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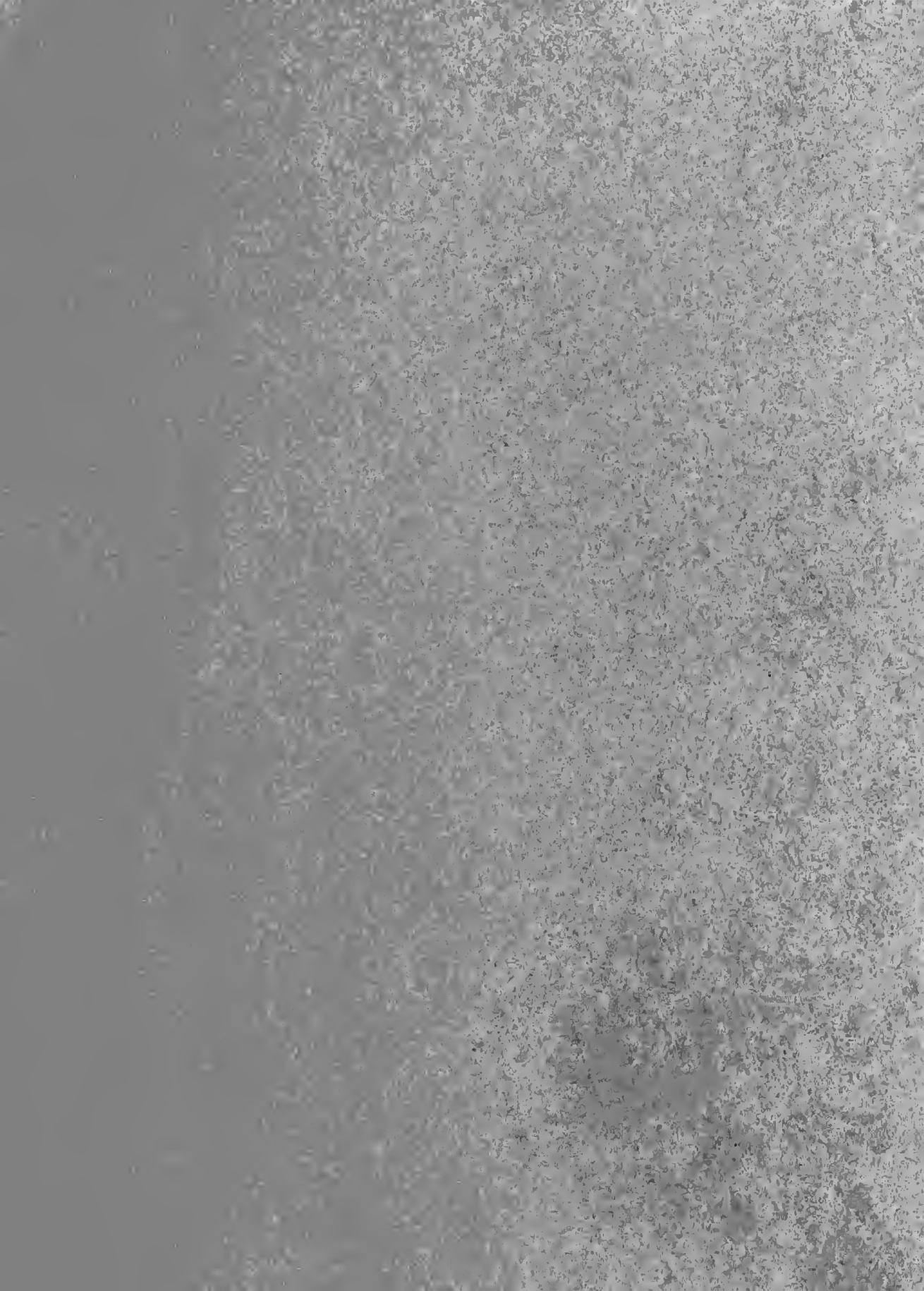


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A HIGH SCHOOL EXPERIMENT IN EXTRA-CURRICULAR
STUDENT ACTIVITIES

By

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B. Sc. Cornell College, 1909

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THESIS

Submitted in partial satisfaction of the require-
ments for the degree of MASTER OF ARTS

in

EDUCATION

in the

GRADUATE DIVISION

of the

UNIVERSITY OF CALIFORNIA

May, 1922

F. W. Hart

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INTRODUCTION

Thoughtful men for centuries have attempted to frame statements of the aims of education. In general these definitions have indicated the goal of education to be the preparation of the individual for life. But the status of human life has not remained static. The progress of civilization and the gradual development of the more complex social and economic institutions from generation to generation have made imperative an ever broader and more comprehensive educational purpose. When the home was the workshop, and every member of the family was assigned certain definite tasks to perform; when the father apprenticed his sons or taught them his own trade; when the mother was teacher as well as housewife and when social and civic life was confined to the narrow limits of the neighborhood, the work of the school was comparatively simple. The development of our modern economic, social and industrial life, however, has brought profound changes in our educational needs. The substitution of the factory for the shop and of steam power for man-power has revolutionized home life and cast the responsibility for the training of the child largely upon the

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school. Modern methods of transportation and communication have enlarged community relations to state, national, and even international relations which require a correspondingly larger and more comprehensive training for intelligent participation. The child of today must have an elaborate equipment indeed to enable him to cope with the conditions of life as he finds them and the purpose of education must be comprehensive enough to meet all of these needs. It was recognized by the National Educational Association in 1913 that the aims of education were not in keeping with the demands of our rapidly progressing industrial and social life. A committee was therefore commissioned to determine the cardinal objectives of education needed for our modern life. After a careful study of modern demands upon the individual, the commission made a report in part as follows:

THE MAIN OBJECTIVES OF EDUCATION

"In order to determine the main objectives that should guide education in a democracy it is necessary to analyze the activities of the individual. Normally he is a member of a family, of a vocational group, and of various civic groups, and by virtue of these relationships he is called upon to engage in activities that enrich the family life, to render important vocational services to his fellows, and to promote the common welfare.

The first part of the report deals with the general situation of the country and the progress of the work done during the year. It is followed by a detailed account of the various projects and the results achieved. The report concludes with a summary of the work done and the prospects for the future.

The work done during the year has been very satisfactory and has resulted in a number of important discoveries. The progress made in the various projects has been very rapid and has led to a number of important results. The work done during the year has been very satisfactory and has resulted in a number of important discoveries.

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It follows, therefore, that worthy home-membership, vocation, and citizenship, demand attention as three of the leading objectives.

Aside from the immediate discharge of these specific duties, every individual should have a margin of time for the cultivation of personal and social interests. This leisure, if worthily used, will recreate his powers and enlarge and enrich life, thereby making him better able to meet his responsibilities. The unworthy use of leisure impairs health, disrupts home life, lessens vocational efficiency, and destroys civic-mindedness. The tendency in industrial life, aided by legislation, is to decrease the working hours of large groups of people. While shortened hours tend to lessen the harmful reactions that arise from prolonged strain, they increase, if possible, the importance of preparation for leisure. In view of these considerations, education for the worthy use of leisure is of increasing importance as an objective.

To discharge the duties of life and to benefit from leisure, one must have good health. The health of the individual is essential also to the vitality of the race and to the defense of the nation. Health education is therefore, fundamental.

There are various processes, such as reading, writing, arithmetical computations, and oral and written expression, that are needed as tools in the affairs of life. Consequently, command of these fundamental processes, while not an end in itself, is nevertheless an indispensable objective.

And, finally, the realization of the objectives already named is dependent upon ethical character, that is upon conduct founded upon right principles, clearly perceived and loyally adhered to. Good citizenship, vocational excellence, and the worthy use of leisure go hand in hand with ethical character; they are at once the fruits of sterling character and the channels through which such character is developed and made manifest. On the one hand,

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character is meaningless apart from the will to discharge the duties of life, and, on the other hand, there is no guarantee that these duties will rightly be discharged unless principles are substituted for impulses, however well-intentioned such impulses may be. Consequently, ethical character is at once involved in all the other objectives and at the same time requires specific consideration in any program of national education.

This commission, therefore, regards the following as the main objectives of education:
1. Health. 2. Command of fundamental processes.
3. Worthy home-membership. 4. Vocation. 5. Citizenship. 6. Worthy use of leisure. 7. Ethical character.

The naming of the above objectives is not intended to imply that the process of education can be divided into separated fields. This can not be, since the pupil is indivisible. Nor is the analysis all-inclusive. Nevertheless, we believe that distinguishing and naming these objectives will aid in directing efforts; and we hold that they should constitute the principal aims in education." 1.

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The traditional instrument employed by schools for accomplishing the aims of education has been the curriculum. School men have always found curriculum building the most difficult among the problems of education. Once the end or purpose of education had been determined the greater problem of selecting the means or tools to

1. "CARDINAL PRINCIPLES OF EDUCATION"-- Bureau of Education Bulletin, No. 35, page 9.

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employ in reaching those goals immediately presented itself. The evolution of the curriculum displays the fact that through the centuries educators have been constantly changing the content of the study courses to keep up with the progress of civilization. The curriculum of a century ago would be found entirely useless in the scheme of present day education, despite the fact that many so-called present day educators retain the educational standards of the mediaeval periods in their doctrine of formal discipline. The tremendous emphasis which has been placed upon the curriculum as an instrument of education has given it undue weight and importance in our educational scheme. It has been too often treated as the end and embodiment of education when in reality it is only one of the tools to be employed in accomplishing educational aims.

