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MR. C. O. DAVIS, PROFESSOR OF EDUCATION OF THE UNIVERSITY OF MICHIGAN, followed with a report prepared for the March (1920) meeting of the North Central Association, the presentation of which was authorized for this occasion.

TRAINING FOR CITIZENSHIP IN THE NORTH CENTRAL
ASSOCIATION OF SECONDARY SCHOOLS

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Within the last two years, as never before, there has echoed and re-echoed across our country a demand for full-blooded Americanism everywhere. The nation has, within that time, been newly impressed with Lincoln's famous dictum that "a house divided against itself cannot stand." It has accepted without reservation the Biblical precept that he who is not for our state is against it, and has set itself the task not alone of rooting out existing forms of anarchy and hyphenism, but also of protecting itself in the future against the unchallenged development of anti-American doctrines and of divided national allegiances.

To accomplish this job governmental machinery of improved patterns has lately been set in motion and corrective social agencies of many types have recently been established. Among the later organizations are the various societies interested in the so-called Americanization movement. Their primary aim is to indoctrinate adult residents of foreign birth with the principles of democracy as these are set forth in the American Declaration of Independence and in the Constitution of the United States, and to habituate them to the national customs, the social forms, and the personal practices which have become the very foundations of our national life and character.

The instigating purpose of this movement is laudable indeed, and the work which is being done by the several societies is both extensive and admirable. But their activities do not grapple with the entire problem. Foreign-born residents are not the only ones who seriously need to be quickened with the true spirit of America and of Americanism. Altogether too many native-born citizens of our republic are lacking in a full appreciation of the privileges and benefits which they have inherited and which they today enjoy, and are remiss in the exercise of the duties and obligations which society in general rightfully expects from them.

Neither is the problem likely to be solved nor the desired goals reached if attention is directed solely, or chiefly, to the adult members of our body politic. To nationalize individuals takes time. Education must be begun in the early days of life. "Just as the twig is bent the tree's inclined." Or, to combine the wisdom of Solomon with that of Pope: "Train up a child in the way he should go and when he is old he will not depart from it." It is the child and the youth who most of all need to be Americanized. If the on-coming generation of boys and girls can be imbued with right ideals and ideas and habits respecting the obligations of citizenship, the future of our nation is assured. If the on-coming generation of boys and girls be unguided in their thoughts, attitudes, and conduct regarding governmental principles and social relationships, confusion in the adjustment of individuals to individuals is likely to be heaped on confusion. The resulting effects on our national stability will, to say the least, tend to become uncertain and, in all probability, subversive of our cherished principles and forms of democracy. It, therefore, behooves the friends of America to look well to the civic and social training of our youth of today—the men and women voters and actors of tomorrow.

While the public schools cannot rightfully be charged with the entire responsibility of handling the problem suggested, nevertheless, being the specialized agencies which society has established for instructing and training youths to take their places effectively in the active affairs of the world, perhaps the largest share of the duty does devolve upon them. Nor are schoolmen indifferent to the task. Ever since schools, publicly supported and controlled, have existed in our land, training for citizenship has been one of their conspicuous aims. Indeed, a tax-supported school system could perhaps be justified on no other grounds. The state assumes

the direction and defrays the expense of schools because the results of their work tend to the advantage of the state.

Nor has practice looking to the development of qualities of good citizenship among youths in the public schools been wanting. For many years every teacher and administrative officer in the system has, doubtless, both consciously and unconsciously, been teaching citizenship. And the work has not been ineffective. While it may be that much of the social restlessness which is discoverable in America today may be charged to the theory of universal education, nevertheless such restlessness is not wholly disquieting. Progress is change, and change is inspired by restlessness. Though it may be confessed in sorrow that disrespect for established authority is too common a trait of schoolboys and schoolgirls in America today, that a superficiality of knowledge and a lack of persistency and accuracy in thought and action are too characteristic even of the graduates of our schools, and that a spirit of selfishness, not to say of indifference and laziness, distinguishes altogether too large a proportion of the young people of the land whenever there is hard work to be done and personal sacrifices to be made, nevertheless there is much to be charged to the other side of the ledger. The record of our young men in the late war, the activities of our young women in civilian work related to the war, the attitude of both the sexes towards the question of woman suffrage, the abolition of the saloon, and the suppression of the radical red agitations throughout the land—all these undertakings (and many others) are evidences of a popular civic interest and civic responsiveness that are gratifying. For this active expression of public spirit much credit surely must be given to the public schools as they have operated during the last generation.

