The work of the secretary-treasurer shall be to keep an accurate and permanent record of the transactions of the council and executive committee, keep a roll of members, and a record of all moneys collected and paid out by the council through its auditing committee.

(4) The captain shall be chairman of the committee on order. Upon him shall rest largely the work of planning how his committee of home room sergeants may, besides influencing student behavior in home rooms, make the whole junior high school a law-abiding, courteous, clean place in which to live the school life. The principal of junior high school will wish to place explicit confidence in him, and will seek to be of assistance to him in his work.

(5) The reporter shall be chairman of the publications committee, and shall, besides these duties, write up for the bulletin and for general publication all important transactions of the student council.

Section 7. Each officer and committee chairman should be willing to assume responsibility of leadership, wherever and whenever needed, and to the best of his ability, think and act for the interest of those whom he represents. He must be willing to lay aside merely personal desires for what will benefit his fellow students and maintain the honor of the school.

Section 8. The principal shall be an ex-officio member of both the student council and the executive committee.

ARTICLE VIII

STANDING COMMITTEES

Section 1. There shall be the following standing committees, and as many other committees as may, from time to time seem necessary: (1) office service committee; (2) committee on order; (3) lost and found bureau; (4) second-hand book shop committee; (5) publications committee; (6) committee on student organizations; (7) social committee; (8) committee on the citizenship league; (9) committee on the national honor society.

Section 2. Chairmen of all standing committees shall be selected (except in case of the committee on order and publications) by the executive committee from the members of the council for their fitness for their position, and their appointment shall be approved by the principal.

Section 3. Committee chairmen shall appoint their own committee members (except in case of the committee on order) from a list of volunteers or from home rooms, subject to the approval of the executive committee. Chairmen and committee members shall be responsible to the student council for work asked of them.

Section 4. No student in junior high school shall be a member of more than one of the standing committees at any one time.

ARTICLE IX

DUTIES OF STANDING COMMITTEES

Section 1. The office service committee shall have three members for each period of the school day to assist the principal in helping to register new students, in meeting visitors and making appointments for them with the principal or teachers, in running whatever errands are necessary, and in giving general information to students.

Section 2. The committee on order shall be composed of all home room sergeants under the chairmanship of the captain of the council. The work of this committee shall be to plan ways and means of making home rooms, class rooms, corridors, assemblies and grounds more orderly. They shall wear a button appropriate to their position and shall at all times be courteous in their suggestions to students regarding conduct. They shall also supervise locker sections, the wheel yard, the play grounds and assist in fire drills. This committee shall meet as a whole at least once each month at the call of the council captain and the principal.

Section 3. The lost and found bureau, composed of sufficient members so that one may be on duty fifteen minutes before school opens and fifteen minutes after school closes and during each lunch period, shall keep records of lost and found articles, keep the signed record of each article turned into or given out by the bureau, shall collect the regular fee from those recovering lost articles.

Section 4. The second-hand book shop committee shall be composed of at least sufficient members that the shop may be open for fifteen minutes before and after school, and during lunch periods with two committee members in charge at these times. They shall give receipt for books left to be sold, and for money received for books sold, and shall keep an accurate record of all individuals and books left by them for sale and of the persons buying such books.

Section 5. The publication committee, composed of four members besides the chairman, shall plan for the publication of whatever material there is need for by the school.

Section 6. The committee on student organizations shall be composed of four members besides the chairman. They shall receive all applications for membership of groups of students wishing to organize and become recognized organizations of junior high school. These applications shall be carefully considered by them and if correctly filled out, shall be presented to the council with recommendations for acceptance or rejection and reasons for such recommendation. If rejected by the council, notification shall be made immediately to the group presenting the application with reasons for such rejection. If accepted, notice shall be given and notation of such acceptance made in the register of such organizations.

Section 7. The social committee shall have four members besides the chairman. This committee shall receive the petitions from home room or grade organizations for social events of any kind. If the petitions are properly signed by chairman and three faculty sponsors, and the place and time for holding such social event is acceptable, notification of O. K. may be made immediately and the items entered on the social calendar. If there is any question concerning the petition it shall be referred to the principal.

Section 8. The committee on the citizenship league shall be responsible for carrying out the provisions as announced in the declaration of principles of the citizenship league, and for awarding each year the citizenship cup. One of the faculty advisers shall be appointed as a regular member of this committee. The committee shall have a membership of five.

Section 9. The committee on the national honor society shall attend to all correspondence, records, examinations if any, and announcements relative to principles of the national honor society. One of the faculty advisers shall be a regular member of this committee which shall number five.

ARTICLE X

Section 1. This constitution may be amended by a two-thirds vote of the student council provided that a typewritten copy of the amendment shall have been in the hands of each council member and read before the meeting of the council at the previous meeting.

BY-LAWS

1. During the second week of each semester, each home room in junior high school shall elect officers. Of these, the president and sergeant shall be elected for one semester, and these officers may not be changed except by the combined consent of the home room adviser and the advisers of the council. The president shall be the representative of his home room in the student council for one semester and the sergeant shall for the same length of time be a member of the standing committee on order of the council. These officers may be removed and new officers elected to take their places, in the manner before stated, only in case they should fail to measure up to Article IV, Section 1, or to work for the best interests of their home room and the council.

2. The home room adviser shall at all times be responsible for the eligibility of representatives sent to the student council, according to Article IV, Section I of this Constitution.

3. The president of each grade meeting shall be a president of some home room of that meeting, and shall be responsible for bringing to the grade meeting information regarding the action of the council.

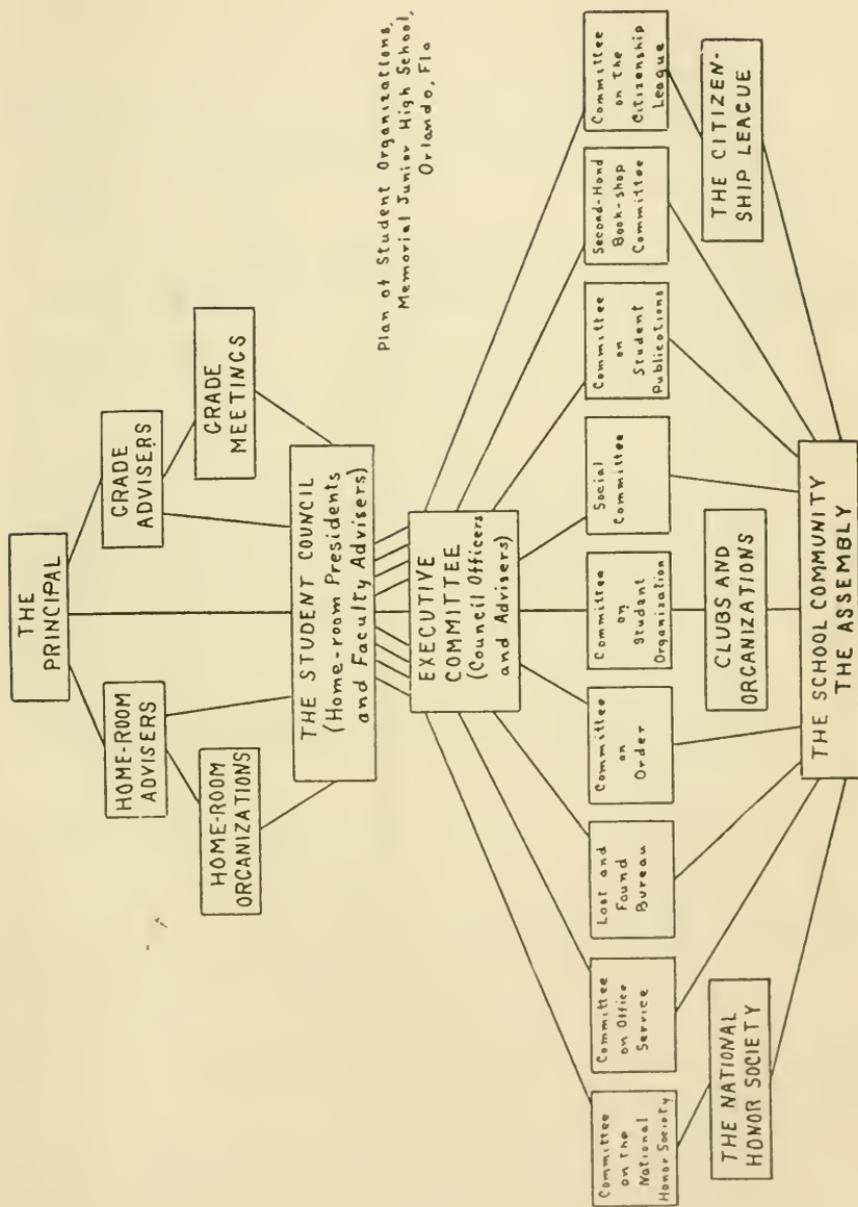
4. Any group of students wishing to become a regular organization of the junior high school, shall fill out the regular application blank signed by three of its number and by the faculty member who has been O. K.'ed by the principal as sponsor and shall hand such application to the chairman of the committee on student organizations. The application shall then be considered by the committee after which it shall, if found worthy, be recommended to the council. Notification of acceptance or rejection by the council shall be made by the chairman of the committee on student organizations.

5. Any home room organization or other group of students wishing to hold a social or picnic shall fill out the regular form, signed by its chairman and by three faculty sponsors. This must be handed to the chairman of the social committee of the student council at least three days before such picnic or social event shall be held. Except in cases where the principal or executive committee of the council needs to decide, the chairman of the social committee may refer the application directly to the social calendar and notify the ones applying for such action.

6. The home room organizations and grade meetings shall not be restricted by the student council in their activities except in the ways stated by this constitution and by these by-laws. It is to be hoped that, on the contrary, they shall feel anxious at all times to be of service in helping to make the junior high school a better place in which to live the school life.

7. Home room and grade meetings of the student council shall be conducted according to the best practice of parliamentary law.

8. These by-laws may be amended according to Article X, Section I, of this Constitution.



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CRADDOCK, ERNEST A.—The Class-Room Republic. A. and C. Black, London (1920).

This book by the form-master of the northern Polytechnic Day Secondary School, Holloway, London, N., represents a concrete personal working out, according to the author's conception of an

elimination of autocratic discipline by the teacher, and of the pupil democracy.

CRAIG, GORDON.—On the Art of the Theatre. Little, Brown and Company.

One of the pioneers in the new movement in the theatre gives his beliefs. Fascinating, if theoretical discussion.

CRAIG, GORDON.—The Theatre Advancing. Little, Brown and Company.

The most recent ideas of this famous scene designer and producer.

CRAWFORD, N. A.—The Ethics of Journalism. A. A. Knopf (1924).

An exhaustive presentation of codes of ethics and standards in journalism.

CRAWFORD, C.—Teaching of the Dramatic Arts. Teachers College Record, September, 1915.

Stresses need for psychological knowledge of child development in this teaching. Traces stages of dramatic expression in the child. Theoretical discussion of elementary and kindergarten school dramatics.

CRISSEY, FORREST.—New Feet Under the Table. Saturday Evening Post, October 4, 1919.

An analysis of plans used in various factories, whereby the employees participate in directing some of their own affairs. The underlying principles and technique have many suggestions of value for a student adviser.

CRISSEY, FORREST.—Bad Boy Stuff. Saturday Evening Post, 196:42, April 19, 1924.

A careful consideration of the "Bad Boy" problem as evidenced by the juvenile court cases. Emphasizes the idea that the "Bad Boy" problem is in reality the "Bad Parent" problem.

CROUSON, B.—Pupil Self-Government. New York (1907).

CURTIS, E. W.—The Dramatic Instinct in Education. Houghton Mifflin.

Emphasizes the importance of proper opportunity for dramatic expression in education. Gives many fine suggestions for its utilization. The theory and practice of educational dramatics.

CURTIS, H. S.—The Boy Scouts. Educational Review, 50:495-508, December, 1915.

CURTIS, S. H.—Boy Scouts the Salvation of the Village Boy. Pedagogical Seminary, 20:78-85, March, 1913.

CUTTER, F. W.—Speaking of College Papers. English Journal, 9:407-10, September, 1920.

An account of what was done in Vassar College. Something can be done in high school.

CUBBERLY, E. P.—The Principal and His School. Chapter XVI. Houghton Mifflin (1923).

A general treatment of extra-curricular activities in the building up of school spirit.

CURELIFFE AND LOMER.—Writing of Today. The Century Co. (1922).

A collection of various types of journalistic writing from well known papers and writers. It offers samples of description, narration, interviews, and personal expository, editorial, humorous, conversational, literary, dramatic, musical, and art articles.

— Dancing in the High School. Symposium. Journal of Education, 82:507-11, November 25, 1915.

DARCY.—Americanization through Drama.

DAVAL, R.—Handbook of American Pageantry. Daval Publishing Company, Taunton, Mass.

The psychology and technology of pageantry, practical and suggestive material listed. Excellent.

DAVIS, ALBERT S.—Systematic School Welfare Work. American School Welfare Work. American School Board Journal, 59:33-34, 97, June, 1919.

A plea for more direct sympathetic supervision over the students' activities.

DAVIS, CAROLINE HILL.—Pageants in Great Britain and the U. S. A list of references. N. Y. C. Public Library (1916).

DAVIS, C. O.—Citizenship and the High School. Educational Review, 61:214-23, March, 1921.

Citizenship defined as a result of a combination of three factors, namely (1) altruistic emotions, (2) correct ideas, and (3) desirable habits of response.

DAVIS, C. O.—Training for Citizenship in the North Central Association of Secondary Schools. Fourth Yearbook, National Association of Secondary School Principals, pp. 45-46 (1920).

An account of a questionnaire sent to all the accredited schools in the North Central Association territory to discover the practices of schools in this territory toward the training for citizenship; a compilation of the 1180 replies received; twenty-one brief conclusions drawn from these replies.

DAVIS, J. B.—Social Activities in the High School. Religion Education, 8:219-24, June, 1913.

DAVIS, JESSE B.—The administration of the Social Activities of High School Students. Johnston's Modern High School. Chapter XVI. Scribners (1914).

An account of the growth and acceptance of the idea that the problem of guiding and directing the social activities of high school students is one for the school definitely to face; some general suggestions for organizing and guiding these activities.

DEAN, A.—What I Expect of the Boy of Fourteen. Indiana Educational Magazine, 25:212, February, 1924.

DEMENT, ALICE L.—Values in Extra-Curricular Organization in High Schools. School Review, 32:40-48, January, 1924.

The basis of evaluation of a questionnaire sent out to 65 high schools with enrollments of between 250 and 750 students.

Department of Education of the Boy Scouts of America. *Journal of Education*, 83:379, April 6, 1916.

DEWEY, JOHN.—*Moral Principles in Education*, pp. 7-17, Houghton Mifflin (1909).