Too many educators and teachers come to regard the course of study of the greatest importance in the school when it is only the means or excuse that is given the teacher for teaching boys and girls. The tremendous changes that have been made in school curriculums in recent decades emphasize the fact that a subject as a subject is not important. The worth of a subject lies in its value

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as an instrument in accomplishing the objectives of education when applied to the student. That no curriculum has yet been devised that will realize all the aims of education is apparent from the present universal status of uncertainty regarding curriculum content. The limitations of our modern curriculum are evident when we study its possibilities in accomplishing the seven cardinal objectives:^{1.}

Following is a partial enumeration of processes employed in realizing these cardinal objectives. Those processes falling under the operation of the traditional curriculum are numerically designated while such processes as would require extra-curricular activities are designated by letters:

1- Health

1- Health instruction.

2- Inculcation of health habits.

3- Program of physical education.

A- Program of games and sports for after school hours engaging every pupil.

B- Direction of games to inculcate love for clean sport.

1. See page 4.

The first part of the report is devoted to a general
 description of the project and its objectives. It
 is followed by a detailed account of the work
 carried out during the period covered by the
 report. The results of the work are then
 presented and discussed. Finally, the
 conclusions reached are stated.

The work has been carried out in accordance
 with the programme of work approved by the
 Committee in its meeting of 1954. The
 results of the work are presented in the
 following sections:

1. General description of the project
 2. Description of the work carried out
 3. Results of the work
 4. Discussion of the results
 5. Conclusions

II- Command of Fundamental Processes

- 1- Thorough training in the fundamental processes. (Reading, writing, arithmetic, and oral and written expression).
- 2- Supplementing the work of the elementary school by applying the processes to new materials.
 - A- Practical application of fundamental processes by editing and publishing school periodicals; debating; declamation; keeping accounts of student organizations, etc.

III- Worthy Home Membership

- 1- Social studies including sociology.
- 2- Household arts for girls.
- 3- Study of music and art.
 - A- Co-education offers wholesome social relations for boys and girls such as parties, dances, etc.
 - B- The freer relations of boys and girls in class and organization meetings are valuable.

IV- Vocation

- 1- Vocational guidance.
- 2- Vocational training.
 - A- Business training in management of school enter-

1. The first part of the report is devoted to a general survey of the situation in the country.

2. The second part deals with the economic situation and the measures taken to improve it.

3. The third part is devoted to the social situation and the measures taken to improve it.

4. The fourth part deals with the cultural situation and the measures taken to improve it.

5. The fifth part is devoted to the foreign relations of the country.

6. The sixth part deals with the military situation and the measures taken to improve it.

7. The seventh part is devoted to the conclusion.

8. The eighth part deals with the appendixes.

9. The ninth part is devoted to the bibliography.

10. The tenth part deals with the index.

11. The eleventh part is devoted to the list of tables.

III-1. The first part of the report is devoted to a general survey of the situation in the country.

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III-3. The third part is devoted to the social situation and the measures taken to improve it.

III-4. The fourth part deals with the cultural situation and the measures taken to improve it.

III-5. The fifth part is devoted to the foreign relations of the country.

III-6. The sixth part deals with the military situation and the measures taken to improve it.

III-7. The seventh part is devoted to the conclusion.

III-8. The eighth part deals with the appendixes.

IV-1. The first part of the report is devoted to a general survey of the situation in the country.

IV-2. The second part deals with the economic situation and the measures taken to improve it.

IV-3. The third part is devoted to the social situation and the measures taken to improve it.

IV-4. The fourth part deals with the cultural situation and the measures taken to improve it.

prises.

B- Abilities and talents discovered in general school activities.

V- Civic Education.

1- Social studies -- geography, history, civics, sociology, and economics.

2- Assignment of projects and social problems to groups.

3- Socialized recitation.

A- Student participation in school government.

B- Giving pupil responsibility in conduct and direction of all student activities.

C- Lessons of team play and co-operation.

VI- Worthy use of leisure.

1- Music, art, literature, drama.

A- Social intercourse.

B- Habituate worthy use of leisure in school by providing student activities for after school hours.

C- Recreational activities -- pageant or festival.

C- Establishment of avocational interests.

VII- Ethical Character.

1- Courses of moral instruction.

2- Incidental instruction as occasion suggests.

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- A- General assemblies for establishing school and personal ideals.
- B- Student organizations permit of opportunity for assuming practical responsibilities.
- C- Practical community service through school organizations.
- D- Generosity and charity through student body contributions to relief.

From this enumeration of processes which may be employed in attaining the aims of education the importance of extra-curricular activities becomes apparent. Their true value in realizing the educational goal, however, must be demonstrated to be properly appraised. With this purpose in view "A HIGH SCHOOL EXPERIMENT IN EXTRA-CURRICULAR ACTIVITIES" was carried on at Walla Walla, Washington from 1914 to 1921 and a description of its conduct and results is given in the following pages. ^{1.}

1. The plan for this experiment was suggested by U. S. Bureau of Education Bulletin, 1913, No. 41. The Reorganization of Secondary Education.

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OPPORTUNITY AT WALLA WALLA

The Walla Walla High School in 1914 offered an ideal opportunity for an experiment in extra-curricular student activities. The writer assumed the Principalship of this high school in the Fall of 1914 and gained the consent of the City Superintendent of Schools to conduct such an experiment. A survey of the city was first made to determine the character of the community which the high school was to serve.

Walla Walla is located in the extreme southeastern part of the state of Washington in what is known as the wheat-belt or Inland Empire of the northwest. The city is the county seat of the county which bears its name and is one of the oldest settlements in the northwest. Walla Walla is essentially a home city. Even the wheat farmers who operated farms of from 600 to 2000 acres resided in the city. Merchandizing is the occupation next in importance to agriculture, as this city is a distributing center for a large surrounding area. There is practically no manufacturing or allied industries.

Eighty-nine per cent of the population of Walla Walla (19,364) were American born. The foreign element are largely

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The first part of the year was spent in the field, collecting data on the distribution and abundance of the various species of birds in the area. This was done by means of a series of mist-nets, which were set out in a regular grid pattern across the study area. The birds were then captured and banded, and their sex and age determined. The data collected during this period are presented in the following tables.

The second part of the year was spent in the laboratory, where the birds were kept in cages and their behavior observed. This was done in order to determine the effect of the various environmental factors on the birds' behavior. The data collected during this period are presented in the following tables.

The results of the study are presented in the following tables.

Russians and Italians. The Russians comprising about twelve per cent of the population are engaged principally as laborers and servants. The Russian men work on the farms during summer while the women serve the community as wash-women and servants. The Italians are principally gardeners. Educationally, this foreign element creates a difficult problem. They raise large families of children and attempt to put them to work as soon as the law will permit. Many of these children who desire to go to high school meet with strong opposition from their parents. The ideals and standards in the homes are low and these are reflected in the conduct of the children in the schools.

The city of Walla Walla boasted of being an educational center. Whitman College located within the city limits offers the traditional classical college courses and with an enrollment of about 400 enjoys a splendid reputation. At College Place adjoining Walla Walla, the Seventh Day Adventists maintain their church school for the northwest territory. This institution does little work above high school grade and enrolls about 500 students. There are two parochial high schools as well as a private school for girls under Episcopalian patronage which care for many pupils who might otherwise attend the public high school. Three thriving music schools of high grade are

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located in the city. The Elementary schools are housed in six fine buildings and had an enrollment in 1914 of 2431 pupils covering the grades of one to eight inclusive.

The attitude of the community toward the Walla Walla High School in 1914 was anything but one to be desired. Until 1910, Whitman College had maintained a preparatory department known as Pearson's Academy. There had been such active rivalry between the academy and high school and between their respective supporters that the community was divided in its allegiance. A bond election calling for \$150,000.00 to erect an addition to the high school building was voted down by a vote of 1874 to 391 in November 1913. A similar election held in March, 1914 was again lost by a vote of 1927 to 318. Even though the old building was hopelessly overcrowded the community was not disposed to grant help.

The Walla Walla High School had an enrollment of 523 pupils in the year 1913-14. The school was housed in a good brick and stone building built twelve years before to accommodate student body of 250 pupils. The classes throughout the school were greatly over-crowded. The teaching staff was made up of eighteen teachers, six of whom were men. All were college graduates and their average tenure in Walla Walla was two years. A traditional

classical course was followed by practically the entire student body. Electives were offered in Manual Training, Cooking, and Commercial courses of Bookkeeping, Stenography and Typewriting.

The Scholarship of the school was at a low ebb. The results of a study of all grades given in the Spring Semester, 1914 follows:

A- By classes:

Freshman class	--	per	cent	of	pupils	passed,	64
Sophomore class	-	"	"	"	"	"	66
Junior class	--	"	"	"	"	"	70
Senior class	--	"	"	"	"	"	74

By subjects:

Per cent of pupils passed in	Social Science,	64
" " " " " "	Phys.	68
" " " " " "	Mathematics	70
" " " " " "	Language	71
" " " " " "	English	72

The attitude of the teachers was one of high regard for their subjects. Considerable pride was manifest in a goodly number of failures as indicating a required thoroughness that only a few were able to attain. There was a general feeling that the teacher's obligation was discharged by teaching

the subject, and student activities other than class room exercises were discouraged since they might interfere with class room work. The only legitimate student enterprises were a school paper under direction of the English Department and a boys' Debating Society. Interscholastic athletics were tolerated but so indifferently supported that they were not successful either financially or from the standpoint of games won.