In order to discover, as fully as possible, precisely what practices are being carried on in the secondary schools of the land with the direct intent of developing qualities of citizenship among the students enrolled in those schools, the North Central Association, through its Commission on Secondary Schools, made this topic the subject of their special investigation this year. A questionnaire was sent to each secondary school accredited by that association. It was accompanied by a *Note to Principals* stating the purpose of the study, defining the plan of procedure, and calling for hearty co-operation on their part.

The questionnaire laid down the thesis that "Good citizenship consists of being able and desirous of playing one's full part in the co-operative activities of one's community, state, and nation. It results from (1) altruistic emotions (interests and desires); (2) correct mental notions (knowledge and ideals); and (3) trained habits of response (spontaneous and studied actions)."

The questionnaire then proceeded to educe data showing the current practices in the high schools in respect to each of these three aspects of training, and also asked, under a fourth caption, for the expression of personal judgments concerning the wisdom of certain suggested practices. The four main categories of the study were, therefore, as follows:

A. Provisions for arousing desirable *sentiments* of citizenship.

B. Provisions for furnishing *information* relating to the privileges and duties of citizenship.

C. Provisions for securing from pupils *active participation* in affairs that tend to develop habits of spontaneous, and also studied, responses that make for good citizenship.

D. Expressions of the personal views of principals regarding certain specific policies.

In so far as possible, all questions were put in a form calling for the categorical answer, "Yes" or "No." A few questions were not of this type but called for positive statements of practice couched in concrete terms. Some of these latter questions were employed in order to serve as a check on the replies to the more general queries, and some were used because no other way of getting assured information seemed feasible. An illustration of the latter type of question is the following: "In what specific ways does your school seek to give pupils a sympathetic understanding and a desire for fair dealing, concerning problems of labor and capital?"

Questionnaires were returned from 1,180 schools, distributed over the 18 states comprised within the North Central Association territory. Few school officials made replies to every question asked, and many were inconsistent in the answers given. Thus, for example, more than one principal declared that his school offered no work in elementary sociology or elementary economics and then, in a space or so below, stated that the classes in these subjects met five times per week.

Nevertheless, despite these inconsistencies, the responses as a whole give evidence of thoughtful interest and painstaking effort. They surely are complete and accurate enough to give an indication of what the common school practices are. One cannot help feeling, however, that where slovenly, inaccurate replies were made, and where, instead of giving the data requested, space was taken to condemn the entire questionnaire and the aims of the association—one cannot help feeling that when such conditions are evidenced the school authorities are missing the spirit of the age and in their egotism and slothfulness are injuring their own interests more than those of others.

The table appearing at the end of this report gives the summaries of the replies made to the several queries:

A. Provisions for exciting sentiments of citizenship.

1. *Assembly talks*.—Of the 1,180 schools reporting, 1,164 claim to have assembly talks in which effort is made to stimulate in pupils sentiments and interests of citizenship. Only 33 of these schools hold such meetings daily, although 155 others provide for them two or three times per week. The most common practice apparently is to hold assembly periods regularly once per week, 520 schools reporting that such is their custom. On the other hand, 427 schools make use of this agency only at irregular intervals, or at periods considerably less frequent than weekly.