Emphasizes that the way to prepare for social life is to live in social life.

— *Digest of State Laws Relating to Public Education in Force*. January 1, 1915. Compiled by William R. Hood, S. B. Weeks and Sidney Ford. Bulletin No. 47, U. S. Bureau of Education, pp. 591-92 (1919).

— *Digest of State Laws Concerning Fraternities in Force* January 1, 1915, in California, Colorado, Indiana, Iowa, Kansas, Maine, Michigan, Minnesota, Mississippi, Montana, Nebraska, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, Vermont and Washington.

DILLON, CHAS.—*Journalism for High Schools*. Noble Company (1918).

A discussion of high school papers, the equipment necessary for the publications of school papers, the kind of staff the paper should have, how to pay for the paper, many other valuable suggestions are given in headings, advertisements, exchanges, interviews, and cautions for writers.

DICKINSON, T. H.—*The Class of American Drama*. Houghton Mifflin.

Showing the manner by which American dramatic art may arise. Very fine chapter on festivals and pageantry.

DITHRIDGE, R. L.—*High School Plays in New York City*. Q. J. Speech Ed., October, 1915.

Results of a questionnaire sent to twenty high schools about plays produced during a period of five years. Some general principles and suggestions as to selection of suitable material for high school dramatics.

DOREY, J. N.—*A High School Course in Dramatics*. *English Journal*, September, 1912.

The service of dramatics in development in pupil of resourcefulness, a knowledge of human life and altruism. Describes a definite course in dramatics. List of plays, rather archaic.

DREWRY, J. E.—*High School Annuals*. *High School Quarterly* 13:95, January, 1925.

DRUMMOND, ALEC M.—*An Adventure in Dramatics*. *English Journal*, December, 1919.

The successful experiment of a "Little Country Theatre" conducted by the Cornell Dramatic Club in the New York State Fair and the resultant value to the community.

DRUMMOND, ALEC M.—*For the Director of Dramatics*. *English Journal*, December, 1917.

A most complete list of books that will be helpful to high school dramatic teachers. Practical advice and suggestions.

DU BREUIL, ALICE J.—*The Moving Picture and the School*. *Educational Review*, 40:204-12, February, 1915.

DUTTON AND SNEDDON.—Administration of Public Education in the U. S. Macmillan (1912).

Value of social activities in the high school.

EAKLEY, F. S.—Formation of Club Activities in Junior High School. The Junior High School Clearing House, Sioux City, Iowa. Vol. II, No. 5, p. 1 ff., February, 1924.

ECHOLS, S.—The Status of Extra-Curricular Activities in Illinois High Schools. University of Illinois, Bulletin, 19:45-49, January 23, 1922.

A brief survey of extra-curricular activities in Illinois High Schools.

EDMONSON, J. B.—Problems in Secondary Education. Public School Pub. Co. (1924.)

ELIOT, C. W.—Boy Scouts. Journal of Education, 80:261, 326, 610-11, 664:81, 130-1, 439-40, 487. September 24, October 8, December 17, 31, 1914; February 4, April 22, May 6, 1915.

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ELMER, F. D.—Scouts and the Church. Religious Education, 11:365-6, August, 1916.

EMERSON, T. C.—The Home Room Period. The Junior High School Clearing House, Sioux City, Iowa, 2:11-15, October, 1923.

Plans for home room organizations, administration, and programs of activities.

ENTY, R. AND HOME, E. C.—Hygiene and Sanitation of Summer Camps. American Education Review, 23:233-7, 293-300, 434-8, 488-93, April, May, October, November, 1918.

ETHRIDGE, W. S.—Girls' Service Club. Good Health, 77:20-1, November, 1923.

EVANS, C. E.—Student Self-Government in Teacher Training Institutions. Proceedings, National Education Association, pp. 248-51 (1920).

Reports the results of a questionnaire on student self-government in normal schools. Sets forth some limitations of the plan and its possible field of service.

EVANS, G. F.—Capitalizing our Educational Liabilities. Howard Graduate Magazine, 32:242-5, December, 1923.

EVANS, E. E.—What To Do With the High School Assembly. School Review, 31:282-6, April, 1923.

EWATT, CLARA C.—Getting out the High School Paper. Publications Department, Board of Education, Cleveland, Ohio.

This is one of a series of bulletins on what Cleveland public schools are doing.

FACULTY.—Every Day Manners. Fourth Philadelphia High School. Macmillan (1924).

- FERRIS, HELEN.—Producing Amateur Entertainment. E. P. Dutton.
Suggestions not only for plays but also for every variety of stunts, games, etc., for many occasions. Especially helpful in getting up club programs, vaudeville shows, etc.
- FINLEY, JOHNSON H.—Dramatic Method of Teaching. Ginn.
Exposition of successful methods of dramatization in all grammar school subjects as utilized by teachers in England.
- FLUIT, L.—The Editorial. Appleton (1920).
An account of the development of editorial writing, followed by a discussion of what constitutes effective editorials, taking into consideration purpose, form and content, a table of tests is presented for analyzing editorials.
- FLUIT, L.—Newspaper Writing in High Schools. Department of Journalism. University of Kansas (1917).
A suggested course for high school newspaper work with practical suggestions for the publication of the newspaper.
- FOWLER, B. P.—Social Organization of a High School. School and Society, 12:396-99, October 30, 1920.
A statement of the underlying principles and philosophy motivating the development of social activities in Central High School, Cleveland; and definite plans for developing pupil activities based on this philosophy.
- FOWLER, B. P.—Socialization of the Six-Year High School Through the Organization of the Student Activities. National Education Association, pp. 672-3 (1921).
- FOWLER, B. P.—Social Organizations of a High School. School and Society, 12:396-9, October, 1920.
- FRETWELL, E. K.—The Assembly. Sixth Yearbook, National Association of Secondary School Principals, pp. 147-54 (1922).
A discussion of the aims of school assemblies and how to realize these aims.
- FRETWELL, E. K.—Proceedings of the Maryland State Teachers Association, pp. 26-31 (1921).
A brief comprehension statement of the place of extra-curricular activities in training for citizenship, with suggestions for organization.
- FRETWELL, E. K.—Education for Leadership. Teachers College Record, 20:324-52, September, 1919.
A detailed report of the development of the organization for directing some curricular and all extra-curricular activities of the Speyer Junior High School of New York City.
- FRETWELL, E. K.—A Survey of the Extra-Curricular Activities of Philadelphia High Schools. Report of the Survey of the Public Schools of Philadelphia. Book IV, pp. 113-63. Public Education and Child Labor Association of Pennsylvania, Philadelphia, Pa. (1922).

A survey of the extra-curricular activities of the eleven high schools of Philadelphia, published as a part of the Philadelphia School Survey.

FRETWELL, E. K.—A Survey of the Extra-Curricular Activities in the Boys' High Schools of Baltimore. Baltimore School Survey. Vol. II, pp. 101-10. Albrecht Co., Baltimore, Md. (1921).

A discussion of the organization and administration of the extra-curricular activities of the boys' high schools of Baltimore: an evaluation of what is being done, and a suggested constructive program for developing such activities as can and should exist. Such organizations are discussed as, school clubs, school publications, musical organizations, the assembly, athletics, class organizations.

FRETWELL, E. K.—School Publications. Report of the Survey of the Public Schools of Philadelphia. Vol. IV, pp. 141-44, 158-160 (1922).

A statement of a theory of school publications, an evaluation of what had been done in Philadelphia prior to 1922 and recommendations for what the author considered should be done.

FRETWELL, E. K.—Extra-Curricular Activities of the Boys' High Schools. Baltimore Survey Vol. III, pp. 101-11 (1921).

— Survey of the Public Schools of Philadelphia. Vol. IV, pp. 135-41. The Public Education and Child Labor Association, 1720 Chestnut Street, Philadelphia, 1922.

A survey of the assemblies in the elementary schools of Philadelphia.

FRETWELL, E. K.—The Advisor of Girls and the Extra-Curricular Activities of the High School. Educational Administration and Supervision, February, 1924.

FRETWELL, E. K.—The Adviser of Girls and the Extra-Curricular Activities of the High School. Educational Administration and Supervision, 10:71-8, February, 1924.

FRETWELL, E. K.—The School Assembly. National Association of Secondary School Principals. Sixth Yearbook, pp. 147-54 (1922).

Some of the aims of the school assembly together with recommendations as to how these aims may be realized.

FRENCH, WILL.—Extra-Curricular Activities. Their Relation to the Curricular Work of High School. National Education Association, pp. 737-42, (1915).

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FOSTER, C. R.—The Latimer Junior High School. Elementary School Journal, 24:283-89, December, 1923.

Description of the Latimer Junior High School, giving a partial list of extra-curricular activities, an account of the student ment organization, assembly programs. The newspaper, luncheons, school awards and the guidance problem are also discussed.

FROULA, V. K.—Extra-Curricular Activities: Their Relation to the Curricular Work of the School. Proceedings, National Education Association, pp. 737-42 (1915).

A philosophy together with some practices necessary to organize extra-curricular activities.

FRY, E. S.—Educational Dramatics. Lloyd Adams Noble, New York.

An enthusiastic plea for more extensive use. Practical hints for dramatization, story playing, and producing. Definition of technical terms.

GALLOWAY, T. W.—Dramatic Instincts in Religious Education. Pilgrim Press.

GATES, F. A.—Some Health Conditions Existing Among Our High School Girls. Pedagogical Seminar, 26:152-61, June, 1919.

GIBSON, JESSIE E.—An Experiment in Social Education. The School Review, 30:613-20, October, 1922.

A concrete account of the work of one high school advisor of girls.

GILBERT, C. B.—The School and its Life. Boston, 1906.

—/ Girl Scout Week. Catholic World, 120:409-10, December, 1924.

GIVEN, J. L.—Making a Newspaper. Henry Holt (1911).

A detailed study of the making of a city newspaper including the relation of the police to the gathering of news and the actual writing of news stories.

GLADDEN, G.—Educational Aspects of Scouting. Review of Reviews, 66:70-2, July, 1922.

GLASS, JAMES M.—Socializing the High School Administration. High School Quarterly, 8:247-56, July, 1920.

Organization of a school to serve as the special field for student activities as citizens giving safe rules for guidance.

GOLDBERG.—The Drama of Transition. Stewart Kidd.

GRAUVILLE, R.—The High School Paper as an English Project. English Journal, 12:566-588, October, 1923.

The use that a senior English class made of the school newspaper to stimulate the work in English by taking over the publication of certain issues.

GUILFOIL, HELSEY.—Correlating the School Paper and English Composition. English Journal, 13:269-271, April, 1924.

GUILD, T. H.—Suggestions for the High School Play. English Journal, December, 1913.

Covers choice of play, actors, suggestions for makeup, costumes, etc. Good practical advice.

HALL, S. ROLAND.—Writing an Advertisement. Houghton Mifflin (1915).

Answers questions of how to write an advertisement well. Emphasizes importance of good "copy".

HAYDEN, F. S.—Democracy in High School Government. The School Review, 30:187-92, March, 1922.

An article setting forth the plan of the welfare council of the Citrus Union High School, Azusa, California.

HUMPHREYS, P. W.—Boys Camps that Pay. *Suburban Life*, 13:82-3, August, 1911.

HANNA, O. M.—The Class Newspaper. *English Journal*, 12:205-207, March, 1923.

A plan or outline for making the school newspaper exist for the sake of the pupils of the schools by allowing members of the composition classes to take charge of the school newspaper.

HARRINGTON, J. F.—Teaching Journalism in a Natural Setting. *Educational Administration and Supervision*, 5:197-206, August, 1919.

An application of the project method in the journalistic workshop in the University of Illinois.

HARVEY, B. E.—Motivating the English Composition. *School Review*, 24:759-63, December, 1916.

HARRINGTON, H. F.—Writing for Print. Heath (1922).

A handbook in journalistic compositions with suggestions of the organization and conduct of the high school newspaper.

HARRINGTON, H. F.—Typical Newspaper Stories. Ginn (1915).

A series of excellent news stories collected in one volume and illustrating the prominent features in news writing, especially human interest.

Handbooks from:

Dewitt Clinton H. S., New York City.

Boise—Hand Book.

Wadleigh—Hand Book.

Decatur—Hand Book.

Green Book—Senn H. S., Chicago.

East Tech High, Cleveland, Ohio.

Central High School, Oklahoma City.

Various others.

HANWOOD, H. M.—Extra-Curricular Activities in High School. *School Review*, April, 1918.

HARRINGTON AND FRANKENBERG.—Essentials in Journalism. Ginn (1912).

Contains valuable suggestions in rather technical terms.

HATCHER, O. L.—A Book of Shakespeare's Plays and Pageants. Dutton.

Description of Shakespeare's England. Suggestions for a pageant historically correct, amateur plays, some Elizabethan songs with music, dances, costumes and bibliographies.

HAYES, HARRIET.—The Problem of the High School Magazine. *University High School Journal*, University of California, 2:151-163, July, 1922.

A summary of returns from a questionnaire sent to one hundred high schools.

HAYES, HARRIET.—The Case Against the High School Annual. *University High School Journal*, University of California, 2:426-434, December, 1922.

A study of what is actually being done in this activity and a consideration of the fundamentals requisite for success.

HAYES, H.—Social Life of the High School and Some of Its Problems. Proceedings of National Education Association, pp. 173-8, (1923).

HEDGES, M. H.—Group Play-Writing. English Journal, January, 1919.
An account of a project at Beloit College, Wisconsin. Practice in "the historical formula of the drama's growth."

— High School Fraternities. The School Review, 28:167-69, March, 1920.

An account of the method adopted by the high school of Du-buque, La., in regard to fraternities and sororities.

— High School Fraternities—Legislation in Illinois. School and Society, 10:13-14, July 5, 1919.

A copy of the Illinois law prohibiting fraternities and sororities in the public high schools of the state and of the provisions for enforcement.

HILL, A. C.—School Journalism. School and Society, 3:354, March, 1916.

A discussion at the meeting of the Section of School of Journalism, State Teachers Association in Rochester, N. Y., in which is advanced the idea that journalistic activity might be utilized in the schools in giving a definite purpose for writing.

HILLARD, E.—Amateur and Educational Dramatics. Macmillan.

Values and results of educational dramatics presented. Partial discussion of original dramatization, production, use of dramatics in teaching reading, etc.

HINCKLEY, T. B.—Drama and the English Course. School Review, 1918.

Account of the University of Chicago High School Drama Course. Its aims: To give knowledge of dramatic forms, to introduce great world dramatists, and to illustrate the history of the drama in outline. List of plays.

HOBSON, CLOY S.—An Experiment in Organization and Administration of High School Extra-Curricular Activities. School Review, 31:116-24, February, 1923.

Giving the organization plan of extra-curricular activities as it actually works in a high school. Also contains an honor-point schedule and tells how it is administered.