The students themselves, however, were average American boys and girls and since no legitimate activities were provided for them they created their own program. The high school was the center of their activities. Stacking books, painting windows and sidewalks, placing vehicles and machinery in school halls, were weekly offenses. The faculty would ferret out offenders and impose suspensions, which would call for retaliatory measures from the pupils. The Principal was burned in effigy or hung to the flagpole in a grotesque form. This property damage and lawlessness caused the school to lose the respect of the community. The high school had four different principals in the five years, 1909 to 1914. School spirit reverted to the level of a contest between teachers and pupils and the few extra-curricular student activities were not profitable to the school and the conduct of the pupils did not benefit the social life of the community.

The first part of the report, covering the period from 1954 to 1957, is devoted to a detailed description of the experimental work. This includes a discussion of the apparatus used, the methods employed for the measurement of the various quantities, and the results obtained. The second part of the report, covering the period from 1958 to 1961, is devoted to a discussion of the theoretical aspects of the problem. This includes a discussion of the various models proposed for the mechanism of the reaction, and a comparison of the experimental results with the predictions of these models.

The third part of the report, covering the period from 1962 to 1965, is devoted to a discussion of the implications of the results for the general theory of the reaction. This includes a discussion of the various factors which are thought to influence the rate of the reaction, and a comparison of the experimental results with the predictions of the various theories. The fourth part of the report, covering the period from 1966 to 1969, is devoted to a discussion of the various methods which have been used for the measurement of the various quantities, and a comparison of the results obtained with those obtained by other workers in the field. The fifth part of the report, covering the period from 1970 to 1973, is devoted to a discussion of the various factors which are thought to influence the rate of the reaction, and a comparison of the experimental results with the predictions of the various theories.

REORGANIZATION

The first step in the program or reorganization was the selection of Courses of Study which would serve this particular community in the most comprehensive manner. Courses were designed to meet the needs of all classes of pupils with respect to a proposed vocation or with reference to a college, university or technical school which they might plan to attend. The curricula was arranged in two groups, College Preparatory and Vocational.

The College Preparatory group included the following:

1- Classical, emphasizing the classics and to be recommended to pupils who expected to enter the professions, law, theology, teaching, etc.

2- Scientific, emphasizing the sciences and to be recommended to those who would enter the modern scientific and engineering professions.

3- Modern Language, designed for those who desired a maximum of preparation in the modern languages.

The Vocational Group was arranged for those pupils who were undecided about entering college and who desired vocational training. This group included the following:

1- Commercial; designed for pupils who wished to prepare for a business career.

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2- Agricultural; planned for those who would engage in farming.

3- Home Economics; emphasizing the work of the home-maker.

4- Industrial; planned for those who desired a maximum of training in manual skill.

A student who chose one of the vocational groupings could make his course college-preparatory as well by choosing certain electives. Washington State College at once expressed a willingness to accept to full Freshman standing any student graduating from one of the above.

The problem of creating class room and laboratory space for handling the additional courses and classes was solved by the construction of eight temporary shacks and a shop. This represented the limit which the Board of Education could provide without a bond issue and while these additions were not ideal they proved temporarily satisfactory. In the Spring of 1915 the construction of a new building was begun. A year later the high school was housed in a splendid up-to-date plant with all necessary laboratories, shops, and modern equipment.

The reorganization of the teaching staff was not completed until the beginning of the second year. Teachers

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found to be out of sympathy with and ill-suited for a high school which was to be run for the benefit of boys and girls were released. The selection of all new teachers was carefully made with the requirements of the experiment in mind. Regular faculty meetings were held to discuss ways and means of launching a strong program of extra-curricular activities. Studies were made of the problems of the school and solutions adopted. Above all, a spirit of unity and co-operation was instilled and developed throughout the teaching force and a strong spirit of team play was fostered.

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ASSEMBLIES

One of the most important problems of a high school is the matter of school spirit or general attitude of the student body toward their school. Two methods lie open for the use of a high school principal in determining and guiding the attitude of pupils toward the school exercises. One method is the indirect way of reaching the pupils through their class room teachers. The principal employing this method must first instruct and direct the several teachers in the type of school spirit which is to be desired and then trust these teachers to impart the necessary direction and teaching to secure the reaction sought. A more positive and direct method is the one where the high school principal himself comes in direct contact with the student body through general meetings of the entire school called assemblies or convocations. It is doubtful if many principals realize the opportunity which general assemblies afford for the formation and guidance of a proper school spirit. It is equally doubtful if many school principals realize the importance, inspiration and value of a proper school spirit throughout the entire membership of the high school student body.

At Walla Walla, plans were made for having three general student body assemblies each week. The new high

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school building provided a beautiful auditorium with seating and stage equipment equal to any of the best theaters. This high school auditorium was built in the central part of the building and made easily accessible. For this reason the students could pass into the auditorium and find seats in less than three minutes. The program for assemblies called for student body meetings on Mondays, Wednesdays, and Fridays. A forty-five minute period on each of these three days was devoted to this purpose. In order that the time of the assemblies might not interfere with the time given the regular recitation periods, the morning periods were lengthened so that the shorter periods on assembly days averaged with the longer periods on days when no assembly was held. This gave, on an average, the standard forty-five minute period for the morning recitations.

The purposes of the assemblies were three fold:

1- To give the principal an opportunity to build up and direct the spirit and ideals of the school.

2- To permit an opportunity to bring in outside speakers and musicians for the benefit of the student body.

3- To give the students themselves an opportunity to conduct student body programs as well as carry on their student body meetings.

The program called for principal's assemblies on

Monday mornings, assemblies for outside talent on Wednesday mornings, and student body assemblies on Friday mornings.

The principal's assemblies coming on Monday mornings gave the principal an opportunity to present and direct the plans of the school for the week. The principal worked out a definite program for these Monday morning assemblies, the purposes of which were three fold:

1- To establish and inculcate certain worthy ideals for the students of the school. The opportunity was given here for developing community ideals as well as setting forth the responsibility of individuals to the social group with which they were associated. The ideals of the school as a whole, together with the means and action necessary for their realization were presented and discussed. The occasion was afforded also for bringing the student body into a common understanding and common realization of the school's opportunities for achievement.

2- To take up with the students a discussion of the problems which confronted the school as a whole. These discussions usually took up individual problems and an attempt was made to indicate the source or occasion of the problem and to suggest several possible solutions or remedies. The solution chosen was then set forth, together with the

reasons why this solution was best and why it should be adopted and supported by the entire school.

3- To set forth and present worthy personal ideals by inspirational talks. These talks were designed to develop, in general, personal aspirations for the better things in life. They afforded an opportunity for the formation of personal, vocational, and social ideals at a life period when the pupils were most susceptible to this form of instruction.

The mid-week assemblies offered an opportunity for bringing in outside thought, talent, and influence. The program called for a speech each week from some man or woman who was able to present a worthy message. These speakers were recruited from the prominent professional and business men of the city or prominent speakers, lecturers, public officials, officers, or statesmen who might be visiting the city. From Whitman College it was possible to secure a certain number of college professors who were capable of making valuable and instructive talks. Musicians were also included in this list. Walla Walla was fortunate in having three splendid musical schools. From the faculties of these schools splendid musicians were invited to appear before the

student body throughout the year. Several times during the year the head of the Whitman Conservatory of Music who was a talented leader in community singing came before the student body and led the whole school in songs.

The influence of these outside people upon our student body was one of the most valuable educational experiences of the year. They brought before the students a great breadth of view-point and served in a large measure to inculcate the feeling that the school was in touch with the community and in reality a part of actual life.

The student body assemblies which were held on Fridays served several purposes:

- 1- They offered a definite time for the students to hold their student body rallies in support of athletic teams and student body undertakings. They offered an opportunity for meetings of the student body organizations. A part of the program of student assemblies called for the presentation by each of the four high school classes of a forty-five minute class program at stated intervals. Considerable rivalry developed between the classes as to which class would put on the most worth-while program. These programs offered to the pupils of the school a chance to

The first part of the report deals with the general situation in the country. It is noted that the economy is still in a state of stagnation and that the government has failed to implement the necessary reforms. The report also mentions that the population is suffering from a lack of basic necessities and that there is a high level of unemployment.

The second part of the report discusses the political situation. It is noted that the government is weak and that there is a lack of political stability. The report also mentions that there is a high level of corruption and that the government is not accountable to the people.

The third part of the report discusses the social situation. It is noted that there is a high level of poverty and that the majority of the population lives in slums. The report also mentions that there is a high level of illiteracy and that the health care system is inadequate.

The fourth part of the report discusses the international situation. It is noted that the country is isolated and that it has few friends. The report also mentions that the country is a target of international terrorism and that it is being exploited by foreign powers.

In conclusion, the report states that the country is in a state of crisis and that the government must take immediate action to address the problems. The report also suggests that the people should demand more accountability from their government and that they should work together to build a better future for the country.

appear before a large audience and to secure the valuable training which would necessarily result therefrom.

At these student body assemblies the high school band, orchestra, and glee clubs appeared regularly. This gave these musical organizations an opportunity for public appearance and was a great incentive for excellency in their work. Educational "Movies" as well as musical appreciation programs by the use of the high school victrola were regular features. Altogether, these student body assemblies were looked forward to by the student body with a tremendous amount of interest.