Most of the schools (1,053) are in the habit of securing as speakers at the assembly meetings prominent local citizens and notable out-of-town visitors. Among the local citizens mentioned most frequently are ministers, public officials, and successful business men who are known for their public spirit and for qualities of good citizenship. In 71 schools the pupils themselves are encouraged to deliver speeches and talks, while in only 363 schools are the classroom teachers expected to contribute to the exercises. The superintendents and principals in 408 schools constitute the chief force for carrying on the work.

While this report rightfully must concern itself chiefly with facts and their obvious interpretations and not with personal opinions, the query persistently arises: Why, in a matter so important as citizenship, are the assembly periods, as agencies for arousing right sentiments, so infrequently employed, and why are the services of the pupils, teachers, and administrative officers so rarely employed in presenting the theme?

2. *Music*.—As in the case of assembly talks, so music of a stirring patriotic kind is employed by most schools to inculcate sentiments of citizenship. In 131 instances it is provided daily or at the regular assembly periods, in 654 schools it is furnished at least once per week, and in 239 cases it constitutes a part of special day exercises or is a feature occasionally provided.

3. *Oral readings*.—Seven hundred and sixty-eight schools are accustomed to having oral readings given by pupils and teachers, such readings being designed to fire the emotions with civic zeal. Two hundred and ten schools have nothing of the kind.

4. *Prescribed class readings*.—Prescribed class readings of an inspirational character are found in 869 schools, while 175 schools openly declare that they make use of no such material. Whether these last figures are indicative of indifference to the value of inspirational literature as an agency for developing civic ideals, or whether the figures illustrate again merely the carelessness of individuals filling in the blanks, there is no way of determining. It seems almost incredulous that 175 schools of North Central Association rank should deliberately neglect to make use of material so generally recognized as valuable for character training.

5. *Dramatization*.—Only 398 schools profess to make any use of dramatization as a means of portraying civic duties and ways of meeting them, while 614 schools frankly acknowledge that such undertakings have no part in their systems. If the dramatic instinct in adolescent youths is as strong as psychologists declare, and if dramatization of wholesome events, scenes, and ideals is as beneficial as many experienced educators claim, some authority surely should exert its influence to secure more general adoption of this agency as a means of civic training in our schools.

6. *Pageantry*.—It may be somewhat surprising to know that 352 out of 1,026 schools reporting do make use of pageantry as an agency for developing ideals and sentiments of citizenship. Although allied to the drama, this kind of human representation seems to be regarded as possessing values not found in the former type of theatricals. Surely the use of pageantry on the fairly extensive scale indicated is a relatively new feature in the schools, as only rarely has the subject been mentioned in previous reports.

7. *Moving pictures*.—Pictures depicting civic interests and individual responses thereto are provided in 290 schools, while 710 schools make no use of this potential educational agency.

8. *Stereopticons*.—These, on the other hand, seem to be more generally employed, 438 schools reporting them in use while 541 report they are not found in their schools.

9. *Literature*.—The full wording of this topic in the questionnaire was: "Is literature in your school so taught as to give pupils an *enthusiasm* for things that are more excellent?—Name three specific ways this is done."

Of the schools replying, 1,030 declare that the subject is so taught, while 38 boldly, and seemingly without chagrin, express themselves in the negative. More than 100 schools sending in the report refused or neglected to write the little word "yes" or "no" in answer to this question. This number is, however, approximately the number of drones that have manifested their presence about each of the other questions asked, and hence probably should excite no special concern. It is, however, pertinent to remind such delinquents that standard No. 8 of the association reads: "*No school shall be considered unless the regular annual blank furnished for the purpose shall have been properly and completely filled out and placed on file with the inspector.*" Furthermore, by vote of the association, the blank calling for data for the annual special study has been duly authorized and made a part of the regular procedure of the association.

The specific ways by which literature is taught in order to attain the ends sought are varied, and the modes of stating on the report how the work is carried on are still more varied. Few schools mentioned *three* ways which were employed by them in conducting the work; many—even of those which claimed to be putting forth the endeavor—failed to mention one. Moreover, the replies given range from such phrases as "oral training," "vitalizing ideals," "contrasting good and bad," "essays on politics," "refinement of tastes," "good teachers," to expressions like "selections of patriotic classics," "biography," "inspirational teaching," "class discussions," and "memorization work."