HOME, CECIL.—Student Self-Government in High School of Brownsville, Oregon. Journal of Education, 81:417-18, April 15, 1915.

Description of a student self-government organization by high school students.

HORNE, ERNEST.—A typical Program for an Assembly Period at Speyer School. Teachers College Record, XVIII, No. 3, May, 1917.

An account of an assembly program presented at Speyer Schools of Teachers College, Columbia University.

— Honor of a Scout. Spectator, 110:650-1, April 19, 1913.

HORST, H. M.—Student Participation in High School Responsibilities. School Review, 32:342-55, May, 1924.

This article is based on the theory that student participation leads pupils to feel the need of improvement in the conditions of

their environment and gives them an opportunity to develop initiative and leadership in supplying that need.

HORTS, A. M.—The Children's Educational Theatre. Harper Bros., New York.

A detailed account of this successful experiment in New York City. Explains exactly how similar theatres can be organized all over the country with their resultant value. Valuable suggestions for the church and social worker.

HARWOOD, H. M.—Extra-Curricular Activities in High Schools. *The School Review*, 26:273-81, April, 1918.

Contains a chart of a student organization used in a school of 200 pupils. Gives plan in detail for finance board, and census board with a suggested point system.

HUDELSON, EARL.—Society at Work. *School and Society*, 12:21-22, July 3, 1920.

This article relates an incident in discipline, handled by a seventh grade English class at the Horace Mann school of Teachers College in the summer of 1919.

HUFF, B. M.—Laboratory Manual for Journalism. Central High School, Muskogee, Okla. (1921).

A carefully planned course of study for the class in journalism with all the details of printing a school paper outlined in the proper order and in most helpful fashion. Probably the most definite work of the sort yet published; a high school course in journalism planned for three semesters.

HUFF, B. M.—How to Publish a School Newspaper. Mentzer Bush and Company, Chicago, Illinois (1924).

A book which contains information of the organization of a school newspaper staff, the duties of the editors, news-writing, feature writing, advertising, business forms, editorial writing, makeup, headline-writing, copy-reading and proof-reading.

HUFF, B. M.—Journalism, a Socializing Agency. *English Journal*, 12:136-137, February, 1923.

A brief account of work done in the journalism classes in the Muskogee, Oklahoma, High School. Classes were organized into regular staffs which changed every two weeks.

HUNTER, G. W.—Experiment in Student Cooperation. *Outlook*, 112:704-7, March, 1916.

An account of how interest was aroused and cooperation of students secured in organizing a sanitary squad in DeWitt Clinton High School, New York City. Through this organization pupils made and enforced rules for helping to keep clean a building housing 6,000 pupils.

HUNUSTON, B.—The Theatre as an Educational Institution. Q. J. Speech Ed., March, 1919.

Gives effectively the educative value of dramatics both for participants and audience.

HUNZICKER, B. P.—Recreation at Ohio State Industrial School for Girls. Playground, 17:47-9, April, 1923.

HYDE, G. M.—Newspaper Reporting and Correspondents, Appleton (1912).

A manual for newspaper reporters and amateur correspondents telling how to get news and how to write it.

HYDE, G. M.—Newspaper Editing. Appleton (1915).

Methods of editing most helpful to students and newspaper desk men with especial emphasis on copy reading.

HYDE, G. M.—Handbook for Newspaper Workers. Appleton (1920).

A style book which treats grammar, punctuation, diction, journalistic structure, typographical style, accuracy, headlines, proof-reading, use of different type, cuts, libel and other matters of office practice.

HYDE, G. M.—A course in Journalistic Writing. Appleton (1922).

This book is based on the supposition that the average teacher has had little experience in newspaper writing. It is intended to help the teacher in technical problems especially in the managing or advising of student publications.

IMBODEN, SARAH MARK.—An Assembly as a Means of Vitalizing School Work and Conduct. School and Home Education, Volume XXVIII, No. 9, pp. 332-38, May, 1909.

An account of the assembly in a school containing no pupils above the fifth grade.

INGLIS, A.—Socialization of the High School. Teachers College Record, 16:205-16, May, 1915.

IRVING, P. G.—Boy Scout Activities on the Playground. Playground, 5:282-6, November, 1911.

— Invaluable Training for Citizenship. World's Work, 49:9, November, 1924.

— It's All a Game. Playground, 16:468, January, 1923.

JACOBY, F. C.—Camp Roosevelt, Man Maker. School Science and Math., 19:581-81, October, 1919.

JACKSON, N. Å.—Pupil Government in Secondary Schools. Education, 42:198-210, December, 1921.

An analysis of a questionnaire sent to 101 principals and superintendents in order to ascertain the attitude toward this form of government. Arguments on both sides are clearly stated.

JENKS, J. W.—Life Questions of High School Boys. New York Young Men's Christian Association Press (1908).

JOHNSON, F. W.—Moral Education through School Activities. Religious Education, 6:493-502, January, 1912.

This article points out the close relation between moral development and social expression at the adolescent age. It includes a survey of the organization and direction of the social activities of the University High School of Chicago, Illinois.

JOHNSON, G. E.—Dramatic Production and the Educational Curriculum. The Status of Dramatic Work in Colleges and Universities of the Country. Q. J. Speech Ed., March, 1919.

Result of a survey of educational dramatics in the U. S. and suggested reforms. The writer has had considerable experience in both high school and college dramatic production and therefore gives valuable suggestions. A plea for better organization of dramatics rather than the evident haphazard system in vogue.

JOHNSON, G. E.—Choosing a Play. H. W. Wilson Company. Pamphlet.

Contains the most compact form suggestions covering all possible problems which a director of Amateur Dramatics must meet. One of the best classified lists of plays of all kinds.

JOHNSON, LAURA M.—Pupil Participation in Administering the Junior High School. *Elementary School Journal*, 22:615-20, April, 1922.

Discusses the growth of pupil initiative, cooperation, and responsibility in solving problems of school conduct. An experiment conducted in the junior high school of the training department of State Normal School, Oshkosh, Wisconsin.

JOHNSTON, NEWLON AND PICHELL.—Senior-Junior High School Administration. Macmillan (1922).

JOHNSON, F. W.—The Problems of Boyhood. University of Chicago Press, Chicago, Illinois.

JOLLEY, L. F.—An Accounting System for High School Organizations, *School Review*, 31:136-42, February, 1923.

An account of the plan used in Elgin High School, Elgin, Illinois, for a centralized system of accounting for all high school funds.

JONES, H. W.—Student Cooperation in School Government. *School and Society*, 13:251-57, February 26, 1921.

Student cooperation develops a high sense of responsibility regarding community affairs. This article tells how cooperation in school government was put into effect in Walla Walla High School, Walla Walla, Washington.

JONES, H. W.—Student Cooperation in School Government. *School and Society*, 13:251-57, February 26, 1921.

Details concerning the working plan and claims of specific advantages for the type of student council in the high school in Walla Walla, Washington.

JONES, GERTRUDE.—Systematizing the Financial Affairs of the High School Students Organizations. *School and Society*, 15:611-12, June 3, 1922.

Detailed information as to the handling and checking of school funds.

JONES, G.—Parties as Projects in Instruction in High Schools. *School and Society*, 17:696-7, June, 23, 1923.

KELLY, E. D.—Boy Scouts as Construction Engineers. *Illustrated World*, 38:611-12, December, 1922.

KENNEDY, C. W.—Outside the Curriculum. *Forum*, 71:207-13, February, 1924.

KENDALL, C. N. AND MIRICK, G. A.—How to Teach the Special Subjects, Chapter I (1918).

KENDRICK, W. H.—Boys' and Girls' Four H Clubs and the School. *Proceedings, National Education Association*, pp. 564-6 (1921).

KERR, MINA.—Student Government. *Proceedings, National Education Association*, pp. 358-61 (1921).

The general argument for and against student government as a product of democracy together with suggestions for guiding a cooperative school government.

KIERMAN, F.—Great Adventure for Democracy: Preparing for It by Self-Government in the Public Schools. *Craftsman*, 26:626-30, September, 1914.

A defence of and plea for student self-government.

KILPATRICK, W. H.—Education of Adolescents for Democracy. *Religious Education*, 14:123-35, June, 1919.

The formulation of standards for evaluating organizations working with volunteer groups of adolescents, and an evaluation of these organizations on the basis of the standards set up.

KITRELL, C. A.—An Important Factor in Teaching Citizenship. *School Review*, 29:366-72, May, 1921.

A plan for student participation as worked out in Devil's Lake, N. D. The work of the various boards briefly outlined. The booster board, which unifies the work of the whole, becomes in reality an honor society.

KIES, P. P.—Teaching Opera Librettos. *English Journal*, February, 1920.

Illustrates what may be done by correlating music and English in the high school. Shows method of study and a list of operas suitable for high school study. Good points as an aid to appreciation of literature.

KIMMINS, G. T.—The Guild of Play Book of Dances and Festivals. J. Curwen and Son, London.

This is a series of three books containing music and directions for folk dances which were produced at the Guild of Play in Bermondsey, England. Book Two contains directions for two English historical pageants.

KIMBALL, ALICE MARY.—A Camp where the Girls Boss. *Outlook*, 137-233, June 11, 1924.

The story of an experiment with self-government.

KING, W. A.—An Elementary School Health Project. *Elementary School Journal*, April 22, 608-14.

KING, W. L. MACKENZIE.—Industry and Humanity. Chapter XII, pp. 430-539. Houghton Mifflin (1918).

The relation of education and public opinion in directing industrial affairs. The reasoning applies almost equally well to schools.

KING, L.—Social Training through School Group Activities. *American Academy*, 67:13-25, September, 1916.

Formulates briefly general principles on which social values depend; classifies types of organization for social training; cites practical examples of socialized class work in various schools; shows the development of extra-classroom activities in other schools.

KING, IRVING.—Social Aspects of Education. Chapters XV and XVI, Macmillan (1912).

A discussion of the social life of the school as expressed in its government. A bibliography is included.

KIRKMAN, IRA H.—A Rural School Experiment in Self-Government, *Journal of Rural Education*, 2:25-29, September, 1922.

How an unruly school was turned into one of the best schools in the community by introducing self-government.

KNICKERBOCKER.—Plays for Class-Room Interpretation. Henry Holt.

Text book for use in high school dramatic course. Detailed lessons in interpretation of specimen dramas. Five one act plays included for use in course.

KOCH, T. H.—Amateur Values in Pageantry. *Q. J. Speech Ed.*, October, 1915.

KOOS, L. V.—Junior High School. Harcourt, Brace Co. (1920).

KROWS, A. E.—Play Production in America. Henry Holt.

Everything that pertains to plays and their production including the practical business and mechanical side of the theatre. Used as a text book in numerous universities. Treated from the professional standpoint, but very valuable as a reference book for the amateur producer.

KUHNER, J.—Camp Ration for Boys. *Playground*, 16:167, July, 1922.

LANCE, JACK.—High School Journalism. *High School Quarterly*, 8:82-85, October, 1919.

A brief outline by the high school superintendent of the work the Greensboro High School is doing in journalism. Believing the plans feasible in other schools, he gives several helpful suggestions for small high schools.

LASHER, W. R.—School Activities as an Educational Factor in Secondary Schools. *Proceedings, National Education Association*, pp. 445-50 (1910).

This article presents the attitude of policy of Erasmus Hall High School in Brooklyn, towards all sorts of student activities. Erasmus Hall was one of the first schools to take advantage of the possibilities of student activities as an instrument for effective education for citizenship.

LASHER, WILLIAM P.—School Activities. *Journal of Education*, 74:345, October 5, 1911.

LANGDON, W. C.—Music in Pageantry. Drama Publishing Company, Chicago, 1918.

LATHAM, A. J.—The Making of a Festival, *Teachers College Record*, May, 1915.

Describes the production of a new year festival. Brings out the distinction between festival and pageant. Programs and various aids furnished.

LATHAM, H. B.—High School Hydra-Educational Review, 50:360-68, November, 1915.

An argument in favor of having every school pupil in a fraternity.

LEE, ARTHUR.—Literary Societies in a Small High School. *The English Journal*, 13:35-38, January, 1924.

An interesting account of the development and formation of literary societies in a high school of 300 students, Clinton, Missouri. These societies have been active since 1899.

LEE, H. A.—Student Newspaper Work. *English Journal*, 5:164-171, March, 1916.

An exposition of the chance one teacher had to use the community paper to give young writers the satisfaction of getting into print.

LEE, J. M.—History of Journalism in the U. S. Houghton Mifflin (1917).

An account of the history of the American press from 1690 to 1917.

LEWIS, GRACE T.—An "Every Girl" Supper. *School Review*, 32:134-41, February, 1924.

This tells what was done in the Mt. Vernon High School, Mt. Vernon, N. Y., to give every one in school a good time. A project in socialization.

LEWIS, GRACE T.—Centralizing Student Activities in the High School. *School Review*, 31:612-26, October, 1923.

A splendid article on what the Mt. Vernon High School, Mt. Vernon, N. Y., did to centralize into "one closely associated, readjustable whole," all the existing activities. The result of this centralization has proven that there is a slow but certain groping toward "highest manifestation of student development, student self-control and real self-government."

LEWIS, W. D.—Student Participation in School Organization and Government as a Training in Democracy. *Third Yearbook, National Association of Secondary School Principals*, pp. 1-9 (1919).

Schools as laboratories of democracy; loyalty to a principle and not to a person; high school as a place for learning to live democracy by living it; avoid beginning with formal organization, spirit of cooperation is emphasized.

LEWIN, W.—Running a School Paper. *English Journal*, 11:8-13, January, 1922.

This gives an account of the organization back of a school newspaper.

— Lincoln School of Teachers College. Some Uses of the School Assembly. Lincoln School, New York City.

An account of the theory and practice of the schools assemblies at this school.

LODGE, GONZALES.—Dramatic Interpretation in the Teaching of the Classics. Teachers College Record, May, 1921.

Further aids toward vitalizing the study of literature through dramatics described in detail.

LOOMIS, F. A.—High School Dramatics. The English Leaflet, No. 127, May, 1915.

LIPPMAN, WALTER.—Liberty and the News. Harcourt, Brace and Company (1920).

This is a group of three essays on journalism and the higher law, what modern liberty means, and liberty and the news. The author believes that freedom and truth can be related to the news.

LUCEY, MICHAEL H.—The Application of Democracy to the Organization and Administration of the High School. Educational Administration and Supervision, 10:205-11, April, 1924.

Describes organization and administration of extra-curricular activities in the Julia Richman High School, New York City.

LULL, H. G.—Socializing School Procedure. American Journal of Sociology, 24:681-91, May, 1919.

Discusses the social organization of the regular activities of the school.

LYMAN, R. L.—Guidance Program of the Holmes Junior High School. School Review, 32:93-104, February, 1924.