The effect of these assemblies upon the student body may be summed up as follows:

They developed in the students an interest in and an enthusiasm for their school that could not have been accomplished in any other way. This was because the assemblies made the school attractive and interesting. These assemblies developed a student body spirit that was all-powerful in its influence upon the school and upon the attitude of the students toward their school. They enabled the high school principal to guide and direct the ideals and community spirit of the entire student body. The im-

portance of this opportunity and the possibilities that it opened for the guidance and direction of the pupils in the formation of their ideals and standard of community conduct cannot be overestimated.

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STUDENT CO-OPERATION IN SCHOOL GOVERNMENT

The phase of our secondary education which is most open to criticism today is our plan of school discipline or government. This has justly been declared to be the most undemocratic and unamerican part of our educational scheme. When our fore-fathers created upon this continent a new nation, they provided a governmental democracy that would fill the needs of a free people. But when our schools were founded, European systems of education were transplanted almost bodily. In Germany, autocracy was deliberately established through a system of education. Until the outbreak of the world war our American educators were so enamored by the glitter of the "efficiency" of the schools of autocratic Europe that they failed to see the need of developing a system of discipline that would be in keeping with the training for citizenship in a democracy.

Truly enough, a few sporadic efforts have been made to establish so called self-government and some of these attempts have proved a great value in developing this field. These isolated experiments have generally failed for one or more of the following reasons:

- 1- Teachers are educated and trained under an

THE HISTORY OF THE UNITED STATES

The history of the United States is a story of growth and change. It begins with the first settlers who came to the shores of North America. These early pioneers faced many hardships as they sought to establish a new life in a foreign land. Over time, the colonies grew and developed their own unique identity. The struggle for independence from British rule led to the birth of a new nation. The United States has since grown into a powerful and influential country, shaped by the dreams and sacrifices of its people.

autocratic system and are not qualified or fitted to teach by any other system of discipline.

2- It is much easier to rule or control under the autocratic system.

3- It is a human failing to love power and hence more congenial for the teacher to exact and demand obedience to his desires than to win it through admiration and respect for his intelligence and leadership.

4- Teachers are often so enamored of their subjects that they become subject teachers. They lose sight of the fact that subjects are only the tools for teaching manhood, womanhood, character and citizenship by developing unselfish co-operation, fairness, service, will-power, self-control and personal responsibility.

5- So-called self-government schemes have depended upon an elaborate and complicated constitution for their success when the machinery should be simple and workable.

6- So-called self-government schemes have thrown entire control and authority upon immature adolescents and excluded the faculty from participation when training for citizenship should have been achieved by the careful develop-

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ment and habituation of the fundamental processes of self-control and community interest under the guidance and direction of the school faculty.

The fact that some of these experiments have failed does not in any sense prove that our students should be denied the development which would come to them if they were given a part in their school government. If Bolshevism fails, it would not be conclusive proof that Russia should return to autocracy. Conditions in America today make imperative a higher order of citizenship than ever before. The nation is turning to our schools and demanding that citizenship for a Democracy be taught. Our secondary schools afford a wonderful laboratory for the training of such citizenship. The high school age is a fortunate period. Habits of participation and active interests in community affairs can easily be established at this period and made life long possessions. This is the time to fix and develop within the youth the capacity of self-control or self-government. The student is best developed through productive activities; that is, through positive visible achievement in doing, making or producing something. The old adage "we grow by doing" applies here if

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anywhere. To give the pupil a part in the government of his school furnishes the finest kind of exercise possible to prepare him for a citizens part in a "Great Democracy".

The participation of students in their school government does more than train for citizenship in the narrow sense. It is a solution of many of the student body problems which arise in every school. It affords the students an opportunity for active participation in social and local political problems furnishing an outlet for the exuberant activity of youth which is bound to be expressed in some other form if not given a legitimate outlet. The propensity for secret societies or school frats, social cliques, clubs and such undesirable by-products of our present system of school control, is simply the self directed expression of the students' social proclivities. These activities could be made productive to the student and of great value to the school if directed through the channels of participation in school control. Student participation develops the student personally. It fosters democracy, fair play, unselfish service, self control, consideration of the rights of others and respect for the

laws of the social group. It develops school spirit to the highest possible point. This is not only of great value to the school but to the community, for in the final analysis there is only the difference of contact between school spirit and community spirit. School spirit is simply practice training for a virile and active citizenship.

For the past seven years the high school at Walla Walla, Washington, has been conducted under a system of student and faculty co-operation of school control. The results obtained have been so striking that a brief account of the experiment is here given. The first step in this experiment was an advertising campaign to acquaint the pupils with the purposes, plans and requirements of self-government. This was carried on throughout the whole school at once. Occasional discussions were held in the classes at recitation periods and the entire field was carefully covered in assembly talks. The expression and debate classes took up the theme and put on several student assemblies which brought out the various phases of both sides of the question. Gradually the feeling in favor of student co-operation grew into a demand which was accompanied by an understanding of the full responsibilities and necessary labors such an under-

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taking would entail. A constitutional committee was appointed and a constitution was drawn up which was conspicuous for its simplicity.¹ It recognized that all successful high schools must be adequately governed and controlled; that the authority for such control rested with the principal and teachers and that any part of such control delegated to the students is a trust and an opportunity not to be regarded lightly. Officers were provided, consisting of a president, vice-president, secretary and treasurer and a judicial council. This latter is made up of the above officers, the four class presidents and two boys and two girls elected from the student body at large. All elections were to be held in a manner similar to those employed at general elections in the state and city. Nominating committees were to be appointed representing the various interests of the school. Two or more tickets were usually put in the field. No student could be a candidate whose school work or school record did not meet the approval of the principal. Since the student body was previously educated up to the proper attitude toward their responsibilities it is needless to say that the most desirable students of the whole school were always chosen for these important offices.

1. See Appendix A, page -118.

The faculty of the school kept the ideals and pride of the student body at a high ebb and experience developed the fact that the students appraise the worth and reliability of their fellows even more accurately than the average teacher. Add to this the fact that the responsibility of office brings conscientious and pains-taking effort on the part of the office-holder and the possibilities with the adolescent in this regard are apparent.

The part played by the teachers was indirect. They were not active citizens but their council and advice was sought to such an extent that in reality they controlled the school. In other words they moulded the public sentiment of the school. The principal was ex-officio a member of the council and of all committees. He acted in an advisory capacity and had veto power over all matters. It may be added, however, that this veto power never was exercised.

This experiment in student self-government differed in one respect from any other with which the writer is familiar. There were no petty officers, policemen, monitors or sheriffs whose duty it was to enforce the law. There was substituted for these officers the whole student body of the school. It was every student's duty and obligation to report every infringement of the law which came to his observation. Such

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a report was made out in writing, signed and deposited through a slit in a conveniently placed box. School sentiment in favor of law enforcement and good government was so strong that the result was that practically every offense was reported. Laws were enforced much better than could be accomplished by a whole regiment of policemen. This arrangement had the added advantage of giving every pupil in the school a part to play in the government of his school. It had here a distinct advantage over other forms which delegate a small per cent of the entire number of students to act for them as policemen to enforce the law. Further, it taught the important lesson of the activity and responsibility which every citizen of a democracy should play in it's government. The government of the school did not rest on a few shoulders but fell upon the entire student body. The controlling force of the school was therefore not the strength of a few officers but the mighty public sentiment of the entire school. A culprit may gain sympathy and a following by a plea against a teacher or an officer, but he is kicking against a stone wall when he attempts to go up against public opinion. No adolescent will long fight against this power. For this reason there was no trouble in enforcing the laws and there was never

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any troublesome "back-kick" after justice had taken its course.

For the first year the students were given control of the corridors only. Rules and regulations governing hall conduct were drawn up by the council and accepted by the student body assembly as the constitution required. Teachers were withdrawn from the halls and better conduct obtained than was ever had before. The next year the students requested that their activities be extended and they were given control over the student assemblies in the auditorium, where over 1100 students were brought together. All that was necessary to effect this was for the council to draw up rules and regulations governing conduct in assemblies and present them to the student body, where they were promptly accepted and declared in effect. Teachers were withdrawn as monitors and the results obtained in the corridors were duplicated. It is customary, as was previously stated, in the course of the year, to bring in many outside speakers and musicians for student assemblies. Scores of these people declared that this high school student body accorded them the best conduct and closest attention they had ever received from any audience.

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As the students developed capacity and a desire, other phases of control were turned over to them until finally even the study-halls were placed under student government. The building plan of this high school provided a large study hall for each of the four classes. During each period of the day the study groups were broken up into units of from forty to one hundred pupils. When these halls were taken over a slight elaboration of governmental machinery was necessary. If the teacher was to be removed it would be necessary to have some one take the attendance roll and keep a check on students leaving the room. To provide for this it was determined to select a student from each room each period whose duty it was to do these things. These were designated as proctors though they had no power or authority over the room and were promptly reported to the Council if they failed in the dispatch of their official duties. These proctors, together with their alternates were elected by the pupils of each study period. They occupied a desk at an advantage point where they could quickly take the roll and keep a check on students who left the room.