Obviously, it was impossible to classify the replies with any degree of simplicity and at the same time with positive accuracy. Eliminating many answers from consideration entirely, and using rather free power of interpretation, the following practices were recorded: by means of careful selection of subject-matter to be read in the classes, 599; by means of memorization work, 75; by means of the dra-

matic appeal, 179; by means of the interpretative power of teachers, 586; and by means of class discussions and debates, 213.

10. *Excursions*.—The entire question as printed under this caption read: "Do teachers in your school conduct classes to places and institutions which reveal conditions that stir in pupils desires to render social service?—Name three types of visits thus made."

Only 495 schools seem to be in the habit of undertaking this type of school excursion; 538 state positively that they do not do so; and approximately 150 ignored the query. As in the replies to question No. 9, it is not possible to classify all answers under a few simple headings and be sure they are truly connotative. Nevertheless, with due allowances for misinterpretation of intent, the types of visits may be given thus: (*a*) to civic councils and offices, 166; (*b*) to state institutions (legislatures, army camps, state fairs, etc.), 73; (*c*) to courts and penal institutions, 185; (*d*) to charitable institutions (hospitals, homes for the blind, deaf, and feeble-minded, poor farms, insane asylums, etc.), 100; (*e*) to social settlements (poor districts, alien districts, etc.), 77; (*f*) to religious and educational institutions (church services, memorial exercises, art museums, universities, rural schools, Chautauquas, libraries, etc.), 33; (*g*) to local voluntary organizations and undertakings (charity associations, women's clubs, chambers of commerce, Rotary club meetings, patriotic speeches, parades, etc.), 54; (*h*) to industrial and commercial places (manufacturing plants, mines, farms, stockyards, banks, etc.), 211.

B. Provisions for providing information respecting citizenship.

The second main division of the questionnaire was concerned with the modes of furnishing *information* relating to the privileges and duties of citizenship.

1. *Civics*.—Of the 1,180 schools sending in reports, 1,148 have courses in civics in the high school. In 989 of these schools the course is wholly separate and distinct from the courses in history while 144 schools stated it is a part of a course with history. The subject is, for the most part, a Senior offering, 886 schools providing for it in that grade. In 339 schools, however, Juniors are admitted to the course, and in 160 schools the course is distinctively one for ninth-grade pupils. Only 76 schools offer the work in the tenth grade, and where this is done the course seems to be the same as the ninth-grade course, but is open to both ninth- and tenth-grade pupils.

In 890 schools the civics course is one-half year in length, in 43 schools it is less than half a year, and in 185 schools it is allotted an entire year's time. A further question sought to bring out the practice regarding the administration of the several courses. Replies were so confusing that no attempt was made to compile them. In general, the questionnaire disclosed the fact that the course offered in the eleventh and twelfth grades is prescribed for all who expect to be graduated. In several instances the courses are prescribed for students in particular curricula, as, for example, in the commercial or in the manual-training curriculum.

The replies received gave a rather surprising unanimity of practice in the use of textbooks. Except in a few states in which "official leaflets" are provided, and except in a goodly number of schools in which no definite printed material is used, the texts are (almost without other exceptions) confined to the ones enumerated in the table.

Almost without exception, too, the courses in civics meet five times per week.

Below the high school, civics is taught in 871 of the schools reporting, whereas in 112 districts no such course is offered. The textbooks used in these elementary-school courses are less uniform than in the high schools, although, as the table reveals, a certain few predominate.

2. *Elementary sociology*.—This subject is found in 298 schools while 770 schools acknowledge they do not offer such work. In 230 schools the course is separate from courses in civics and in 238 schools separate from courses in history. In 186 schools the work is offered in the twelfth grade, in 119 it is open to pupils of the eleventh grade, and in 39 it is open to ninth- or tenth-grade pupils. In 218 schools classes meet five times per week.