An account of the personal, remedial, civic and cultural guidance program which has for its basis the student participation as a chief means of learning.

LYMAN, R. L.—The Ben Blewett Junior High School of St. Louis. The School Review, 28:26-40, 97-111, January, and February, 1920.

Organization, clubs, pupil participation in school government, and other plans for securing pupil cooperation are described.

LYMAN, R. L.—Washington Junior High School, Rochester, N. Y. The School Review, 28:178-208, March, 1920.

In presenting the plan of the whole school, the author gives a detailed description of pupil organization and pupil participation in the extra-curricular activities of the school.

LYNCH, A. H.—What Radio Holds for Boy Scouts. Radio Broadcasting, 3:251-4, July, 1923.

MACKAY, C. D.—Costume and Scenery for Amateurs. Henry Holt, New York.

An elaboration of the above. Seventy illustrations. Many simple outline designs for costumes and scenes for historical plays and pageants.

MACKAY, C. D.—Staging and Costuming of Amateur Plays. Stokes, N. Y. (1915).

A practical, inexpensive handbook on this subject with many diagrams of easily made costumes.

MACKAY, PERCY.—Community Drama. Houghton Mifflin.

MACGOWAN, KENNETH.—The Theatre of Tomorrow. Bone and Live-right.

Probably the best current treatise on the development of the technique of dramatic production, and modern tendencies. How, by whom and where each advance in methods of production is made. Finely illustrated.

MACGOWAN, KENNETH AND JONES, ROBERT EDMOND. — Continental Stagecraft. Harcourt, Brace and Company.

The observations of a year spent in Europe studying production there. The latest book on the new stagecraft and advanced technical devices. Thirty-two full page illustrations.

MACKAY, C. D.—The Little Theatre in the U. S. Henry Holt.

A complete survey of the Little Theatre movement and descriptions and photographs of every Little Theatre in the U. S. in 1917. Good list of plays that have been successful in these. A few illustrated scenes.

MACKAY, C. D.—The Patriotic Drama in your Town. Henry Holt.

Contains good dramatic material and suggestions for patriotic celebrations for national holidays.

— Making Girl Scouts Good Scouts. Visual Education, 5:146-9, June, 1924.

MARBLE, T. L.—How to Appreciate the Drama. Hinds, Noble and Eldridge.

An elementary treatise on dramatic art. Exposition of some of the structural elements of dramatic composition.

MARTIN, E. S. AND MCKENZIE, F. A.—Should the Boy Scout Activities Be Made a Part of the Municipal Recreation Program and Supported by Public Funds? Playground, 6:348-52, December, 1912.

MARTIN, E. S.—Adventure Hikes. Overland Magazine, 82:354, August, 1924.

MASTERS, J. G.—High School Fraternities. School Review, 14:422-32, June, 1917.

A statement of the grades and cases of discipline of 70 fraternity and 704 non-fraternity boys in Oklahoma City High School.

MASTERS, J. G.—Development of the Youth. National Education Association Journal, 13:319-20, December, 1924.

MEREDITH, W. V.—Pageantry and Dramatics in Religious Education. The Abington Press, New York.

MERRY, G. N.—High School Plays in Iowa. Q. J. Speech Ed., July, 1916.

Results of a questionnaire mailed to public schools. Estimate of grade of satisfaction given community by each play.

MERRY, G. N.—College Plays in the U. S. Q. J. Speech Ed., October, 1916.

A list of college plays showing the percentage of satisfaction each gave to the community in which it was given.

METHLEY, VIOLET M.—*The Amateur Actor's Companion*. Mills and Boon. Practical suggestions as to make-up, settings, etc. Not very modern in its general theme.

METCALF, C.—*Amateur Entertainments, How to Produce and How to Act in Them*. G. Routledge and Sons, London.

Not as good as some of the above. One excellent chapter on make-up.

MILES, D.—*Why Is a School Paper?* *English Journal*, 5:486-490, September, 1916.

A story of the origin of a school paper in a high school where hostile sentiment had to be overcome. The scheme of organization and some views on the real worth of school papers are briefly discussed.

MILLER, ARMOND R.—*Team Work in the Management of a Large High School*. Sixth Yearbook, National Association of Secondary School Principals, pp. 20-28, 1922.

Among other factors the principal of the William McKinley High School, St. Louis, discusses the place of the student council in the administration of a public high school.

MILLER, ELIZABETH E.—*The Dramatization of Bible Stories*. Chicago University Press, 1918, XIV, p. 162.

A group of dramatizations with suggestions and helps written especially for schools and Sunday schools and illustrating the present day trend in religious education. List of stories suitable for dramatization.

MILLER, E. L.—*Practical English Composition*. Book II. Houghton Mifflin (1917).

A discussion of news writing and a presentation of a work-schedule for one hundred days.

MILLER, K. H.—*Student Activity*. *Industrial Arts Magazine*, 5:439-51, August, 1916.

An article on how students are organized and the machinery for putting out the paper at Salina, Kansas. It takes up election of the staff, duties, etc.

MILLS, C. H.—*Boy Scouts and the Schools*. *School and Society*, 16:280, September, 1922.

MILLIGAN.—*Shall I Send My Girl to Camp?* *Woman's Home Companion*, 51:30-2, June, 1924.

MODERWELL, H. K.—*The Theatre of Today*. J. Lane Co., N. Y.

The finest book of its kind. Profusely illustrated with reproductions of American and Continental settings. Contains directions for simplified stage settings, construction and lighting.

MOE, M. W.—*Amateur Journalism*. *English Journal*, 4:113-115, February, 1915.

An account of what was done in one high school.

MOSER, E. H.—*Student Cooperative Government in the High School*. *Proceedings and Addresses of Thirty-third Annual Session of the North Carolina Teachers Assembly*, pp. 178-81 (1916).

Describes the working of student cooperative government on a small scale. Tells why it was introduced and how it succeeded.

MYERS, J. S.—Student Social Life. *School and Society*, 13:541-7, May 7, 1921.

MCCLURE, W.—Morals by Rote. *The School Review*, 27:458-64, June, 1919.

A brief summary of the rise of public interest in pupil self-government.

McFARLAND, E. W.—Student Self-Government. *The Detroit Journal of Education*, pp. 20-22, September, 1921.

A very good article justifying student self-government through the grades and high school.

McLANE, F. M.—Behind the Khaki of the Scouts, Girl Scout Pageant. *St. Nicholas*, 50:386-9, February, 1923.

McLINN, C. B.—Social Side of High School Life. *Journal of Education*, 74:345-7, October, 1913.

McVEY, WILLIAM E.—Minimum Essentials in Manners and Right Conduct of High School Students. Harvey, Ill.

McNAUGHT, M.—Training in Courtesy. *Government Bulletin No. 54*, Department of the Interior.

NEEDHAM.—Folk Festivals and How to Give Them. (1912).

— New Game for Boys. *Spectator*, 100:143-4, January 25, 1908.

NEWLON, JESSIE H.—High School Fraternities. *Educational Administration and Supervision*, 7:372-79, October, 1921.

A statement of the elimination of fraternities in the high school, Lincoln, Nebraska.

NEWMAN, HENRY.—Moral Values in Pupil Self-Government. *Proceedings, National Education Association*, pp. 41-45 (1913).

An article showing how pupil self-government develops the common aim uniting each to his fellows and to the adult authorities.

NEWMAN, HENRY.—*Education for Normal Growth*. Appleton and Company.

NICHOLS, W. H.—The High School Play. *English Journal*, December, 1914.

Excellent suggestions as to reform of school stage architecture and conditions for studying the drama. The ideal stage for school productions, the dramatic club rooms, etc. Discussion of the educational process in dramatics.

NIFENECKER, E. A.—*The School Assembly, a Handbook for Auditorium Exercises*. Board of Education, New York City, 1917.

A presentation of material that has or could be used in the assembly period of the New York City Schools.

NIXON, O. F.—The Cost and Financing of Student Publications. *School Review*, 31:204-12, March, 1923.

A presentation of material gathered from a study of high school publications, annuals, papers and magazines of two hundred and twenty high schools in the North Central Associations of colleges

- and secondary schools. This article deals with the cost and financing of these student publications. Tables appended.
- NIXON, O. F.—Student Publications in High Schools. *The American School Board Journal*, 64:47, 127, December, 1923.
- Annuals, newspapers and magazines in high schools accredited by the North Central Association. Information is given as to purposes, nature and type, management, supervision and direction, cost, financing, attitude of the general public.
- NORTH, S. M.—Social Program for Secondary Schools. *American Physical Education Review*, 23:469-74, November, 1918.
- O'BRIEN, K.—Boy, His Gang, and School. *Education*, 44:40-3, September, 1923.
- Old Age and School Spectacles. *Industrial Arts Magazine*, 12:473, December, 1923.
- OLIVER, M.—High School Organizations and Their Administration. *School Board Journal*, 65:58 ff, October, 1922.
- An analysis of conditions in the high school of Pasadena, California, where clubs and pupil organizations are developed both for their own worth and to combat fraternities.
- OPDYCKE, J. B.—News, Ads and Sales. Macmillan (1914).
- A text book suitable for beginners in high school journalism, which deals with the newspaper field, content and values, including supplementary questions and exercises.
- OSBORNE, H.—How to Stage a Play. A Manual for the Amateur Stage Director. T. S. Dennison and Company, Chicago.
- The usual suggestions and advice. Practical.
- PALMER, G. H.—Ethical and Moral Instruction. Houghton Mifflin.
- PALTI, GEORGE.—Thirty-six Dramatic Situations.
- Shows basis for all play plots. Excellent for a reference in original play writing.
- PARKER, W. W.—One Way to Run a School or College Newspaper. *English Journal*, 7:256-59, April, 1918.
- An explanation of the method of conducting the school paper in a state normal school.
- PARKER, FRANCIS W.—The Morning Exercises as a Socializing Influence. *Studies in Education*, Volume II. Published by the School, Chicago, 1921.
- PARMENTER, ETHEL M.—The Concentration Study Hall. *School Review*, 32:53-59, January, 1924.
- An excellent plan of the operation and success of a new study hall system in use in the East Technical School, Cleveland, Ohio, through the student participation in it. Appended constitution of an honor system.
- PAUL, F. H. J.—Student Organization and the Development of Character. National Education Association, 1273-9 (1922).
- PAUL, F. H. J.—Extra-Curricular Activities. National Education Association, 62:916-17 (1924).
- PAUL, F. H. J.—Fifth Yearbook, National Association of Secondary School Principals, pp. 54-60 (1921).

The opportunity for character building and student cooperation in the management of the school is pointed out.

Pennsylvania Department of Public Instruction. Student and Faculty Activities. Manual for High Schools, pp. 95-117 (1923).

This "Manual for High Schools" presents a plan and detail suggestions for working out a program of extra-curricular activities for junior and senior high schools including the assembly, for the state of Pennsylvania.

PENNY, E. M.—Staff Organization. *The West High Weekly*, December 10, 1920.

An explanation of the actual development and management of the *West High Weekly*.

PENNY, E. M.—News Reading in High School Teaches Intelligent Reading of Newspapers. *The West High Weekly*, *West High Schools*, Minneapolis, Minn., December 10, 1920.

A discussion of the value of a high school newspaper course in training pupils to read newspapers intelligently and to write clearly, with a statement about the organization of the news writing course in *West High Schools*.

PERRY, FRANCES M.—School Journalism. *English Journal*, 1:299-307, May, 1919.

In an effort to point the way to a better tone for the college paper and a better spirit of cooperation between staff and faculty the author gives a few pages of timely advice to student editors. Many good general suggestions.

PERRY, FRANCES M.—The Supervision of School Publications. *English Journal*, 8:617-622, December, 1919.

The author suggests that the way to supervision is not through direct and open censorship, but through improvement of classroom instruction in English; and through organization of the staff as a press club.

PEREGO, T. M.—The Little Theatre in the High School. *English Journal*, September, 1916.

A report of the organization and operation of the first "Little Theatre" in a high school, South Bend, Indiana, High School. Plans, decorations, problems encountered, etc., well described.

PERRY, A.—Boy Scout's Place in the Radio Game. *Radio Broadcasting*, 2:275-81, February, 1923.

PERRY, C. A.—Wider Uses of the School Plant. *Chanties Publishing Co.*, New York (1911).

PETERS, HARRY A.—The Honor System in Secondary Schools. *School Review*, 32:36-39, January, 1924.

The telling of how an honor system was introduced and installed into a high school, The University School, Cleveland, Ohio, through the student participation in it. Appended constitution of an honor system.

PETERSON, ALICE.—The Dundee School Improvement Club. First Year-book, Department Elementary School Principals, National Education Association, pp. 125-126, 1922.

PHILLIPS, E. K.—School Papers. *Industrial Arts Magazine*, 6:268-271, July, 1917.

An article by the state supervisor of printing, New Jersey, giving a list of the equipment needed and advice as to the selection of type and paper. The selection of a name for the paper, the organization of the staff, and the arrangement of the parts of the paper are discussed in brief form.

PHILLIPS, E. K.—Practical Problems in Printing. *Industrial Arts Magazine*, 6:449-450, July, 1917.

This article shows correlation of printing with arithmetic and English.

PHILIPPS, H. S.—Report of Committee on Junior High Schools of Denver, Colorado. *Elementary School Journal*, 23:17-23, September, 1923.

Report is based on a questionnaire sent to different junior high schools. Explains the advisory system in effect and gives a list of extra-curricular activities with a suggested tentative schedule.

PICHEL, IRVING.—Stage Machinery and Lighting Equipment for Small Theatres and Community Buildings. *Theatre Arts Magazine*, January and February, 1920.

Exposition of the necessary technical features in small theatre construction. A detailed discussion especially of value in planning equipment for the school theatre.

PICKELL, F. G.—Training for Citizenship Through Practice. *The School Review*, 28:518-28, September, 1920.

With the high school at Lincoln, Nebraska, as a background the former principal presents a plan for enabling pupils to practice citizenship.

PONE, O. E.—A Country-Wide Program of Extra-Curricular Activities. *National Education Association*, 62:959 (1924).

POUND, OLIVIA.—Need of a Constructive Social Program for the High School. *The School Review*, 26:153-67, March, 1918.

The advisor of girls in the High School of Lincoln, Nebraska gives (1) a criterion for the evaluation of student organizations; (2) the experience of the Lincoln teachers in dealing with student organizations; (3) the returns from a questionnaire sent to various schools asking information in regard to purposes, supervision, and proportion of the student body participating in societies, etc.

POUND, OLIVIA.—Social Life of High School Girls: Its Problems and Its Opportunities. *The School Review*, 28:50-56, January, 1920.

This article is written to show why the school should offer social activities in the form of clubs for girls. Reports are given of the work done by several high schools clubs.

POUND, OLIVIA.—School Reconstruction in the High School. *School and Society*, 14:509-13, December 3, 1921.