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The rules of conduct drawn up by the Council for governing study halls were more severe than those enforced by the ordinary teacher. They prohibited any communication or transfer of notes after the tardy bell had rung at the beginning of the period. There was to be no noise, disturbance or distraction of any kind. Students leaving the room were to leave quietly after checking time of departure and no two persons were to leave the room at the same time. The rooms were to be maintained for study purposes only. The success of this was both instantaneous and striking. The results far surpassed all expectations. These study halls were more orderly and better governed under student control than they ever were under a teacher's supervision. The writer has personally visited each of these study-halls every period of the day for several days at a time without finding a single student out of order or inattentive or in communication with another. There were many days when a room full of pupils studied through a forty-five minute period without a single case of communication or disturbance. I know that to a teacher who has lost faith in boys and girls this will seem incredible and grave doubts

will arise in the minds of veteran teachers, whose years of experience as a policeman, assigned the task of sitting on the safety valve of adolescent exuberance, will have incapacitated them to conceive of such a thing being a reality. Yet this condition was obtained and carried past the stage of novelty. It was established as a custom in this school. The attitude of the upper classmen in bringing the freshmen into harmony with their system each year was conclusive evidence that student co-operation is a natural function when once thoroughly organized.

The reason for the success of this plan was two fold: First, the public sentiment of the school was developed so strongly in favor of student co-operation and backed up all efforts for the success of the enterprise to such an extent that no opposition or grievance could gain a stand against it. Secondly, the plan of having every student report law infringements brought practically every guilty offender quickly to account for his acts.

It may prove interesting to explain in detail how offenses were tried and punished. Suppose a student whispered in the auditorium, during an assembly when a speaker was on the platform. He was sure to be seen and a report of his

conduct was slipped in the Council's box. He never knew who reported him but at the next weekly meeting of the Council he was summoned before them and the charge against him read. In nearly every case the report was correct and the offender plead guilty. In case he plead not guilty he was detained in an adjoining room while the one who reported him was brought before the Council to substantiate the report in detail and possibly name witnesses to prove his contention. Right here let it be said that the adolescent seemed to intuitively sense a false attitude on the part of either a reporter or one accused. After they had made their investigations their findings were almost sure to be correct. They also quickly sensed and would not tolerate any spirit of retaliation, "spite" or "grudge" which might find its way into the making out of a false report. Such offenders were quickly punished. When an offender was found guilty of breaking a law some member made a motion as to what the penalty should be. This had to be carried by a two-thirds vote of the Council. For such an offense as whispering in assembly the offender was usually excluded from assemblies for a given period and assigned to a study room during these exercises. Repeated offenders were publicly humiliated or assigned a

certain section of poetry to be committed and later read to the Council or in assembly. Hall and grounds offenders were deprived certain privileges for a given time or assigned themes to write or other similar tasks. Offenses such as whispering or creating a disturbance in study hall were penalized by sending those guilty to a study room which was kept each period under supervision of a teacher. This room was called "pest-room". To be sentenced there was considered a disgrace as it reflected on one's powers of self-control. After a satisfactory period of good behavior a culprit was paroled from prison and given a new chance in the student study hall.

After seven years of the successful co-operation of students in the government of their school certain deductions may be made regarding the results of student government. Of these the results on the teaching force of the school are very striking. When a teacher is relieved from the necessity of policing a hall and must no longer spy on offenders in assembly; and when he is given a free period instead of police duty in a study room each day he is removed from the most undesirable features of a teachers' work. Now that he is no longer a spy and a policeman the pupils come to regard him in a different light. He may

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spend the periods before and after school in his classroom for chats or conferences with students. There is no wearing discipline duty to take his time and sap his energy and he comes to his classes with more vim and enthusiasm as well as with a more carefully prepared recitation. All of his energy may be placed where it counts most and he becomes attractive and magnetic to many pupils who shunned him as a policeman. Thus the teacher is placed in a position where the pupil seeks his council and guidance and with the use of tact and judgment he may acquire a positive influence over a large group of students that would never have been possible under an autocratic form of teacher control. The development of the spirit of co-operation in matters of government is carried over into classroom work. A better and higher type of work is secured, because the teacher has a better chance to present his subject and because the pupil sees in the teacher an inspirational leader.

The results on the students were even more impressive. The halls, assembly and study rooms were kept in better order, but that was only the physical manifestation of the gain made. The co-operative spirit was carried over into every phase of school life. The students came to regard the

spend the whole of his life in a room for the sake of a few dollars wearing a black dress and a black hat and he comes to his senses and says as well as with a more correct idea of his enemy may be placed where it is attractive and pleasant to the eye a policeman. This is the case with the child and he will see a child and will see of fact and judgment he will see over a large number of children possible to see in a room and development of the child of the government is carried out in a higher type of work and has a better chance of being carried out in the future. The results of the work are five. The child is given an order, but not as only the gain means. The co-operative every phase of school life.

school as their own school in a sense they had never realized before. A feeling of personal pride and interest attached itself to every phase of school activity. School spirit or school pride took the place of indulgence of personal whims. This spirit covered every detail of school life and its application may be illustrated in the change of conditions in the sanitary rooms. Like all schools under teacher control, the walls of the sanitary rooms were frequently besmirched with foul picture or suggestive verse in spite of closest kind of supervision. Under student control such things were practically eliminated. These students had too great a pride in their school to commit such an offense. It would have reflected too seriously upon the honor of the student body. Those whose pride was not so great were too fearful of the consequences of such an act to attempt it. There were no written rules or laws covering these rooms nor were they necessary. The fact is, public sentiment was too much against such acts to make them worth the doing.

This same spirit operated to the advantage of scholarship. Teachers who have been on the faculty of the school for many years attest that never before was such a fine spirit of effort and co-operation shown. New teachers

school as their main school as before. A letter was sent to every school principal in the county to this effect: This letter contains an application for the admission of colored children to the white school. It is the policy of the Board of Education to admit children of both races to the same kind of school. Things were previously different in that great a wide in that would have reflected on the student body. How the fearful of the color of the children. There were no white children in the school. They were very necessary. much against the school. This was the reason for the scholarship. before the school for many years. the fine spirit of the school.

coming into the school for the first time always marveled at the fine spirit of co-operation and fellowship shown.

This enthusiasm also worked wonders in the inter-scholastic activities of the school. In athletics this high school forged rapidly to the front. In debate and declamation the efforts of the school were equally as successful. Such results reflect the enthusiastic and unselfish co-operation of every student in the school.

These are only a few of the by-products of democracy in school government. The great value is the moral gain. It is better for one pupil to do "the right" by the exercise of his judgment and self control than for one hundred pupils to do "the right" because compelled by teacher authority to do so. In the first case "character" and will-power are developed while in the second case the appeal is made to cowardice.

Our final conclusions on the results of student government is that it is of tremendous value in citizenship training. Citizenship cannot be made by signing papers or studying books; it must be lived. As supervised study is a laboratory method of learning a subject, supervised self-government is a laboratory method of learning citizenship.

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The strength of our democracy lies in our individual voters. The weakness of our democracy is in the fact that citizens do not interest themselves, in the affairs of government, enough to get out and vote corrupt politicians out of office. Student co-operation in school government develops a high sense of responsibility regarding community affairs. It habituates those qualities of citizenship most highly desirable in a free democracy.

The student of a course in ethics should be able to understand the reasons of the various theories of ethics and to apply them to the problems of life. He should be able to distinguish between the various theories and to give reasons for his own choice. He should be able to apply the principles of ethics to the various spheres of life and to the various duties of man. He should be able to give reasons for his own choice of a profession and to apply the principles of ethics to the various duties of that profession. He should be able to give reasons for his own choice of a mode of life and to apply the principles of ethics to the various duties of that mode of life.

INTERCLASS CONTESTS

Wherever educational institutions grade the progress of pupils by the use of class organizations there is likely to appear a class spirit or class loyalty which will manifest itself in various ways. In secondary schools the adolescent pupils are at an age of intense emotionalism and for that reason are likely to enter into class spirit with more zeal and enthusiasm than is found among students of any other age. This class spirit or enthusiasm turns into a feeling of antagonism against other classes in the institution. Usually this feeling begets a desire to show and establish class superiority.

If class spirit is not guided and directed it will find an outlet in certain activities which are often highly undesirable. Such was the case at Walla Walla in 1914 where the students were left to guide and direct their own class feelings. The form of contest which they chose was class rushes, class color days, the painting of class numerals and class colors on buildings and sidewalks, the nailing of class colors on the top of the flagpole and in this particular school it had become a

Classroom Management

The first step in classroom management is to establish a positive climate. This involves setting clear expectations and rules from the beginning. Teachers should use a variety of strategies to engage students and manage behavior. Consistency and fairness are key to successful classroom management. Positive reinforcement is used to encourage desired behaviors, while consequences are used to address misbehavior. Effective classroom management is essential for creating a learning environment where all students can succeed.

custom for the upper classmen to seize the incoming Freshmen each Fall and cut their hair with scissors or clippers. In several instances this resulted in serious injury to the participants and as this form of class contest was carried on after dark, it was difficult to place the blame. The display of class spirit exhibited here was not different than that which is found in other places, except that it was probably more aggravated because none of these school activities were directed and as is customary in cases where pupils are left to their own judgment they chose an undesirable method of displaying their class spirit. The tremendous amount of enthusiasm and desire for activity here displayed, presented in the form in which it was, created a formidable problem. Unquestionably, if this same exuberance and spirit could be directed in a legitimate channel it would be a wonderful opportunity for a wholesome activity. With this idea in mind it was decided to take hold of interclass affairs and have them conducted and controlled by an organization of the classes themselves which would be known as an Interclass Organization.

To carry out the plan of Interclass Organization each class was asked to elect one boy and one girl to repre-

sent that class in an Interclass Council. Each class immediately elected two representatives and these students met with the high school principal to draw up an Interclass Compact which would govern and control all interclass affairs. The following is the form of Interclass Compact which was drawn up and later adopted by each of the several classes.