While apparently much of the work in elementary sociology is carried on by means of miscellaneous printed material furnished by the teacher, and while several schools employ textbooks of various kinds, four books in particular take prominent places in the list. These are mentioned in the table.

3. *Elementary economics*.—Work in elementary economics is reported as follows: 696 schools offer the subject; 406 do not; 662 present it in a course separate from courses in history; 609 in courses separate from civics; and 511 in courses separate from elementary sociology. In 622 schools, the classes meet five periods per week.

As in the case of most of the courses in civics and sociology, the work in economics is offered in the eleventh or twelfth grades, although 52 list the course as a ninth- or tenth-grade subject. On the other hand, 497 list it as a twelfth-grade subject and 322 as an eleventh-grade subject. Regarding textbooks used, only five are mentioned more than a very few times, these five being listed in the table.

4. *Current events*.—One thousand and eight schools report having a course dealing with current events, though 121 schools do not have such a course. For the most part, the work is connected with the courses in history, civics, sociology, and economics (911 schools so reporting) and with work in English (518 schools so reporting), although 176 schools claim to provide an absolutely separate and distinct course for the study. In 592 schools the weekly time allotment for the subject is from 40 to 50 minutes; in 150 schools it is less than this amount of time; and in 121 schools it is more than this amount. The work seems to be prescribed for some group or groups of pupils in every school, 278 mentioning those taking specified history and civics courses, 136 those taking certain courses in English, and 618 those of other groups, as, for example, those in the commercial curriculum, the normal training curriculum, or ninth-grade pupils.

Whenever specific sources of information are given for the current events work, six well-known magazines lead the list. These are the *Literary Digest*, the *Independent*, the *Current Events* magazine, the *Outlook*, *Review of Reviews*, and the *World's Work*. Four hundred and twenty-eight schools mentioned "newspapers" (unspecified) and 531 schools had their materials recorded merely as "magazines."

5. *Morals, manners, and life problems*.—One hundred and twelve schools claim to have a definite course of this type offered in their program of studies. What the character of such courses is or what the mode of conducting them may be, the data in no wise reveal.

6. *Occupations*.—One hundred and ninety-four schools claim to offer a course styled "Occupations" or some similar title. No further information regarding the work is, however, indicated in the reports.

7. *History*.—It is a well-known fact that courses in history are offered in every public secondary school. The query in the ques-

tionnaire was, therefore, directed to discover whether those history courses are (to quote from the questionnaire itself) "taught not alone to reveal facts but to make every boy and girl believe and understand the worth of being free." The blank also called for "three specific ways this is done."

Of the schools replying, 1,057 claimed that history is taught with the end in view of making pupils feel the worth of being free. How this task is accomplished is not so easy to state. The replies included such answers as: comparisons, character study, illustrations, notebooks, ideals, classes, slavery, bulletin board, class spirit, talks, current events, special reports, etc. By the process of free interpretation, these replies were subsumed under the following general captions: stressing American ideals, 639; stressing development of free institutions, 446; treating current social problems, 403; stressing the responsibilities of citizenship, 155.

8. *Biography*.—Of the 1,180 schools reporting, 1,012 answered "Yes" to the following question: "Are the lives of great men and women studied in your school with particular reference to revealing the personal qualities of character which constitute true Americanism, e.g., love of freedom, courage, honor, justice, loyalty, human equality, integrity, force?" Of these, 657 declared the work is carried on in connection with the history and English courses, while 461 stated that the study is made in an independent course or as parts of special school programs.

9. *Problems of labor and capital*.—To the query, "In what ways does your school seek to give pupils a sympathetic understanding and a desire for fair dealing, concerning problems of labor and capital?" the following replies (after being edited) were obtained: through assembly talks, 161; through debates and discussions, 330; through the agency of regular class work, 526; through selected readings and current events reports, 176.