A report from the high school, Lincoln, Nebraska telling how the school became a democracy for citizens, training the children in the actual experiences of life. The socialized recitation, student council, and club activities are discussed.

POWELL, J. R.—Social Problems in the High School. *Fifth Yearbook, National Association of Secondary School Principals*, pp. 15-24 (1924).

An address by the principal of the Soldan High School, St. Louis, Mo. A plea for increased motivation of Social energies; student cooperation offered as a solution.

POUND, OLIVIA.—Social Life of High School Girls. *The School Review*, 28:50-56, January, 1920.

The account of an attempt to reconstruct full-fledged sororities to that they will contribute to the welfare of the schools.

POUND, OLIVIA.—Social Problems and How to Meet Them. *School Review*, 19:584-6, May 17, 1924.

POWERS, C.—Social Program for the Unsocial High School Girl. *School Review*, 32:773-8, December, 1924.

PRINGLE, R. W.—Adolescence and High School Problems. Heath (1922).

PRINGLE, RALPH W.—The Assembly. *Adolescence and High School Problems*, Chapter XVII, pp. 37-17. Heath (1922).

A general discussion of the place of the high school assembly

PRICE, W. C.—Boy Scout Movement. *Hibbert Journal*, 11:633-44, April, 1913.

PRICE, C.—Boy Scouts. *Hibbert Journal*, 13:643-54, April, 1915.

PRUNTY, MERLE.—Sane and Systematic Direction of Extra-Curricular Activities. *Sixth Yearbook, National Association of Secondary School Principals*, pp. 1-8 (1922).

An address by the principal of the Central High School, Tulsa, Oklahoma, showing how extra-curricular activities may be incorporated as a curricular activity within the daily program of every student. Scholarship requirements for honors and regulations governing social life are outlined.

PUFFER, J. A.—The Boy and His Gang. Houghton Mifflin, New York.

RADCLIFFE, P. R.—Pupil Self-Government. *Education*, 37:456-58, March, 1917.

A letter from Mr. Radcliffe to the editor of *Education* explaining his theory of self-government and giving a description of the plans as worked out in his high school at Flemington, N. J.

RANDOLPH, EDGAR.—The General Assembly or Chapel, *Colorado State Teachers College Bulletin*, Series XX, No. 5, pp. 115-20, August, 1920.

Presented as a part of the survey of this institution. A careful, thought-provoking study of the place of the assembly in schools.

REANEY, M. J.—Psychology of the Boy Scout Movement. *Pedagogical Seminary*, 21:407-11, September, 1914.

REAVIS, W. C.—Student Publications in High Schools. *School Review*, 30:514-520, September, 1922.

Answers fully and completely the question: "What shall the high school undertake in the field of journalism?"

— Recreational Reading for Boy Scouts. *Elementary School Journal*, 24:162-4, November, 1923.

— Regulation of High School Societies. *School Review*, 28:167-9, March, 1920.

RENSHAW, A. T.—More Attention to Pantomime Expression. *Q. J. Speech Ed.*, February, 1921.

The importance of pantomime, need for its further use in the high school, suggestions as to introducing it in the study of English.

— Report of the Committee on Boy Scouts. *Play ground*, 5:210-5, September, 1911.

RICHARDSON, B. C.—Faculty Organization in the Theodore Roosevelt High School. *The School Review*, 28:628-87, November, 1920.

The principal of the Theodore Roosevelt High School, Alton, Ill., gives a graphic representation of the high school organization including the place of the student council.

RINEHART, M. R.—These Girls of Ours. *Delineator*, 105:10-11, December, 1924.

ROBBINS, CHARLES L.—The School as a Social Institution. Allyn and Bacon (1918).

The value of student self-government as seen in the school republic or school city.

ROBERTS, ALEXANDER C.—An Experiment in Socialization. *The School Review*, 26:25-34, January, 1918.

An account of the socialization of the high school at Everette, Washington, through organization, course of study, supervision, and the extra-curricular activities.

ROBBINS, C. L.—The Socialized Recitation. Chapters II and III. Allyn and Bacon (1922).

The principles of the socialized recitation as here set down are essentially those that should guide in the school's extra-curricular activities.

ROE, W. S.—Some Student-Body Problems. *Sixth Yearbook, National Association of Secondary School Principals*, pp. 158-66 (1922).

Such problems as morals, athletics, and fraternities in high schools are vividly presented.

ROGERS, K. W.—Experiments with the School Assembly. *Journal of Education*, Volume XCIV, No. 12, pp. 311-15.

A statement of the aim and of method in reorganizing the assembly of one boys' school together with an evaluation of results. The writer was a teacher in the schools and writes from an intimate point of view.

ROGERS, L. E.—Social Activities of the Horace Mann Elementary School. *Teachers College Record*, 8:344-9, September, 1907.

ROSS, CHAS. G.—The Writing of News. Henry Holt (1911).

Practical hand book to guide students of journalism in newspaper work. Especially useful for the beginner.

RUGG, EARL.—Applied Citizenship. School and Society, 19:90-94, January 26, 1924.

Article on visits to various student councils, discovering their disciplinary and citizenship value.

RUSSELL, J. E.—Scouting Education. Educational Review, 541-13, June, 1917.

RUSSELL, J. E.—Boy Scouts Have a Birthday. Good Health, 74:6, February, 1922.

RUSSELL, J. E.—Scout Education. Teachers College Record, 18:1-13, January, 1917.

RYAN, CLARA M.—Project in High School Journalism. English Journal, 13:129-130, February, 1924.

A detailed article on how to solve the problem of financing both a yearbook and a semi-monthly paper.

RYAN, H. H.—The Government of the School. Seventh Yearbook, National Association of Secondary School Principals, pp. 44-48 (1923).

Suggests criteria for successful school government and then attempts to show advantages of student participation.

RYMARSON, E.—Socialization of the High School. Journal of Education, 84:93, July 27, 1916.

RYMARSON, E.—Do the High Schools Need Reconstruction for Social Ends? Religious Education, 8:183-90, June, 1913.

RYMARSON, EDWARD.—Supervised Student Activities in the School Program. First Yearbook, National Association of Secondary School Principals, pp. 47-50 (1917).

An address by the principal of the Fifth Avenue High School, Pittsburgh, emphasizing wise planning and guidance for student activities, gives general plan for conducting them and points out that they should be for socialization, not for demoralization of school. Indicates major and minor activities and who shall take part.

SARG, TONY.—The Tony Sarg Marionette Book. B. W. Huebasch, Inc., New York.

Simple directions for marionette productions by the most successful professional producer. Construction of puppets, the miniature stage, and manipulative devices explained. Includes two plays for marionettes.

SATCHILL, J. KENNETH.—Student Participation in School Administration. School Review, December, 1922.

SAYRE, V. E.—Printing a Paper in a Small High School. Manual Training, 20:309-312, May, 1919.

A brief account of putting out a school paper that is entirely a school product. Printing by the manual arts department is emphasized.

- Scouting Games. *Spectator*, 104:574-5, April 9, 1910.
- School Paper Printed in School. *Manual Training*, 17:641-643, April, 1916.
 A report written in 1916 which mentions the value of a print shop as a socializing influence, names seven schools in which printing is done by students, shows how such work teaches sense of values, and offers a fine chance for correlation with other subjects, especially English, Art and Mathematics.
- School Papers. *Manual Training*, 17:788-789, June, 1916.
 This article comments on the fostering of school spirit and the possibility of using a school paper to connect the school with civic and social activities outside the school.
- SCOTT, COLIN.—*Social Education*. Chapters VI and VII, Ginn (1908).
 The relationship of self-organized group work to the dictated work of the school.
- SCOTT, M. J. AND HILL, C. W.—*Financial Accounting in Student Activities*. *School Review*, 32:442-4, June, 1924.
- SHILDER, J. W.—*What is Being Done to Regulate the Amount of Extra-Curricular Activities in Which a Pupil May Participate*. *Kansas Teacher*, 17:9-10, August-September, 1923.
 Gives rules governing out-of-class activities, and honor points for class-room work, restrictions on honor points, and honor points for out-of-class activities.
- SHUHAN, MARY A.—*Clubs: A Regular School Activity*. *High School Journal*, October, 1921.
- SHUMAN, E. L.—*Practical Journalism*. Appleton (1903).
 A succinct manual of the correct methods in producing news and advertisements.
- SIMONS, SARAH E.—*Dramatization*. Scott, Foresman.
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DRAMATICS

Magazine Articles

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Answers objections to high school dramatics and suggests efficient means of organization. List of plays.
- A High School Course in Drama. *English Journal*, February, 1913.
Tells how the Horace Mann School made its approach to Shakespeare and other classic playwrights by means of the stage and how it trained for choice in theatre attendance; its correlation with written English.
- ABBOTT & MOSS.—A Bibliography of Shakespeare and His Time, for Schools. *Teachers College Record*, March, 1916.
Very valuable both for English teacher and Shakespearean play producer containing list of authorities upon costume, games, dances, foods, Elizabethan stage, Shakespearean readings, etc.
- AVROL, A.—The Little Country Theatre Play Service. *North Dakota Agricultural College*, Fargo, N. D.
- BARNES, WALTER.—Dramatization of Literature; Its Use and Its Abuse. *Journal of Education*, 91:59-62, January 15, 1920.
A plea for literature for its own end. The writer believes "melodies unheard are sweeter."
- BLANKS, A. F.—Dramatic Club and Public Speaking. *Q. J. Speech Ed.*, October, 1916.
Urges reform in the general management of dramatics. Offers suggestions for organization of productions.
- BRAGDON, CLAUDE.—Artificial Lighting for Out-of-Doors. *Theatre Arts*, pp. 189-192, August, 1917.
Technical advice for light effects in out-of-doors plays and pageants.
- BULLOWA, A. M.—Pantomime: Its Use in the High School. *Q. J. Speech Ed.*, June, 1921.
Shows importance and methods of developing easy pantomime studies. Illustrates by giving directions for several nursery rhymes in pantomime.
- CARNEY, M. P.—Religious Plays. *Q. J. Speech Ed.*, November, 1922.
The best annotated and comprehensive bibliography of religious plays. Suggestions especially for Easter and Christmas observance.
- CHORPENNING, CHARLOTTE B.—Putting On a Community Play. *Q. J. Speech Ed.*, 5:31-44, January, 1919.
Showing step by step the production of a community play. Practical suggestions for any amateur play producer.
- CLARK, B. H.—Amateur Play Producing in War Time. *Teachers College Record*, December, 1918.

CRAWFORD, C.—Teaching of the Dramatic Arts. *Teachers College Record*, September, 1918.

Stresses need for psychological knowledge of child development in this teaching. Traces stages of dramatic expression in the child. Theoretical discussion of elementary and kindergarten school dramatics.

DITHRIDGE, R. L.—High School Plays in New York City. *Q. J. Speech Ed.*, October, 1915.

Results of a questionnaire sent to twenty high schools about plays produced during a period of five years. Some general principles and suggestions as to selection of suitable material for high school dramatics.

DOREY, J. N.—A High School Course in Dramatics. *English Journal*, September, 1912.

The service of dramatics in development in pupil of resourcefulness, a knowledge of human life and altruism. Describes a definite course in dramatics. List of plays, rather archaic.

— Dramatization of School Classics. *English Journal*, Vol I, pp. 476-81.

In addition to discussing dramatizing as a source of arousing interest in literature, this article shows the opportunities for its use in oral composition.

DRUMMOND, ALEC M.—For the Director of Dramatics. *English Journal*, December, 1917.

A most complete list of books that will be helpful to high school dramatic teachers. Practical advice and suggestions.

— An Adventure in Dramatics. *English Journal*, December, 1919.

The successful experiment of a Little Country Theatre, conducted by the Cornell Dramatic Club in the New York State Fair and the resultant value to the community.

GUILD, T. H.—Suggestions for the High School Play. *English Journal*, December, 1913.

Covers choice of play, actors, suggestions for makeup, costumes, etc. Good practical advice.

HEDGES, M. H.—Group Playwriting. *English Journal*, January, 1919.

An account of a project at Beloit College, Wisconsin. Practice in "the historical formula of drama's growth."

HINCKLY, T. B.—Drama and the English Course. *School Review*, 1918.

Account of the University of Chicago high school drama course. Its aims: To give knowledge of dramatic forms, to introduce great world dramatists, and to illustrate the history of the drama in outline. List of plays.

HUMISTON, B.—The Theatre as an Educational Institution. *Q. J. Speech Ed.*, March, 1919.

Gives effectively the educative value of dramatics both for participants and audience.

JOHNSON, G. E.—Dramatic Production and the Educational Curriculum. The Status of Dramatic Work in Colleges and Universities of the Country. Q. J. Speech Ed., March, 1919.

Result of a survey of educational dramatics in the U. S. and suggested reforms. The writer has had considerable experience in both high school and college dramatic production and therefore gives valuable suggestions. A plea for better organization of dramatics rather than the evident haphazard system in vogue.

KIES, P. P.—Teaching Opera Librettos. English Journal, February, 1920.

Illustrates what may be done in correlating music and English in the high school. Shows method of study and a list of operas suitable for high school study. Good points as an aid to appreciation of literature.

LODGE, GONZALES.—Dramatic Interpretation in the Teaching of the Classics. Teachers College Record, May, 1921.

Further aids toward vitalizing the study of literature through dramatics described in detail.

LOOMIS, F. A.—High School Dramatics. The English Leaflet, No. 127, May, 1915.

MERRY, G. N.—College Plays in the United States. Q. J. Speech Ed., October, 1916.

A list of college plays showing the percentage of satisfaction each gave to the community in which it was given.

— High School Plays in Iowa. Q. J. Speech Ed., July, 1916.

Results of a questionnaire mailed to public schools. Estimate of grade of satisfaction given community by each play.

MILLER, ELIZABETH E.—The Dramatization of Bible Stories. Chicago University Press, 1918, XIV, p. 162.

A group of dramatizations with suggestions and helps written especially for schools and Sunday schools and illustrating the present day trend in religious education. List of stories suitable for dramatization.

NICHOLS, W. H.—The High School Play. English Journal, December, 1914.

Excellent suggestions as to reform of school stage architecture and conditions for studying the drama. The ideal stage for school productions, the dramatic club rooms, etc. Discussion of the educational process in dramatics.

PEREGO, I. M.—The Little Theatre in the High School. English Journal, September, 1916.

Report of the organization and operation of the first Little Theatre in a high school, South Bend, Indiana, High School. Plans, decorations, problems encountered, etc., well described.

PICHEL, IRVING.—Stage Machinery and Lighting Equipment for Small Theatres and Community Buildings. Theatre Arts, January, February, 1920.

Exposition of the necessary technical features in small theatre construction. A detailed discussion especially of value in planning equipment for the school theatre.