WALLA WALLA HIGH SCHOOL

INTER-CLASS COMPACT

Article I

This organization known as the Inter-class Council shall consist of nine members: The High School Principal and two members (1 boy and 1 girl) from each high school class. This Council shall have control of all Inter-class contests and affairs; shall work out rules and schedules governing same and act on protests, etc. This Council shall be controlled in all matters by a majority vote with veto powers left in the hands of the Principal.

Article II

The signature to this compact, of the Council members of any class binds the class, both as a class and as individuals.

Article III

In the formation of this Compact, each class agrees as a class and as individuals to refrain entirely from any and all forms of class interference, (or class scraps or contests of any sort) except those agreed upon in regular and full meeting of the Council. Violation of this article, disqualifies the class whose members are guilty, from the next regular contest and voluntarily invokes a severe penalty upon the individual offenders.

Article IV

Class eligibility in contests for the first semester shall be as follows: Freshmen, all whose H. S. credits are 7 or less; Sophomores, those who have from 8 to 15 credits; Juniors, those who have from 15 to 22 credits; Seniors, 22 or more credits. Second semester: Freshmen, 9 or less; Sophomores, 10 to 18; Juniors, 18 to 27; Seniors, 27 or more.

Article V

Contests will be held in Football, Boys' Basketball, Girls' Basketball, Debate, Declamation, Indoor Baseball (boys and girls), Tennis, Boxing, Wrestling, Track and Baseball. By a unanimous vote of the Council other events may be decided upon.

Unless otherwise voted, points shall be awarded to the winners in each contest as follows: First, 7 points; second, 5 points; third, 3 points and fourth, 1 point. Failures of any class to enter a team in any contest shall forfeit 5 points for such class. Classes playing ineligibles as designated in Art. IV, shall forfeit 5 points for each such offense. No penalty shall be inflicted for violations after one week has elapsed.

Article VII

Class which has won greatest number of points during the year has established its superiority, and shall be awarded a suitably engraved trophy.

Signed: CLASS REPRESENTATIVES

A meeting of the Interclass Council was called and schedules for the first interclass contests were drawn up. The first contests were held in Interclass Basketball. At first schedules were made whereby in the preliminaries, the Junior class met the Senior class and the Freshman class met the Sophomore class. In the finals, the winners of the two preliminary games would meet. This made a three game series for a contest. This form of schedule soon

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proved to be undesirable because if the two best teams in the school happen to be two teams which met in the preliminaries, the second best team would not have an opportunity of winning better than third place. After this fact had been demonstrated it was voted that for each contest a six game series should be played. This would permit each class to meet each other class and superiority was determined on a percentage basis. It soon became apparent that some rules must be made imposing penalties upon a class which played ineligibles. This was met by adopting the rule that twenty-four hours previous to the time of starting any contest each class must have posted on the school bulletin board a list of the contestants they planned to use in such contests. This gave the competing classes an opportunity to investigate the eligibility of any player and protest him before the contest was held. Any class which did not post its list of players on time was penalized five points. Any class which played an ineligible member was to be penalized five points. All schedules were drawn by the Interclass Council sitting together. Referees and Umpires were also selected by the Interclass Council and in case of protest the Interclass Council acted as a trial court and handed down a decision or an award in each instance.

Besides contests in all forms of athletics for both boys and girls, interclass debate was provided for. The debates were held in the high school auditorium after school hours and usually brought out a packed house. In the Interclass declamation contest, each class presented three speakers, one in an oratorical section, one in a dramatic group, and one in the humorous group. Outside competent judges were secured for this contest which was usually held in the evening in the high school auditorium. The high school musical organizations furnished music and an enjoyable entertainment was provided which the community never failed to patronize and appreciate. Speakers winning a first place in the interclass declamation contest were chosen to represent the high school in interscholastic contests of a similar nature.

The interclass musical contest was provided to give those who were particularly interested in music an opportunity to take part in the activities of the school. Each class presented three musicians, one on the piano, one vocal, and one on any instrument other than the piano. These contests were held in the evening similar to the declamation contest and aroused a tremendous amount of interest.

THE STATE OF TEXAS

County of _____

Know all men by these presents, that _____

of the County of _____ State of Texas

do hereby certify that _____

is the true and correct copy of _____

as the same appears from the _____

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in testimony whereof _____

the _____

has hereunto set his hand and seal

this _____ day of _____

19____ A.D. 19____

Notary Public in and for the State of Texas

My commission expires _____

Witness my hand and seal

The scholarship contest automatically continued throughout a semester. At the end of a semester, the grades of every pupil in each class were averaged. The class with the highest average was given first place and the others were rated accordingly.

The school loyalty contest embraced several items. Among these were ticket selling for school contests, the support of school enterprises by attendance and attendance of students upon their class work as was indicated by the attendance records in the secretary's office. There is no doubt but that the class spirit had a very desirable effect upon the matter of attendance and punctuality.

Several special contests were voted in by the Interclass Council, a few of which will be shown here as a means of demonstrating the possibilities and variations which are possible under different forms of organized inter-class contests. In the Spring of 1915, it was decided to call a bond election to provide bonds for a new high school building. The people of Walla Walla had twice before in a period of eighteen months voted down by overwhelming majority bonds for a new building. The pupils themselves undertook the conduct of the bond campaign and determined to arouse enthusiasm in the community and support for the

bonds by a series of interclass contests. The first of these was a contest held throughout the whole school for the best articles presenting arguments why the voters of Walla Walla should vote for the bonds. The best of these student compositions were published in the daily papers over a series of several weeks. Another form of contest was an interclass vote getting contest. A campaign for a slogan was held and the slogan selected was placed upon 10,000 celluloid buttons. Each student was given an equal number of these celluloid buttons, together with a pledge card upon which to secure the pledge of the voters of Walla Walla to support the bond issue for a new high school building. The city was divided into sections according to the number of voters and each class was given a certain section of the city to canvass. The class securing the largest number of signatures on a percentage basis according to the numbers in the class was to be declared the winner. As each voter was pledged, a campaign celluloid button was pinned upon him so that no student need approach a voter who had already signed. In this manner every home and every voter in the community was canvassed and all the arguments for the new building were thoroughly presented.

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On the day of the election a large interclass parade was held. The parade involved two contests: First, a contest to see which class could put on the best section of the parade, and Second, a contest to see which class would have the greatest per cent of its members in the parade. The parade consisted of floats and banners, posters, drill formations, and every conceivable form of publicity. The parade was actually in excess of one mile in length and no class had less than 96 per cent of its members in the parade. The results of this bond campaign were that the bonds for the new building were carried by a majority of nine to one.

Another form of special class contest was a fence building contest. The high school had no athletic field. The Board of Education was approached with the proposition that if they would rent a piece of ground and provide the material for a fence, the students would do the work of fencing the grounds and build the bleachers. The Board of Education accepted that proposition and the student body was organized for an interclass fence building contest. Each class was given an equal number of yards of fence to build. Prominent contractors and citizens acted as judges. A single session of school beginning early in

The first part of the report deals with the general situation of the country and the position of the various groups. It is a very interesting and comprehensive study of the political and social conditions of the country. The author has done a great deal of research and has gathered a wealth of material which is presented in a clear and concise manner. The report is well organized and easy to read. It is a valuable contribution to the study of the country and its people.

The second part of the report deals with the economic situation of the country. It discusses the various industries and the role of the government in the economy. The author has done a great deal of research and has gathered a wealth of material which is presented in a clear and concise manner. The report is well organized and easy to read. It is a valuable contribution to the study of the country and its people.

The third part of the report deals with the social situation of the country. It discusses the various social groups and the role of the government in social welfare. The author has done a great deal of research and has gathered a wealth of material which is presented in a clear and concise manner. The report is well organized and easy to read. It is a valuable contribution to the study of the country and its people.

The fourth part of the report deals with the political situation of the country. It discusses the various political groups and the role of the government in the political process. The author has done a great deal of research and has gathered a wealth of material which is presented in a clear and concise manner. The report is well organized and easy to read. It is a valuable contribution to the study of the country and its people.

The fifth part of the report deals with the cultural situation of the country. It discusses the various cultural groups and the role of the government in the cultural process. The author has done a great deal of research and has gathered a wealth of material which is presented in a clear and concise manner. The report is well organized and easy to read. It is a valuable contribution to the study of the country and its people.

The sixth part of the report deals with the international situation of the country. It discusses the various international groups and the role of the government in the international process. The author has done a great deal of research and has gathered a wealth of material which is presented in a clear and concise manner. The report is well organized and easy to read. It is a valuable contribution to the study of the country and its people.

The seventh part of the report deals with the future of the country. It discusses the various future groups and the role of the government in the future process. The author has done a great deal of research and has gathered a wealth of material which is presented in a clear and concise manner. The report is well organized and easy to read. It is a valuable contribution to the study of the country and its people.

the morning was held. School closed at 2 o'clock and the students adjourned to the new field. While the boys were building the fence and the bleachers, the girls provided sandwiches, apples and doughnuts. By 5:30 o'clock in the afternoon the fence had been completed and the Sophomores were awarded first place for building the most perfect piece of fence in the allotted time.

During the war a number of special interclass contests were held to carry on the special requests which came for war work. Among these were the securing of books for the soldiers in the contonments, assisting the Red Cross in the provision of supplies and work of a similar character.