10. *Wholesome use of leisure*.—To the query, "In what ways does your school seek to impress on pupils the need of utilizing leisure time in a wholesome way?" replies that ran the whole gamut of possibilities were given of which the following are illustrative: care of school property, order in public places, school discipline, democratic dress, practice in leadership, community singing, clubs, athletics, campaign against smoking, record marks, social responsibilities, examples, self-government, discussions, supervised recreation, use of library, school moving pictures, talks, etc. Condensed

into the most commonly suggested categories the replies are: (a) athletics, 159; (b) lectures and talks, 301; (c) suggested readings, 188; (d) supervision of student affairs, 173; (e) student clubs and societies, 194.

11. *Books read by pupils.*—To the question asking for a list of five books which are most extensively read by high-school pupils and which aim specially to present lessons in citizenship, almost enough different books were mentioned to fill a moderate-sized library. When, however, those are excluded from consideration which, in each state, were mentioned only once or twice or thrice, the entire number dwindles to 15. Hale's *The Man Without a Country* leads all other books in popularity, being mentioned 125 times, although Riis's two books, *Making an American* and *How the Other Half Lives* together outnumber Hale's by 14. Biographies and works of Roosevelt, Franklin, and Lincoln, and the writings of Steiner, Antin, Jane Addams, and Booker T. Washington likewise were mentioned frequently.

12. *Magazines read by pupils.*—Sixteen magazines commonly read by pupils were mentioned in excess of 30 times, and no other magazine than those included in the table was listed that number of times. Since each school was requested to enumerate the five most extensively used periodicals of this sort, the unanimity of reading interests shown by pupils is remarkable. Likewise the type of reading indicated is gratifying. Not one "yellow" magazine is found in the group, but, on the other hand, there are several that might be classed as "ultra blue." In the lists given the *Literary Digest* is conspicuous by the long lead it has over others, being mentioned 841 times in a possible total of 1,180. The *Independent* and the *Outlook* are close to the five hundred mark; *World's Work* and *Review of Reviews* are in the three hundred class; *Current Events* and the *American* hover about the node of one hundred and fifty; and the others bring up the field.

C. Provisions for habit formation.

A third division of the study—Division C—concerned itself with the agencies which are employed in the schools in order to give pupils active participation in affairs that tend to develop habits of spontaneous, as well as studied, responses that make for good citizenship. The summarizing table given on the following page indicates the scope of the inquiry and the character of the replies.

This is a fair array of agencies for affording opportunities to pupils to acquire habits of good citizenship through the only known way to acquire them, namely, by practicing the qualities of good citizenship. No doubt, the list could wisely be extended in many schools.

Type of Agency	Number Schools Having	Number Schools Not Having	Number Schools Not Replying
1. Junior Red Cross Societies . . .	380	172	128
2. Junior Good Citizenship League	76	658	446
3. Boy Scout Organization	651	305	224
4. Girl Scout Organization	522	387	271
5. Thrift clubs	421	458	301
6. School paper	666	360	154
7. Military training	208	720	252
8. Debating clubs	863	194	123
9. Mock elections	568	379	233
10. Student self-government	306	550	324
11. Community centers	373	398	309

A detailed analysis of the larger table shows that among the schools which provide military training, 83 prescribe it for all boys, 107 make it optional or elective, and 18 ignore the question.

Similarly, in the portions of the table relating to student self-government, 148 schools state that they publicly advertise the fact, whereas 393 schools declare they do not do so. Since only 306 schools claim to have student self-government agencies at all, there is obviously some misstatement of fact or misinterpretation of facts connected with this topic. It is observed, too, that 242 schools claim to have formal machinery for the operation of student self-government, 204 schools assert that teachers have much control over it, and 255 schools state that the plan is administered with little interference or control by teachers. In short, the replies to this entire topic are confusing, and little credence seemingly can be placed in them.