RENSHAW, A. T.—More Attention to Pantomime Expression. Q. J. Speech Ed., February, 1921.

The importance of pantomime, need for its further use in the high school, suggestions as to introducing it in the study of English.

SKINNER, C.—Socializing Dramatics. The Drama, October, 1920.

SKINNER, I. R.—The Eighth Grade Play. English Journal, April, 1918.

An exhortation to choose plays not merely to make money but to get an appreciation of literature and to develop the personality and ability of children to act. Includes a list of 100 good plays.

TOMKINS, G.—An Experiment With Home Made Plays. The Drama, December, 1920.

— The Play Course in High School. The Drama, November, 1920.

— University of North Carolina. Play Production for Amateurs. Issued by the university.

Sixty-four page bulletin. Thoroughly practical and with good bibliography.

WHITMIRE, LAURA G.—The Class Play. Q. J. Speech Ed., April, 1921.

Best current article in the bibliography on the subject. Practical directions and suggestions for each step in the production of a high school play.

WILLET, G. W.—Original Plays for Better Speech Week. The Drama, October, 1920.

General discussion of the use and construction of plays in emphasizing the lessons of better speech. How one school successfully did this.

Books on the Subject

BROWNE, VAN DYKE.—Secrets of Scene Painting and Stage Effects. George Routledge & Sons.

Copiously illustrated and invaluable for the amateur making his own equipment. Practical.

BURTON, RICHARD.—How to See a Play. Macmillan.

Valuable little book teaching the proper appreciation of the best in the theatre. Brief summary of the development of the drama. Used as a text book in the University of Chicago High School course in the drama.

CLARK, B. H.—How to Produce Amateur Plays.

One of the best books on the subject. Contains advice as to selecting plays, staging, lighting, makeup, etc. Complete in detail, helpful and constructive. Includes list of plays.

CURTIS, E. W.—The Dramatic Instinct in Education. Houghton Mifflin.

Emphasizes the importance of proper opportunity for dramatic expression in education. Gives many fine suggestions for its utilization. The theory and practice of educational dramatics.

- Dramatization in the Grades. F. W. Faxon Co., Boston.
Reference list of fables, fairy tales, stories and historical events which have been dramatized.
- FERRIS, HELEN.—Producing Amateur Entertainment. E. P. Dutton Co.
Suggestions not only for plays but also for every variety stunts, games, etc., for many occasions. Especially helpful in getting up club programs, vaudeville shows, etc.
- FINLEY-JOHNSON, H.—The Dramatic Method of Teaching. Ginn.
Exposition of successful methods of dramatization in all grammar school subjects as utilized by teacher in England.
- FRY, E. S.—Educational Dramatics. Lloyd Adams Noble, New York.
An enthusiastic plea for more extensive use. Practical hints for dramatization, story playing, and producing. Definition of technical terms.
- JOHNSON, G. E.—Choosing a Play. Pamphlet. H. W. Wilson Company.
Contains in most compact form suggestions covering all possible problems which a director of amateur dramatics must meet. One of the best classified lists of plays of all kinds.
- HILLARD, E.—Amateur and Educational Dramatics. Macmillan.
Values and results of educational dramatics presented. Partial discussion of original dramatization, production, use of dramatics in teaching, reading, etc.
- HORTS, A. M.—The Children's Educational Theatre. Harper Bros., N. Y.
A detailed account of this successful experiment in New York City. Explains exactly how similar theatres can be organized all over the country with their resultant value. Valuable suggestions for the church and social worker.
- KNICKERBOCKER.—Plays for Classroom Interpretation. Henry Holt.
Textbook for use in high school dramatic course. Detailed lessons in interpretation of specimen dramas. Five one act plays included for use in course.
- KROWS, A. E.—Play Production in America. Henry Holt.
Everything that pertains to plays and their production including the practical business and mechanical side of the theatre. Used as a text book in numerous universities. Treated from the professional standpoint but very valuable as a reference book for the amateur producer.
- MACKAY, C. D.—Staging and Costuming of Amateur Plays. Stokes, New York (1915).
A practical inexpensive handbook on this subject with many diagrams of easily made costumes.
- Costume and Scenery for Amateurs. Henry Holt.
An elaboration of the above. Seventy illustrations. Many simple outline designs for costumes and scenes for historical plays and pageants.

METCALFE, C.—Amateur Entertainments, How to Produce and How to Act in Them. G. Routledge and Sons, London.

Not as good as some of the above. One excellent chapter on makeup.

METHLEY, VIOLET M.—The Amateur Actor's Companion. Mills and Boon.

Practical suggestions as to makeup, settings, etc. Not very modern in its general theme.

MITCHELL, ROY.—Shakespeare for Community Players. Dutton & Co.

Producing Shakespeare on a large scale. Well illustrated with cuts of costumes, properties, etc.

OSBORNE, H.—How to Stage a Play, a Manual for the Amateur Stage Director. T. S. Dennison and Co., Chicago.

The usual suggestions and advice. Practical.

SARG, TONY.—The Tony Sarg Marionette Book. B. W. Huebasch, Inc., New York.

Simple directions for marionette productions by the most successful professional producer. Construction of puppets, the miniature stage, and manipulative devices explained. Includes two plays for marionettes.

SIMONS, SARAH E.—Dramatization. Scott, Foresman.

Purpose and methods discussed. Dramatized selections from 22 high school classics. These selections may also be purchased in pamphlet form. Stage settings and costumes indicated.

STONE, M.—Bankside Costume Book for Children. Gardiner, London.

Similar to the book by C. D. Mackay in scope but simpler.

STRATTON, C.—Producing in Little Theatres. Henry Holt.

One of the best recent books on amateur dramatics. Contains a wealth of pictures of scenery, costumes, etc. Modern in treatment.

TAYLOR, E.—Practical Stage Directing for Amateurs. E. P. Dutton.

Suggestions for choice of play, organization, rehearsing, the stage and the scenery. An interesting study in details of makeup. A glossary of common stage terms.

Pageantry

Magazine Articles

ABBOTT, A.—The Shakespeare Festival of Teachers College. Teachers College Record, March, 1916.

Text of the festival with dances and song references. Very clear directions.

— A Pageant of National Ideals. Teachers College Record, May, 1917.

Text, administrative scheme, dance directions, music references, costume descriptions, and various helps.

— Producing the Festival. Teachers College Record, March, 1916.

A fine model to use for staging pageants or festivals. Gives the organization with chart, staging, decorations, costuming, with list of references. Festival hats discussed in detail.

- The Shakespearean Exhibit. *Teachers College Record*, March, 1916.
 Programs of recitals and open classes discussing the cooperation between music and speech departments, and presenting old English lyrics, songs, Elizabethan music as well as the modern settings of Shakespeare's lyrics and sonnets. Elizabethan furniture and textile designs, color printing for the festival and exhibits of texts of school productions of Shakespeare's plays.

School Productions of Shakespeare's Plays

- CLARK, L. A.—Pageantry in America. *English Journal*, March, 1914.
 Gives the history of pageantry in America, its justification, aims and plans of American Pageantry Association.
- KOCH, F. H.—Amateur Values in Pageantry. *Q. J. Speech Ed.*, October, 1915.
 The work accomplished by the University of North Dakota in the production of "A Pageant of the North West." Program, etc.
- LATHAM, A. J.—The Making of a Festival. *Teachers College Record*, May, 1915.
 Describes the production of a New Year's festival. Brings out the distinction between festival and pageant. Programs and various aids furnished.
- LANGDON, W. C.—Music in Pageantry. Drama Publishing Co., Chicago, July, 1918.
- TAFT, LINWOOD.—The Technique of Pageantry. *The Drama*, Vol. X, pp. 365-72.
 Practical and valuable suggestions for pageant production. Several programs offered.
- WARNER, LAMONT A.—Some Fine Arts Problems in Pageant Making. *Teachers College Record*, May, 1915.
 "Thirteenth Century Pageant," never produced because of war. Cuts are given of seals, posters, and designs which were to have been used and which will prove suggestive.

Books on Pageantry

- BATES, E. W.—Pageants and Pageantry. Ginn (1912).
 Historical sketch of pageantry. Discussion of selection of theme and making of a pageant. Texts and settings for five pageants: Roman, Mediaeval, Colonial, The Heart of the World, Pageant of Letters. Good list of references given.
- BARNUM, M. D.—American Festivals for Elementary Schools. New York Drama League.
- BEEGLE AND CRAWFORD.—Community Drama and Pageantry. Yale University Press, 1916.
 The most detailed treatment of subject in the bibliography. Principles of pageantry and community drama, types, writing of book, production, acting, grouping, color, costumes, setting, dance,

music, and organization discussed. Bibliography on all of the above and also the names and sources of many pageants.

CHENEY, SHELDON.—The Open Air Theatre.

Helpful both to out-of-doors pageant and play producer.

CHUBB, PERCIVAL.—Festivals and Plays. Harper & Bros. (1912).

Educative value of the festival. Methods of development followed by the Ethical Culture School, N. Y. C. Suggestions as to music, art, dancing, costuming, etc. Probably the best bibliography upon all these topics.

DAVIS, CAROLINE HILL.—Pageants in Great Britain and the U. S. A list of references. N. Y. C. Public Library (1916).

DAVOL, R.—Handbook of American Pageantry. Daval Publishing Co., Taunton, Mass.

The psychology and technology of pageantry, practical and suggestive material listed. Excellent.

HATCHER, O. L.—A Book of Shakespeare's Plays and Pageants. Dutton & Co.

Description of Shakespeare's England. Suggestions for a pageant historically correct, amateur plays, some Elizabethan songs with music, dances, costumes and bibliography.

KIMMINS, G. T.—The Guild of Play Book of Dances and Festivals. J. Curwen & Son, London.

This is a series of three books containing music and directions for folk dances which were produced at the Guild of Play in Bermondsey, England. Book II contains directions for two English historical pageants.

MACKAY, PERCEY.—Community Drama. Houghton Mifflin.

MEREDITH, W. V.—Pageantry and Dramatics in Religious Education. The Abingdon Press, New York.

NEEDHAM.—Folk Festivals and How to Give Them. (1912).

SMITH.—Festivals, Games and Amusements, Ancient and Modern.

TAFT, LINWOOD.—The Technique of Pageantry. A. S. Barnes and Co.

The article in *The Drama*, Vol. X, enlarged in book form.

WITHINGTON, R.—A Manual of Pageantry, University of Indiana Bulletin.

Brief summary of important steps in pageant production.

Theory and Related Material

Books

BARKER, GRANVILLE.—The Exemplary Theatre. Little, Brown & Co.

A plea for the recognition of the theatre as an educational force and an excellent discussion of an educational theatre program of development and production.

BURLEIGH, LOUIS.—The Community Theatre. John V. Sheehan & Co.

Reviews the attempt and achievements arising out of the Little Theatre and Community Theatre Movements in America which are a protest against the commercialization of the dramatic arts. Good chapter on pageantry.

CHAMBERS, R.—Book of Days, Volumes I and II.

Anecdote, biography and history, curiosities of literature and oddities of human life and character. Invaluable source books for school dramatic library.

CHANDLER, FRANK WADLEIGH.—Aspects of Modern Drama. Macmillan.

Plot digests and classification of nearly 300 representative modern plays. Bibliographies.

CHENEY, SHELDON.—The New Movement in the Theatre. Mitchell Kennerley, New York.

Three hundred pages of English and American theatrical growth. The aesthetic drama, drama of sincerity, fundamentals of stage craft, thoughts on theatre architecture, the American producer.

CRAIG, GORDON.—On the Art of the Theatre. Little, Brown & Co.

One of the pioneers in the new movement in the theatre gives his beliefs. Fascinating, if theoretical discussion.

CRAIG, GORDON.—The Theatre Advancing. Little, Brown & Co.

The most recent ideas of this famous scene designer and producer.

D'ARCY.—Americanization Through Drama.

DICKINSON, T. H.—The Case of American Drama. Houghton Mifflin.

Showing the manner by which American dramatic art may arise. Very fine chapter on festivals and pageantry.

FRENCH.—The Art of Scene Painting.

GALLOWAY, T. W.—Dramatic Instincts in Religious Education. Pilgrim Press.

GOLDBERG.—The Drama of Transition. Stewart Kidd.

HAMILTON, CLAYTON.—The Theory of the Theatre.

MACGOWAN, KENNETH AND JONES, ROBERT EDMOND.—Continental Stagecraft. Harcourt, Brace and Co.

The observations of a year spent in Europe studying production there. The latest book on the new stagecraft and advanced technical devices. Thirty-two full page illustrations.

MACKAY, C. D.—The Little Theatre in the U. S. Henry Holt.

A complete survey of the Little Theatre Movement and descriptions and photographs of every Little Theatre in the U. S. in 1917. Good list of plays that have been successful in these. A few illustrated scenes.

MACKAY, C. D.—The Patriotic Drama in Your Town. Henry Holt.

Contains good dramatic material and suggestions for patriotic celebrations for national holidays.

MARBLE, T. L.—How to Appreciate the Drama. Hinds, Noble and Eldredge.

An elementary treatise on dramatic art. Exposition of some of the structural elements of dramatic composition.

MODERWELL, H. K.—The Theatre of Today. J. Lane Co., N. Y.

The finest book of its kind. Profusely illustrated with reproductions of American and Continental settings. Contains directions for simplified stage settings, construction and lighting.

- POLTI, GEORGE.—Thirty-six Dramatic Situations. Brentanos.
Shows basis for all play plots. Excellent for a reference in original play writing.
- TALCOTT, R. A.—Art of Acting and Public Reading. Bobbs Merrill Co.
General technique of play presentation discussed. Main section of book deals with dramatic interpretation in reading.

Magazines Concerned With Dramatics

- THEATRE ARTS.—Illustrated quarterly, 7 East 42nd St., N. Y. C.
Especially fine source for new ideas in stagecraft.
- THE DRAMA.—Monthly review, 59 East Van Buren St., Chicago.
Covers general field of current dramatics both amateur and professional. Reviews of new plays. New lists and bibliographies.
- POET LORE.—Quarterly. Gorham Press, 194 Boylston St., Boston.
Always includes several new plays by foreign and domestic dramatists. Rather advanced in thought.
- THE THEATRE.—Published monthly. 6 East 39th St., N. Y. C.
A general theatrical review. Has a good department of amateur production. Illustrated.
- SHADOWLAND.—Published monthly. 175 Duffield St., Brooklyn, N. Y.
Beautifully illustrated review. Many excellent articles on the drama.

Sources and Suggestions for Equipment

Costuming

RENTED COSTUMES.

- BAYER SCHUMACHER CO.
67-69 West 46th St., New York City. (Ranks as one of the best.)
- EAVES COSTUME CO.
110 West 46th St., New York City. (Well recommended.)
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318 West 46th St., New York City. (Less distinction but large assortment.)
- BATZ AND VOGT.
403 Brdg., Brooklyn.
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244 West 42nd St., New York City. (Highest class, expensive but absolutely correct.)