Following is shown a typical score card for a year's interclass contest. This card shows the events in their proper sequence together with the number of points each class won in the interclass contest in that event. Seven points indicate a first place, five points, second place, etc. In case of a tie in any event, the sum of points for the two places was divided equally between the two classes which tied. In 1915, the year in which this card was made, it will be noted that the Sophomores won first place with the total of 95 points, the Seniors won the

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second, the Juniors, third, and the Freshmen, fourth place. In 1917 and in 1918 the Freshmen classes won first place. This indicates the fact that these contests can be so organized and so governed by rules and regulations that the lower classes have an equal opportunity with the upper classes to win these contests. The award given the class each year which secured the largest number of points was a large bronze shield. This shield was made especially for this presentation, was suitably engraved and displayed the fact that such a class had established its superiority in interclass contest in Walla Walla High School during such a year. These shields were placed in a conspicuous location in the halls of the building and were pointed to with great pride by the members of the winning class.

<u>EVENT</u>	<u>SENIORS</u>	<u>JUNIORS</u>	<u>SOPHS.</u>	<u>FRESH.</u>
Football ticket selling	1	7	5	3
Football	3	5	7	1
Girls' Townball	7	1	3	5
Boys' Basketball	5	1	3	7
Girls' Volleyball	7	4	4	1
Cageball	1	7	5	3
Declamation	7	5	3	1
Girls' Basketball	7	1	3	5
Boys' Volleyball	7	2	5	2
1st Sem. Scholarship	3	5	7	1
Indoor Baseball	5	2	2	7
Music	1	5	7	3
Wrestling	7	3	1	5
Cross Country	1	7	3	5

<u>EVENT</u>	<u>SENIORS</u>	<u>JUNIORS</u>	<u>SOPHS.</u>	<u>FRESH.</u>
Girls' Indoor Meet	3	1	5	7
Track	7	3	5	1
Girls' Tennis	1	7	3	5
Baseball	3	1	7	5
Boys' Tennis	5	1	7	3
Debate	3	7	5	1
Loyalty	7	3	5	1
Totals	89	78	95	72

The results of these interclass contests demonstrates above every thing else that the intense class feeling can be directed to the good of the school and to the valuable development of the students who participate. Perhaps the most notable effect of these contests was that it gave an opportunity for every student in school to get into some form of wholesome activity. The contests were not held in athletics alone, but gave opportunity for those who were interested in other forms of activities such as debate, declamation, music, scholarship, etc. an opportunity to gain prominence before the school and to secure for themselves a halo of glory in the eyes of their classmen.

From the standpoint in Interscholastic activities, these interclass contests were highly desirable. They not only actually prepared students for similar interscholastic activities but enabled the coaches of these activities to secure a line on such students in the school as had particular

ability and possibilities in the several lines of contest.

There is no question regarding the fact that the interest of the individual pupils in their class and in their school was given a tremendous impetus by these interclass contests. Pupils who ordinarily would never have taken an interest in school affairs and who would have been mere "lookers on" at the few interscholastic activities took a very active interest after they had participated in similar interclass events.

Perhaps the greatest good that came through the interclass activities was that they did away entirely with all forms of interclass scraps, rushes, and class interference. There were no more sporadic or undesirable class clashes nor was there further painting or dobbing of buildings with the class signs and class colors. A certain amount of loyalty to the class group was developed through these contests. The pupils of each class learned to fight for their class and the class as a group developed loyalty to each other and to their class. It also followed that there developed a large degree of responsibility for the group enterprises of the class. The opportunity for a large number of team leaders gave many students the chance to get valuable experience in being the leader of a team or a group in an interclass contest. These

opportunities for leadership and management brought out qualities of leadership that ordinarily would never have been discovered.

opportunities for research in the field of
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STUDENT ORGANIZATIONS

If high school students are to be given an opportunity to gain valuable experiences through actually doing things it is obvious that the high school should provide a wide range of possible activities. This wide range of activities is necessary because in a large student body there are a great variety of interests represented among the individual students. In an attempt to put into actual practice the educational idea that a student best learns by doing, it was determined to organize as many different and as wide a variety of student organizations as the interests of the pupils seemed to demand. In 1914 there was one single student organization. This was called the High School Senate. It was a boys' debating society with a small membership. This membership was composed entirely of the class of boys who would ordinarily be pointed out as book-worms. Their activities were confined principally to parliamentary practice and extemporaneous debating.

In order to determine what organizations were desirable in the high school a committee of four students and three members of the faculty were appointed by the president of the Associated Student Body to act as an advisory committee for high school organizations. This com-

mittee was given opportunity to present the subject of high school student organizations to the student body at a special assembly and aroused considerable interest in the subject.

It was pointed out that no organization would be permitted simply for the sake of an organization. In order for an organization to be justified there must be a definite field of activity for it in the Walla Walla High School and there must be definite demand for that activity by a group of students. The subject of the desirability of organizations and their possible benefits to the school was discussed throughout the several classes and soon considerable enthusiasm began to manifest itself in favor of these student activities. Whenever any group of students with a common interest in a given activity or field of learning were ready for the formation of a society or club they presented an application for an organization to the high school organization committee and if their idea seemed to be worth while a permit for it was granted. A further stipulation which was put into effect was that any organization which failed to manifest a certain standard of healthful activity would have its charter withdrawn. Through the careful work of this com-

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mittee in rejecting organizations of a doubtful character or questionable field of usefulness only such organizations were permitted as eventually thrived and became useful in carrying out the purposes of the school.

Following is a description of organizations which were granted charters in the school and which developed into thriving societies. The senate soon became too large and in order to provide necessary and desirable competition in the field of forensics it was decided that two such organizations would be permitted. These were named the Senate and the House of Representatives. Membership in these organizations was open to boys only. They were formed strictly for debating and literary purposes. Their program for the year called for each member participating in at least one debate and once a year each member must lead the society in a discussion of parliamentary usage. Competition and rivalry between these two societies became a live issue. The interesting debates which were held once each semester never failed to fill the auditorium and were among some of the most interesting programs of the entire year.

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were not eligible to the boys' debating society those girls who were interested in debating and literary work applied for a charter to organize such a society of their own. This was granted and the girls' society soon became so popular that it was necessary to divide it and two literary organizations were made. These were named Gimmel Teth and El Adrea. Their activities eventually developed into a slightly wider field and they were permitted to put on a literary program once a semester before the student body. Great rivalry was displayed between the two societies to see which would gain the most enviable reputation for the class of program which they presented.

A girls' society called "Koto Klan" was organized whose purpose was to initiate and carry on through the school various campaigns of a philanthropic character. Their activities included campaigns in the interest of the "Anti-tuberculosis Society", assisting the Baby Hospital, raising funds for the poor and needy throughout the city, raising funds for any appeal for philanthropy which seemed worthy and desirable.

The high school division of the Y.W.C.A. was known as the "Aa Ca Wa Ya Club". These girls affiliated with the

city Y.W.C.A. and the program was suggested by its secretary.

Several organizations were formed of those students who were interested in some particular subject or branch of learning which was offered in the high school. These were the French Club called "Le Foyer Francais", made up of all students who were studying French. The "Classical Club" was composed of those students studying Latin. The "Seminar" was composed of all students who were interested in taking up the life work of teaching. The Dramatic Club presented plays and pageants. The "O.G.A.'s." and "O.A.T.'s." were made up of students in Stenography and Typewriting who achieved the degree of efficiency which enabled them to pass standard tests in these subjects. The Spanish Club was "El Circulo Espanol" in which all students who took Spanish were enrolled as members. The "Hay Seeds", Agricultural Club was composed of some 80 students who were enrolled in regular four year agricultural courses. The "Manual Arts" Club was one in which the boys in Manual Training, Forge Work, and Shop work were organized for the consideration of problems which were mutually interesting.

"Tillicum CampFire Girls' Club" was a girls' organization which affiliated with the National Girls' Camp Fire organization for the purpose of carrying on the activities of this society.

The first of these is the fact that the
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Other organizations which exerted a considerable influence upon the spirit of the school were the "W.W. Club" made up of all students who won high school letters by representing the school in interscholastic contests, and the "Honor Society" which was made up of all students who won scholarship honors.

These various organizations each drew up a constitution in harmony with their purposes and the ideals of the school and elected their own set of officers and directors. Each organization was assigned a representative from the school faculty to act as an advisor. A special time was set aside for the regular meeting of these organizations and every student in school was expected to belong to at least one club and take an active part in its affairs. This offered an opportunity for a large number of boys and girls to assume the responsibilities of executive offices and gain valuable experience in directing the affairs of the organization. It also gave those who were interested in some particular line of activity an opportunity for activity in the field of endeavor in which they held greatest interest.

Three large musical organizations were developed. These were the high school orchestra of 45 pieces, the high school band with 65 members, and the boys' and girls' glee

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clubs. A regular time was provided in the high school program for these musical organizations to meet and practice. A number of times during the year they were given opportunity to appear before the student body in assembly and were called upon many times to appear before the Civic organizations and public meetings throughout the city. The high school band, in particular, became famous outside of local limits and surrounding cities often invited them to furnish music for special occasions.

There is no doubt but that these numerous organizations became very instrumental in developing and maintaining the interests in the high school of many students who would have failed to be attracted by the curriculum alone. Before a pupil could take an active part in any activity or hold any office in a club, he must carry his scholarship work in a satisfactory manner. Because of this fact these organizations became influential in raising the standard of scholarship to a satisfactory level for a great many students.