Again, the questionnaire, after giving several factors alleged to be essentials of patriotism, sought to bring out statements respecting the ways these factors are taught in the schools. The answers indicate that, for the most part, school authorities rely upon the

routine of the regular school work to inculcate patriotic principles, although a large number of schools (381) lay the stress upon having pupils participate in the various school organizations as the best means of accomplishing the end. Among the other means suggested are: patriotic celebrations, 96; talks and lectures, 189; self-government agencies, 223; student co-operative societies, 169; and athletics, 123.

Opinions:

Another division of the study sought to bring out a statement of the personal views of superintendents and principals regarding certain more or less untried ideas of training. The first question pertained to having high-school pupils subscribe to an oath modeled on the ephobic oath formerly taken by Athenian boys. The full oath was not given in the questionnaire, but only the following salient portions, namely: "I will transmit my fatherland, not only not less, but greater and better than it was transmitted to me. I will obey the magistrates who may at any time be in power. I will observe both the existing laws and those which the people may hereafter unanimously make, and if any person seek to annul the laws or set them at naught, I will do my best to prevent him, and I will defend them both alone and with many, (and) I will honor the religion of my fathers."

The authorities in 428 schools favored the adoption of a pledge of this sort; 415 opposed doing so; and 337 expressed no opinion.

The second question related to having in each school a Junior Civic League, one of whose obligations on its members should be, to perform at least one act of civic worth daily. This thought was built on the idea of the Boy Scout Organization. Six hundred and seventy-two school authorities approved the plan; 183 opposed; and 325 ignored the query.

The third question read: "Would you favor having established in your school a branch of the society known as the Universal Service for Social Improvement (U. S. S. I.), and to have your pupils subscribe to its program and wear its emblem (Red Star)?" Probably few had heard of this society, nor was the question as clear as it should have been. The vote on it was: favoring, 432; opposing, 207; not voting, 541.

The fourth question read, "What do you regard as the three very best specific ways of inculcating habits of good citizenship in boys and girls?" Replies were expressed in multitudinous forms.

However, by exercising the process of rather free interpretation, the following eight groupings were secured:

1. Good teaching in all branches	346
2. Courses in social science and literature	188
3. Stressing ideals of conduct by teachers	381
4. Personal example of teachers	277
5. Placing responsibilities on pupils personally	284
6. Student organizations	328
7. Providing opportunities for out-of-school service to society	149
8. School discipline	150

The answers are not very satisfactory, first, because they represent the views of only the small number of individuals who took the trouble to reply at all, and secondly, because the replies that were given could not possibly all be listed under the headings given above.

In conclusion, it is pertinent to inquire, first, what deductions follow from the study thus made, and, secondly, what value is derivable from them.

In the first place, it seems to the writer that the study clearly shows that the North Central Association secondary schools are, as a body, alert and alive to the need for providing training as citizenship, and that they are employing, possibly as fully as could properly be expected, all of the available means to attain that end.

Second, the study shows that although the association is a unifying agency, much flexibility of administration is to be found among the various schools, each adapting its program to local conditions and needs.

Third, although knowledge *about* the rights and duties of citizenship is still the most emphasized aspect of civic training, still provisions for stirring the emotions and for exercising the will in pupils are conspicuous features of many schools, and the means employed to attain these ends are suitably varied in character.

Fourth, courses of study designed primarily to give direct instruction and training in citizenship are, for the most part, deferred to the last two years of the school work, thereby bringing their influences to bear solely upon those pupils who have before them a complete high-school education.

Fifth, teaching ideals of citizenship and personal character seems to be one of the leading aims of many courses of study in the high school—particularly the courses in history, English, and

foreign languages—and is not confined to courses in elementary social science.

Sixth, the “inspirational” and “interpretative” powers of teachers in all subjects are relied upon as the best and surest agencies for developing qualities of citizenship among pupils.