Making Costumes

Metropolitan Museum, N. Y. C., has post card pictures of costumed dolls illustrating trend of women's apparel from Middle Ages to the Twentieth Century.

Most public libraries contain mounted pictures of national costumes beside costume books of various countries, postcards of costumes and sheets cut out of magazines, all of which they lend to schools.

Paints for decorating costumes and setting can be bought at any paint shop, as dry color or alabastine.

Patterns for historic plays can be got from Butterick Pattern Co., New York City.

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27. Short Plays from Dickens. Chapman and Hall, London (20 dramatized scenes).
28. The Dramatic Festival. Craig. Putnam & Sons, New York (5 plays).
29. High School Farces. Hill, E. F. Stokes, N. Y. (3 one act plays).
30. Boy Scout Entertainments. Lisle, C. Penn Publishing Co., Philadelphia. (Daniel Boone pageant, flag drills, etc.)
31. Children Plays. Skinner, E. L. D. Appleton.
32. The Plays and Books of the Little Theatre. Shay. (Complete bibliography on amateur plays. Now is appendix of Plays for Women.)
33. Dramatized Tales. Brooklyn Public Library. (Select list of novels, short stories, poems, legends, etc., together with their dramatizations.)
34. Plays for Small Stages. Adis, M. Dutton Co. (Photo of settings).
35. Contemporary Drama. Betty, A. B. H. W. Wilson Co., White Plains, N. Y. (Study list with notes and suggestions for discussion.)
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55. Play for Amateurs. Drama League of N. Y. Annotated list soon to be ready for sale.
56. Modern Plays. Stewart Kidd.
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PENNY, E. M.—News Reading in High School Teaches Intelligent Reading of Newspaper. *The West High Weekly*, West High School, Minneapolis, Minn., December 10, 1920.

A discussion of the value of a high school newspaper course in training pupils to read newspapers intelligently, and to write clearly, with a statement about the organization of the news writing course in West High School.

PENNY, E. M.—Staff Organization. *The West High Weekly*, December 10, 1920.

An explanation of the actual development and management of *The West High Weekly*.

PERRY, FRANCES M.—The Supervision of School Publications. *English Journal*, 8:617-622, December, 1919.

The author suggests that the way to supervision is not through direct and open censorship, but through improvement of classroom instruction in English, and through organization of the staff as a Press Club.

PHILLIPS, E. K.—Practical Problems in Printing. *Industrial Arts*, 6:449-450, July, 1917.

This article shows correlation of printing with arithmetic and English.

PHILLIPS, E. K.—School Papers. *Industrial Arts*, 6:268-271, July, 1917.

An article by the State Supervisor of Printing, New Jersey, giving a list of the equipment needed and advice as to the selection of type and paper. The selection of a name for the paper, the organization of the staff, and the arrangement of the parts of the paper are discussed in brief form.

REAVIS, W. C.—Student Publications in High Schools. *School Review*, 30:514-520, September, 1922.

Answers fully and completely the question: "What shall the high school undertake in the field of journalism?"

RYAN, CLARA M.—Project in High School Journalism. *English Journal*, 13:129-130, February, 1924.

A detailed article on how to solve the problem of financing both a yearbook and a semi-monthly paper.

SAYCE, V. E.—Printing a Paper in a Small High School. *Manual Training*, 20:309-312, May, 1919.

A brief account of putting out a school paper that is entirely a school product. Printing by the manual arts department is emphasized.

SLEEZER, M. M.—A Truly Democratic School Paper. *English Journal*, 10:193, April, 1921.

An account of a paper that was fostered by several English classes. Each class responsible for an issue.

— School Paper Printed in School. *Manual Training*, 71:641-643, April, 1916.

A report written in 1916 which mentions the value of a print shop as a socializing influence, names seven schools in which printing is done by the students, shows how such work teaches sense of values, and offers a fine chance for correlation with other school subjects, especially English, art and mathematics.

— School Papers. *Manual Training*, 17:788-789, June, 1916.

This article comments on the fostering of school spirit and the possibility of using a school paper to connect the school with civic and social activities outside the school.

BOOKS ON JOURNALISM

BASTIAN, GEO.—*Editing the Day's News*. Macmillan (1923).

Contains valuable information on copy reading, headline writing, make-up and general newspaper methods.

BING, P. C.—*The Country Weekly*. Appleton (1920).

A book devoted to a discussion of the editing and managing of a country weekly. Full of valuable advice for anyone who is interested in any kind of newspaper work.

BLEYER, W. G.—*Newspaper Writing and Editing*. Houghton Mifflin (1913).

A guide for the beginner in newspaper work. The book contains the principles underlying news writing. The application of those principles to actual work, examples of various types of journalistic writing, and exercises for practice.

BLEYER, W. G.—*Types of News Writing*. Houghton Mifflin (1916).

A brief analysis of news writing, followed by the study of news stories with specific examples taken from leading newspapers to illustrate the most important types.

BLEYER, W. G.—Writing the Feature Story. Houghton Mifflin (1920).
This is a textbook for journalism containing instruction for writing feature articles and examples of different types.

BLEYER, W. G. (editor).—The Profession of Journalism. Atlantic Monthly Press (1918).

A collection of articles on newspaper editing and publishing taken from the Atlantic Monthly. These articles cover all phases of journalism and are by eminent newspaper men.

BLYTHE, S. G.—Making a Newspaper Man. Henry Altemus Co., Philadelphia (1912).

The author tells his own experience as a newspaper man.

— Bricks Without Straw. Manual Training High School, Kansas City, Missouri, February, 1919.

"The story of a school that grew a print shop and a course in newspaper English."

BRIGGS AND MCKINNEY.—A Second Book of Composition. Chapter III, pp. 199-20. Ginn (1919).

Many excellent exercises, both oral and written, for a high school class in journalism.

BRIGGS, MCKINNEY AND SKEFFINGTON.—Junior High School English. Book I, Problem 21. Ginn (1921).

The content, form and management of a school paper, and the advisability of establishing classes in journalism are discussed. Auditing is also taken up.

CRAWFORD, N. A.—The Ethics of Journalism. A. A. Knopf (1924).

An exhaustive presentation of codes of ethics and standards of conduct in journalism.

CUNLIFFE AND LOMER.—Writing of To-day. The Century Co. (1922).

A collection of various types of journalistic writing from well known papers and writers. It offers samples of description, narration, interviews, and personal, expository, editorial, humorous, conversational, literary, dramatic, musical, and art articles. Each division is prefaced with a brief statement of its guiding principles.

DILLON, CHAS.—Journalism for High Schools. Noble Co. (1918).

A discussion of high school papers, the equipment necessary for the publication of school papers, the kind of staff the paper should have, how to pay for the paper. Many other valuable suggestions are given on headings, advertisements, exchanges, interviews, and cautions for writers.

EWALT, CLARA C.—Getting Out the High School Paper. Publications Department, Board of Education, Cleveland, Ohio.

This is one of a series of bulletins on what Cleveland public schools are doing.

FLINT, L.—Newspaper Writing in High Schools. Department of Journalism Press, University of Kansas (1917).

A suggested course for high school newspaper work with practical suggestions for the publication of the paper.

FLINT, L.—The Editorial. Appleton (1920).

An account of the development of editorial writing, followed by a discussion of what constitutes effective editorials, taking into consideration purpose, form and content. A table of tests is presented for analyzing editorials.

FRETWELL, E. K.—School Publications. Report of the Public Schools of Philadelphia. Vol. IV, pp. 141-144, 158-160 (1922).

A statement of a theory of school publications, an evaluation of what had been done in Philadelphia prior to 1922 and recommendations for what the author considered should be done.

GIVEN, J. L.—Making a Newspaper. Henry Holt (1911).

A detailed study of the making of a city newspaper including the relation of the police to the gathering of news and the actual writing of news stories.

HALL, S. ROLAND.—Writing an Advertisement. Houghton Mifflin (1915).

Answers questions of how to write an advertisement well. Emphasizes importance of good "copy."

HARRINGTON AND FRANKENBERG.—Essentials in Journalism. Ginn (1912).

Contains valuable suggestions in rather technical terms.

HARRINGTON, H. F.—Typical Newspaper Stories. Ginn (1915).

A series of excellent news stories collected in one volume and illustrating the prominent features in news writing, especially human interest.

HARRINGTON, H. F.—Writing for Print. Heath (1922).

A handbook in journalistic composition with suggestions on the organization and conduct of the high school newspaper.

HUFF, B. M.—Laboratory Manual for Journalism. Central High School, Muskogee, Okla. (1921).

A carefully planned course of study for the class in journalism with all the details of printing a school paper outlined in the proper order and in most helpful fashion. Probably the most definite work of the sort yet published; a high school course in journalism planned for three semesters.

HUFF, B. M.—How to Publish a School Newspaper. Mentzer Bush and Company, Chicago, Illinois (1924).

A book which contains information on the organization of a school newspaper staff, the duties of the editors, news writing, feature writing, advertising, business forms, editorial writing, make-up, headline writing, copyreading and proofreading. It contains types of news and feature writing and make-up taken from school newspapers throughout the country.

HYDE, G. M.—A Course in Journalistic Writing. Appleton (1922).

This book is based on the supposition that the average teacher has had little experience in newspaper writing. It is intended to help the teacher in technical problems especially in the managing or advising of student publications.

- HYDE, G. M.—Handbook for Newspaper Workers. Appleton (1921).
A style book which treats grammar, punctuation, diction, journalistic structure, typographical style, accuracy, headlines, proof-reading, use of different type, cuts, libel and other matter of office practice.
- HYDE, G. M.—Newspaper Editing. Appleton (1915).
Methods of editing most helpful to students and newspaper desk men with especial emphasis on copy reading.
- HYDE, G. M.—Newspaper Reporting and Correspondents. Appleton (1912).
A manual for newspaper reporters and amateur correspondents telling how to get news and how to write it.
- LEE, J. M.—History of Journalism in the United States. Houghton Mifflin (1917).
An account of the history of the American press from 1690 to 1917.
- LIPPMAN, WALTER.—Liberty and the News. Harcourt, Brace and Howe Co. (1920).
This is a group of three essays on Journalism and the Higher Law, What Modern Liberty Means, and Liberty and the News. The author believes that freedom and truth can be related to the news.
- MILLER, E. L.—Practical English Composition, Book II. Houghton Mifflin (1917).
A discussion of news writing and a presentation of a work-schedule for one hundred days.
- OPDYKE, J. B.—News, Ads, and Sales. Macmillan (1914).
A textbook suitable for beginners in high school journalism, which deals with the newspaper field, content and values, including supplementary questions and exercises.
- ROSS, CHAS. G.—The Writing of News. Henry Holt (1911).
Practical handbook to guide students of journalism in newspaper work. Especially useful for the beginner.
- SPENCER, M. L.—News Writing. Heath (1917).
The gathering, handling, and writing of news stories. This work takes up the work of organizing a business department for the paper. It discusses the question of what news is, essentials of news writing, types of stories, organization of the story, "The lead and the body." Much general information that is valuable.
- SHUMAN, E. L.—Practical Journalism. Appleton (1903).
A succinct manual of the correct methods in producing news and advertisements.
- SMITH, ADELE M.—Proofreading and Punctuation. Published by author, Philadelphia (1905). Printed by J. C. Winston Co., Philadelphia.
A splendid manual for ready reference on all information necessary for proofreading. Invaluable for students and teachers of journalism.

THORPE, MERLE.—High School Journalism. Studying Newspapers and Utilizing the School Paper. Johnston's Modern High School, Chapter XIX, pp. 484-497. Scribner (1914).

A live discussion of the part the study of the daily newspaper may play in teaching history, geography, and English composition; brief but practical suggestions for the organization of a school paper, selecting the staff, preparing for publication and campaigning for circulation.

THORPE, MERLE.—The Coming Newspaper. Henry Holt (1915).

Distinguished journalists and others contribute essays on the modern press and present-day tendencies in journalism.

WILLIAMS, TALCOTT.—Newspaper Man. Scribner (1922).

One of a series of vocational books. Includes Choice of Calling, Personal Equipment, and Professional Training.

WILLIAMS, TALCOTT.—Chapter on Journalism in Klapper's College Teaching.

....
The studies and methods of teaching in college with emphasis on the growth of newspapers in number and size, the evolution of the profession of journalism, the organization of newspaper associations, the functions of a school of journalism, and the selection and training of men for the work.

WILLIAMS, WALTER AND MARTIN, F. L.—The Practice of Journalism. Missouri Book Company, Columbia, Mo. (1922).

This book takes up in order the journalist's creed, the profession, editorial, newsgathering, newswriting. It also includes a style book for daily use.

YOST, C. S.—Principles of Journalism. Appleton (1924).

Ideals, principles and standards, obligations and responsibilities of any journalistic organization.

The Scholastic Editor. Madison, Wisconsin.

A monthly magazine, the official organ of the Central Inter-Scholastic Press Association.

STUDENT PARTICIPATION IN GOVERNMENT

ABBOTT, W. C.—The Guide of the Students. The Atlantic Monthly, 2:618-25, November, 1921.

ANDERSON, W. N.—A Manual for School Officers. The Century Company, New York (1925).

A good book on all activities of the school; shows the value of self-government in the school.

ARCHER, C. P.—School Government as an Educative Agency. School Review, June, 1923.

A survey of high schools in the state of Iowa having a student council. Shows how student participation in school government is a splendid educative agency for training future American citizens.

BACON, F. L.—The Correlation of Extra-Curricular Activities with the Department of Business Education. *The School Review*, 30:671-78, November, 1922.

An account of the plan of student finances worked out in the high school of Meriden, Connecticut.

— BALTIMORE SCHOOL SURVEY OF 1924.

Gives concisely what is being done in the Baltimore schools.

BARTIN, J. W.—Possibilities of a Savings in High School Control. *School and Society*, May 24, 1919.

A discussion of the establishing of a form of student government in a school where authorities had been constantly having trouble with student strikes, walkouts, etc.

BENNETT, H. E.—Constructive Government. *School Efficiency*, p. 218. Ginn (1917).

The safety of democracy involves the development of people in self-rule, no better place to start this development than in the school.

BENNETT, H. S. AND JONES, B. R.—Leadership in Relation to Intelligence. *School Review*, 31:125-28, February, 1923.

The results of an investigation carried on in the Rochester Shop School, Rochester, New York, to show that leadership in high school required intelligence and initiative.

BELTING, P. E.—The Extra-Curricular Activities of the High School. Heath (1923).

Gives a classification of more important extra-curricular activities and an especially good chapter on what is being done in Illinois.

BENNINGSON, MILTON.—Training for Citizenship. *National Education Association Proceedings and Addresses*, 62:915-16 (1924).