Seventh, agencies that make their appeal to the eye—dramatics, pageants, moving pictures, stereopticon slides, and real concrete situations in the adult world—are being extensively employed to teach the lessons desired.

Eighth, courses in elementary sociology, in occupations, and in morals, manners, and life problems are not yet finding any conspicuous place in the school programs of studies.

Ninth, suitable textbooks for courses in all phases of citizenship instruction are, as yet, few in number.

Tenth, the interrelating of school work and out-of-school interests is particularly noticeable in matters pertaining to instruction in citizenship.

Eleventh, high-school boys and girls are readers of books and magazines that are worth while, and read with avidity if material that is interesting is placed before them.

Twelfth, school authorities are very much in doubt regarding the best ways to teach pupils the wholesome use of leisure time, and need to be instructed.

Thirteenth, biographical material as an agency in civic training holds a conspicuous place in the organization of most schools.

Fourteenth, the Boy and the Girl Scout movements have already got a firm footing in the halls of the secondary school.

Fifteenth, military training for high-school boys has likewise found much support among North Central Association secondary schools.

Sixteenth, student self-government has become a reality in approximately one-fourth of the schools reporting, although in only one-half of these schools is the plan given publicity or operated by means of formal machinery.

Seventeenth, most schools seem to place great faith in the civic training afforded by the school papers, debating clubs, mock elections, and other types of student co-operating organizations.

Eighteenth, the community-center idea, so far as it applies to the use of the high-school building for that purpose, is of relatively small significance.

Nineteenth, many school men favor the establishment within the schools of some kind of a society the chief purpose of which should be the deepening among students of the sense of responsibility to the state.

Twentieth, a goodly proportion of the school authorities rely upon the personal example of teachers, the regular class work, and the regular discipline of the school to furnish the civic ideals, knowledge, and training needed by the youths who attend.

As a final word one may perhaps venture to express the thought that possibly the greatest value of this study is, after all, not so much the facts that have been compiled, or the general deductions that have been made, but, on the contrary, the suggestiveness to school authorities as to what is possible in the way of giving more effective training in citizenship. Surely, it is demonstrable that mere knowledge about citizenship is not sufficient to insure proper reactions to the real conditions of social life. To knowledge must be added interest, and to interest practice in well-doing.

STATISTICAL SUMMARY OF RETURNS ON THE QUESTIONNAIRE ON
TRAINING FOR CITIZENSHIP

Number schools reporting	1,180	IV. Prescribed class readings	
Number developing citizenship through		1. Schools having.....	869
A. Arousing sentiments by means of		2. Schools not having.....	175
I. Assembly talks	1,164	V. Dramatics	
1. Frequency of meetings		1. Schools having.....	398
a) Daily.....	33	2. Schools not having....	614
b) Weekly.....	520	VI. Pageantry	
c) 2 or 3 times weekly	155	1. Schools having.....	352
d) 1, 2, or 3 times		2. Schools not having....	674
monthly.....	230	VII. Moving pictures	
e) Occasionally and		1. Schools having.....	290
irregularly.....	197	2. Schools not having....	710
2. Speakers		VIII. Stereopticons	
a) Superintendent		1. Schools having.....	438
and principal.....	408	2. Schools not having....	541
b) Teachers.....	363	IX. Literature taught inspirationally	
c) Students.....	71	1. Schools claiming to do so	1,030
d) Local citizens and		2. Schools failing to do so .	38
notables.....	1,053	3 Schools doing so by means	
II. Music of stirring type.....	1,142	of	
1. Frequency		a) Selected readings..	599
a) Daily or at occa-		b) Memorization work	75
sional assemblies...	131	c) Dramatic appeal..	179
b) 1, 2, or 3 times		d) Interpretative pow-	
weekly.....	654	er of teachers.....	586
c) Occasionally.....	239	e) Class discussions	
III. Oral readings before classes		and debates.....	213
1. Schools having.....	768	X. Visits to places and institutions	
2. Schools not having.....	210	1. Schools doing so.....	495