Shows the best way to train for citizenship is through practice in the schools.

BENTLEY, RUFUS C.—Extra-Curricular Activities in High School. *National Education Association, Journal of Proceedings and Addresses*, pp. 581-86 (1911).

A very strong article telling the place and importance of Student government in the high school.

BOWDEN, A. O.—Student Self-Government. *School and Society*, July 27, 1918.

This article is based on the theory that cooperation and harmonious social interaction, together with the pupil's ability to adjust himself, can best be developed through some form of self-government of gradual growth and development.

BRADLEY, J. H.—Students Practicing Citizenship in Lindsay High School. *Educational Administration and Supervision*, February, 1923.

Description of the plan for training in citizenship that they worked out in Lindsay, California.

BRIGGS, T. H.—The Junior High School, Chapter X. Houghton Mifflin (1920).

A brief, general treatment of the whole subject of pupil participation in the social organization of the school.

BRIGGS, T. H.—Extra-Curricular Activities in the Junior High School. Educational Administration and Supervision, Vol. VIII, p. 1, 1922.

Another brief and general description of the social activities in the junior high school.

BROOKS, EUGENE C.—The Student Management. Education and Democracy, pp. 89-107. Rand McNally (1919).

Very good illustration of the spirit of democracy at work in the second stage, namely, student self-government, activities in Lincoln School, widening scope of student activities.

CALDWELL, OTIS W.—Some Factors in Training for Leadership. Fourth Yearbook, National Association of Secondary School Principals, pp. 2-13 (1920).

The necessity of training pupils: (1) to recognize the essentials for leadership, (2) to develop these essentials in themselves, (3) to become good followers.

CARDEN, A. M.—Center of Student Activities. Education, 38:14-7, September, 1917.

Reports the results of a six-year trial of student government with faculty supervision.

CLAPP, HENRY L.—Pupil Self-Government. Education, April, 1918.

Argument for increased opportunities for pupils to form habits of self-help, self-reliance, self-expression, self-education, and self-government by means of participation in activities of the school.

CRONSON, B.—Pupil Self-Government. New York (1907).

CUBBERLEY, E. P.—The Principal and His School. Houghton Mifflin (1923).

DAVIS, C. O.—Training for Citizenship in the North Central Association of Colleges and Secondary Schools. Fourth Yearbook, National Association of Secondary School Principals, pp. 45-64 (1920).

An account of a questionnaire sent to all the accredited schools in North Central Association territory to discover the practice of schools in this territory toward the training for citizenship; a compilation of the 1180 received; twenty-one brief conclusions drawn from these replies.

DEMENT, ALICE L.—Values in Extra-Curricular Organizations in the High School. School Review, 32:40-48, January, 1924.

The basis of evaluation of a questionnaire sent out to 65 high schools with enrollments of between 250 and 750 students.

EVANS, E. E.—Student Self-Government in Teachers Training Institutions. Proceedings, National Education Association, pp. 248-51, 1920.

FOWLER, B. P.—Socialization of the Six-Year High School Through the Organization of the Student Activities. Proceedings of the National Education Association, 672-3, 1921.

FRENCH, WILL.—Extra-Curricular Activities in the Junior High School. Proceedings of the National Educational Association, 61:1001-5, 1923.

FRETWELL, E. K.—A Survey of the Extra-Curricular Activities of Philadelphia High Schools. Book IV, pp. 113-163. Public Education and Child Labor Association of Pennsylvania. Philadelphia, Pennsylvania (1922).

A survey of the extra-curricular activities of the eleven high schools of Philadelphia, published as a part of the Philadelphia survey of 1922.

FRETWELL, E. K.—A Survey of the Extra-Curricular Activities in the Boys' High Schools of Baltimore. Baltimore School Survey, Vol. III, pp. 101-110. Albrecht Company, Maryland (1921).

A good study of just what is being done in the Baltimore schools with student government.

FRETWELL, E. K.—Education for Leadership. Teachers College Record, September, 1919.

A detail report of the development of the organization for directing some curricular and all extra-curricular activities of the Speyer Junior High School of New York City.

FOSTER, C. R.—The Latimer Junior High School. Elementary School Journal, 24:283-89, December, 1923.

Description of the Latimer Junior High School giving a partial list of extra-curricular activities, and account of the student government organization, assembly programs, the newspaper, luncheons, school awards and the guidance program are also discussed.

GLASS, JAMES M.—Socializing the High School Administration. High School Quarterly, 8:247-56, July, 1920.

Organization of a school to serve as the special field for student activities as citizens giving safe rules for guidance.

HARWOOD, H. M.—Extra-Curricular Activities in High School. School Review, April, 1918.

Contains a chart of a student organization used in a school of 200 pupils.

HAYDEN, F. S.—Democracy in High School Government. School Review, March, 1922.

An article setting forth the plan of the welfare council of the Citrus Union High School, Azusa, California.

HORST, H. M.—Student Participation in High School Government. School Review, May, 1922.

This article is based on the theory that student participation leads pupils to feel the need of improvement in the conditions of their environment and gives them an opportunity to develop initiative and leadership in supplying that need.

HOWE, CECIL.—Student Self-Government in the High School of Brownsville, Oregon. Journal of Education, April 15, 1915.

Description of a student self-government organization by a high school student.

JACKSON, N. A.—Pupil Government in Secondary Schools. *Education*, 42:198-210, December, 1921.

An analysis of a questionnaire sent to 101 principals and superintendents in order to ascertain the attitude toward this form of government. Arguments on both sides are clearly stated.

JOHNSTON, LAURA M.—Pupil Participation in Administering the Junior High School. *Elementary School Journal*, 22:615-20, April, 1922.

Discusses the growth of pupil initiative, cooperation, and responsibilities in solving problems of school conduct. An experiment conducted in the junior high school of the training department, State Normal School, Oshkosh, Wisconsin.

JONES, H. W.—Student Cooperation in School Government. *School and Society*, 13:251-57, February 26, 1921.

Student cooperation develops a high sense of responsibility regarding community affairs. This article tells how student cooperation in school government was put into effect in Walla Walla High School, Walla Walla, Washington.

KERR, MINA.—Student Government. *Proceedings, National Education Association*, pp. 358-61 (1920).

The general argument for and against student government as a productive agency of democracy together with suggestions for guidance of a cooperative school government.

KIERMAN, F.—Great Adventure of Democracy; Preparing for It by Self-Government in the Public Schools. *Craftsman*, 26:626-30, September, 1914.

A defense of and plea for student self-government.

KING, T.—Social Training Through School Group Activities. *American Academy*, 67:13-25, September, 1916.

Formulates briefly general principles on which social values depend.

KIRKMAN, IRA H.—A Rural School Experiment in Self-Government. *Journal of Rural Education*, 2:25-29, September, 1922.

How an unruly school was turned into one of the best schools in the community by introducing self-government.

KITTREL, C. A.—An Important Factor in Teaching Citizenship. *The School Review*, 29:366-72, May, 1921.

A plan for student participation as worked out in Devil's Lake, North Dakota. The work of the various boards briefly outlined. The Booster Board, which unifies the work of the whole, becomes in reality an honor society.

LEWIS, W. D.—Student Participation in School Organization and Government as a Training in Democracy. *Third Yearbook, National Association of Secondary School Principals*, pp. 1-9 (1919).

Schools as laboratories of democracy; loyalty to principle and not to persons; high school as a place for learning to live democracy by living in it; avoid beginning with formal organization; spirit of cooperation is emphasized.

LEWIS, GRACE T.—Centralizing Student Activities in the High School. *School Review*, 31:612-26, October, 1923.

A splendid article on what the Mount Vernon High School, Mount Vernon, New York, did to centralize into one closely associated, readjustable whole, all the existing activities. The results of this centralization have proved that there is a slow but certain grouping toward highest manifestation of student development, student self-control and real self-government.

LUCEY, MICHAEL H.—The Application of Democracy to the Organization and Administration of the High School. *Educational Administration and Supervision*, 10:205-11, April, 1924.

Describes organization and administration of extra-curricular activities in the Julia Richman High School, New York City.

LYMAN, R. L.—Guidance Program of the Holmes Junior High School, February, 1924.

An account of the personal, remedial, civic and cultural guidance program which has for its basis the student participation as a chief means of learning.

LYMAN, R. L.—The Ben Blewett Junior High School of Saint Louis. *The School Review*, 28:26-40, 97-111, January and February, 1920.

Organization, clubs, pupil participation in school government, and other plans for securing pupil cooperation are described.

LYMAN, R. L.—Washington Junior High School, Rochester, New York. *The School Review*, 28:178-208, March, 1920.

LINCOLN SCHOOL.—The Student Council, Lincoln School of Teachers College, 425 West 123rd Street, New York City (1922).

A plan for student and teacher cooperation in government. Concrete material to work on.

MCCLURE, W.—Morals by Rote. *The School Review*, 27:458-64, June, 1919.

A brief summary of the rise of public interest in pupil self-government.

McFARLAND, E. W.—Student Self-Government. *The Detroit Journal of Education*, pp. 20-22, September, 1921.

MILLER, A. R.—Team Work in the Management of a Large High School. Sixth Yearbook, National Association of Secondary School Principals, pp. 20-28 (1922).

Among other things the principal of the William McKinley High School discusses the place of the student council in the administration of a public high school.

MOSER, E. H.—Student Cooperative Government in the High School. Proceedings and Addresses of Thirty-third Annual Session of the North Carolina Teachers Assembly, 99:171-81, 1916.

Describes the working of student cooperative government in a small scale. Tells why it was introduced and how it succeeded.

NEUMAN, HENRY.—Moral Values in Pupil Self-Government. Proceedings, National Education Association, pp. 44-45 (1913).

An article showing how pupil self-government develops the common aim uniting each to his fellows and to the adult authorities.

OLIVER, M.—High School Organizations and Their Administration. *School Board Journal*, 65-58 ff, October, 1922.

An analysis of conditions in the high school of Pasadena, California, where clubs and pupil organizations are developed both for their own worth and to combat fraternities.

PAUL, FRANCIS H. J.—Fifth Yearbook, National Association of Secondary School Principals, pp. 54-60 (1921).

The opportunity for character building and student cooperation in the management of the school is pointed out.

PICKELL, F.G.—Training for Citizenship Through Practice. *The School Review*, 28:518-28, September, 1920.

With the high school at Lincoln, Nebraska, as a background, the former principal presents a plan for enabling pupils to practice citizenship.

POUND, OLIVIA.—Need of a Constructive, Social Program for the High School. *The School Review*, 26:153-67, March, 1918.

The adviser of girls in the high school of Lincoln, Nebraska, gives (1) a criterion for the evaluation of student organizations; (2) the experience of the Lincoln teachers in dealing with student organizations; (3) the returns from a questionnaire sent to various schools asking information in regard to purposes, supervision, and proportion of the student body participating in societies, etc.

POUND, OLIVIA.—Social Reconstruction in the High Schools. *School and Society*, 14:509-13, December 3, 1921.

A report from the high school, Lincoln, Nebraska, telling how the school became a democracy for citizenship, training the children in the actual experiences of life. The socialized recitation, student council, and club activities are discussed.

RADCLIFFE, P. R.—Pupil Self-Government. *Education*, 37:456-58, March, 1917.

A letter from Mr. Radcliffe to the editor of *Education* explaining his theory of self-government and giving a description of the phases worked in his high school at Flemington, New Jersey.

RICHARDSON, B. C.—Faculty Organization in the Theodore Roosevelt High School. *The School Review*, 28:628-87, November, 1920.

The Principal of the Theodore Roosevelt High School, Alton, Illinois, gives a graphic representation of the high school organizations, including the place of the student council.

ROBBIB, CHARLES L.—The School as a Social Institution. *Allyn and Bacon*, 1918, pp. 215-217, and Chapters II and III.

The value of student self-government as seen in the school republic, or school city.

RUGG, EARL.—Applied Citizenship. *School and Society*, 19:90-94, January 26, 1924.

Article on visits to various students, discovering their disciplinary and citizenship value.

RYAN, H. H.—The Government of the School. *Seventh Yearbook, National Association of Secondary School Principals*, pp. 44-48 (1923).

Suggestions as to a criteria for successful school government and then attempts to show advantages of student participation.

SIMPSON, JAMES.—Student Government in England. *The School Review*, 30:164-66, March, 1922.

Extract from an article originally appearing in the *London Times*. Criticizes the general contemporary tendency toward student self-government. Points out its dangers and inconsistencies.

SMITH, R. R.—Three Experiments in Pupil Self-Government. *Education* 37:230-34, December, 1916.

The results of student council organizations in schools of small size including both elementary and high schools. Some of the elements necessary for a successful organization and some of the causes for failure are given.

SMITH, R. R.—Democratizing a High School of Eighteen Hundred. *Education*, 38:374-79, January, 1918.

An article showing how a large high school may get good results from pupil self-government, and giving details of establishing a democratic student control. Brief explanation of a home room system.

STAHL, F. W.—An Experiment in Pupil Self-Government. *The School Review*, 29:530-33, September, 1921.

The pupils of Bowen High School, Chicago, were given certain library privileges. Many pupils abused these privileges. The plan was unpopular with the pupils, and the privileged were revoked at the end of the first semester.

STEVENS, ROMIETT.—A Survey of Extra-Curricular Activities of the Two Girls' High Schools of Baltimore. *Baltimore School Survey*, Vol. III, pp. 90-100. Albrecht Company, Baltimore (1921).

The theory of these activities, evaluation of practices in the two high schools for girls in Baltimore together with recommendations.

WARD, R. W.—Development and Control of Extra-Curricular Activities Among Girls. *Eighth Yearbook, National Association of Secondary School Principals*, pp. 62-67 (1924).

WELLING, RICHARD.—Self-Government in Secondary Schools. *Proceedings, National Education Association*, pp. 109-13 (1915).

Explains how pupil cooperation in the government of the school trains the young for citizenship in a democracy.

WILDS, ELMER HARRISON.—Supervision of Extra-Curricular Activities. *The School Review*, 25:659-73, November, 1917.

Gives plans of different high schools and tabular view of experiments in administration of extra-curricular activities; also submits a plan in diagram for proper organization and administration of these activities.

WOODWARD, MABEL C.—Student Government at Western High School. *Detroit Journal of Education*, 3:230-31, January, 1923.

A thorough explanation of the workings of the student government in the Western High School, Detroit, Michigan.

WINNER, H. E.—Place and Value of the Extra-Curricular Activities in the High School. *Proceedings of National Education Association*, pp. 1021-23, 1923.

An article on the whole program of extra-curricular activities including the student government and student council.

WOLLINER, E. P.—Citizenship Classes to Bring About Participation. *Proceedings, National Education Association*, 61:676-80 (1923).

How the student participation in government brings about education for citizenship.