GIRLS' ORGANIZATIONS

The fact that geographically Walla Walla was rather an isolated inland town and the further fact that there was an element of several thousand Russian immigrants incorporated in the population of Walla Walla, made the problem of the high school girls a pertinent one. The girls coming into the high school from the Russian section of the city seemed to have a standard of morals and conduct which was far from a desirable one. Their influence upon the general morale of the entire student body was a pernicious one. They carried into the school the ideals of the homes they represented and the girls in the Walla Walla High School who came from the better class of homes were accustomed to give the Russian element no social or friendly recognition. A problem was therefore presented by a group of the better class of girls turning up their noses with scorn and ignoring the more unfortunate group of girls who came from foreign parentage.

The first step in dealing with this problem was to secure for the high school the services of a trained Dean of Girls. The Dean immediately began to hold meetings

CONFIDENTIAL

The first step in the process of securing the rights of the individual is to identify the problem. This is often done by conducting a survey of the population. The survey should be designed to identify the specific areas of concern and to determine the extent of the problem. Once the problem has been identified, the next step is to develop a plan of action. This plan should be based on the findings of the survey and should take into account the needs and interests of the affected individuals. The plan should also be subject to public review and comment. This is an important step in the process of securing the rights of the individual, as it allows the affected individuals to have their voices heard and their concerns taken into account. The final step in the process is to implement the plan. This may involve the passage of legislation, the creation of new agencies, or the modification of existing laws and policies. The implementation of the plan should be monitored and evaluated to ensure that it is effective and that the rights of the individual are being protected.

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of all the girls in school, undertaking a presentation and discussion of the girls' problem in the high school. After a number of these meetings, at which the problem was thoroughly discussed, there was formed a "Wa-Hi" girls' club. This club automatically embraced in its membership every girl in the high school. The first step was to convert the girls from the better homes to the idea that there was an opportunity for a real service in helping their more unfortunate associates. This was accomplished by what was called the Big Sister Plan. Every girl in the school who came from the Russian Section was assigned one or two Big Sisters from among the upper classmen of the better element. A sort of rivalry initiated itself among the upper class girls to see who could be the most aid and encouragement to the girls who were assigned them.

After the first year of this arrangement it was necessary, each Fall when the incoming Freshmen class appeared, to assign each of these Freshmen girls an upper class advisor or Big Sister. Through the guidance and direction of the Dean of Girls this plan was so skilfully worked out that a very large amount of good was accomplished. The snobbish line of cast was to all appearances wiped out;

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a fine spirit of democracy and helpfulness was manifested throughout the school among the girls. Whenever any girl needed help the help was forthcoming. In order that the girls might have a common standard for directing this work a set or code of social standards were drawn up by the girls themselves. This code included the proper rules of conduct for the girls in their associations with the boys and in their attitude toward other students in the school.

Perhaps the possibilities of this organization could best be explained by illustrating with an actual circumstance. Considerable thieving was going on in the girls' rooms. Instead of setting a trap to catch the thief, the girls took up the question of thievery at one of their regular club meetings and discussed the situation thoroughly. The conclusion reached was that the thief was an enemy of the social group and that a crime of this sort was a form of disease that should be cared for before it reached advanced stage. The plan decided upon was that every girl in school would make such contribution as possible in determining the thief by reporting all suspicious actions of any girl to the Dean of Girls. Through the accumulation of various bits of

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evidence the Dean of Girls was soon able to determine which girl was doing the thieving. Her method of handling the case was through a selected committee who attempted, by helpful association with the girl, to raise her ideals and standards above the thieving level. This was actually accomplished. The thieving stopped and it was not necessary to expel the girl from the school, nor was it known outside of a very small group who the actual thief was. This experience was multiplied several times through the year and is related simply to show the helpful constructive method that was employed in handling cases of this kind. The disregarding of social rules, such as too great familiarity with the boys or unladylike conduct in manner or demeanor or speech, was handled in a similar manner. The consummate effect was to develop a sort of fraternal helpfulness among the girls throughout the school and this developed womanhood as possibly no other method would have done.

Another interesting project undertaken by the girls was the control of dress. This may best be explained by giving the regulations which were drawn up by the girls, together with their methods of enforcement.

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DRESS REGULATIONS ADOPTED BY THE GIRLS OF
WALLA WALLA HIGH SCHOOL

The idea in the regulation of dress is to promote simplicity, modesty, good taste, and inexpensive clothing.

The regulations forbid the following:

- 1- Silk, velvet, and georgette crepe, except simple silk waists or blouses and velvet jackets.
- 2- Thin material with too scant camisoles or underwaists.
- 3- French heeled shoes.
- 4- Silk hose, rolled-down stockings, and fancy garters worn below the knees.
- 5- Extremely short or extremely tight skirts.
- 6- Expensive or extravagant clothing in general.
- 7- Extreme styles of hairdress.
- 8- Excessive use of cosmetics.

ENFORCEMENT OF REGULATIONS

- 1- Regulations are to be enforced by a Girls' Council composed of the five presidents of the different girls' organizations (El Andrea, Gimmel Tech, Seminar, Ac Ca Wa Ya, Girl Reserve) and one representative from each class to be chosen by the girls of the different classes.

THE UNIVERSITY OF CHICAGO

PH.D. THESIS

BY [Name]

IN THE FIELD OF [Field]

Submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy

at the University of Chicago

Chicago, Illinois

19[Year]

[Name]

[Address]

[City, State, Zip]

[Phone Number]

[E-mail Address]

[Advisor Name]

[Advisor Address]

[Advisor City, State, Zip]

[Advisor Phone Number]

[Advisor E-mail Address]

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Class of 20[Year]

2- The Girls' Council is to meet each week in the office of the Dean of Girls.

3- Every girl is in honor bound to report any violations to the Girls' Council.

4- In reporting, the name of the offender, the offense, the date, and the name of the one reporting must be written on a slip of paper and put in the box in the Dean's office.

5- Penalties for violation of rules are to be made by the Girls' Council.

6- After three violations the parents of the girl must appear before the Girls' Council and explain why their daughter or ward should not conform to the prescribed regulations.

7- For the fourth offense the penalty will be suspension.

The penalties may appear to be over-severe. As a matter of fact, they are the teeth which made the rule easily enforced. Actually, however, it was not necessary to suspend any girl from school and I know of no case where a girl was brought up more than twice for the same offense. These regulations had the effect of establishing

a democracy of dress throughout the school and did away with the necessity of any girl feeling hopelessly inferior because of the fact that she could not dress as well as other girls.

STUDENT ENTERPRISES

Possibly the one phase of student activities in high school which is most seriously neglected is that of the general student body in the conduct of their interscholastic affairs. It is the general disposition for high school principals and teachers to leave these matters almost entirely to the students themselves and in most cases where this is done the condition of the student affairs deteriorates to the point of a very low degree of efficiency and often furnishes a means of great harm when individual students are left to handle funds without proper check upon them.

The condition of student body affairs in the Walla Walla High School was anything but encouraging at the time the experiment of extra-curricular activities was undertaken. There were debts amounting to \$600.00 at the sporting goods houses for athletic suits and equipment. The students' interscholastic contests were poorly advertised and seldom attended by any outside of a small group of loyal high school students. The town people, through lack of interest, were not supporting the high school student body affairs. School

spirit had reached the point where it was negligible. Little interest was taken and even the athletic coaches were in despair.

The remedy determined upon for this condition of affairs was the development of a most ardent school spirit. The School Board was prevailed upon to give the student body a clean slate by taking care of the old debts, and the general work of organizing the activities with the co-operation of every student in the school for general school enterprises was begun. Assemblies were held for the purpose of creating enthusiasm for the school. Prizes were offered for the best school songs and the best school yells that could be turned in. The English teachers gave as a special assignment the writing of school yells and songs. As a result of this, hundreds of yells and songs were turned in and a committee was appointed to select the best and have them printed in the form of a small booklet, which was placed in the hands of every student in the school. Prizes were offered for the best slogan or name which would characterize the school. Hundreds of suggestions were turned in. From these the one finally selected was a contraction of the name Walla Walla High School and was the word "Wa-Hi". This short phrase

spirit and interest in the work of the school. The interest was not only in the work of the school but in the work of the community.

The school was not only a place of learning but a place of life. It was a place where the children of the community could find a home.

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was made a sort of rallying cry for the students and proved to be popular from the beginning.

The choosing of a school motto was also made a student body contest and prizes were offered for the best suggestions. The motto chosen from a great many which were presented was, "NOTHING SUCCEEDS LIKE SUCCESS". The school adopted for its slogan in all high school affairs, "IF A THING IS WORTH DOING, IT IS WORTH DOING WITH ALL ONE'S MIGHT". It was resolved by the student body to attempt only such student body activities as they were willing to support and boost to the fullest extent. Such activities as could not inspire the desire or the disposition of the student body to put forth a full measure of support were to be dropped.

The result of this determination of a school policy was immediately felt both in the attitude of the student body toward the football team and in the number of boys who turned out for football. Over 40 boys appeared upon the football field for practice. This was twice as many as had ever turned out in the school before. A great deal of enthusiasm began to manifest itself regarding the football prospects. Two weeks before the first game the yell leaders began to organize the rooting section for

the support of the team. A high school band was created for the purpose of adding accompaniment to the songs and volume to the support which the team needed.

There was a change also in the schedule of football games. Up to this time the high school had competed for the most part with the smaller schools in Walla Walla County. These schools were smaller in size than Walla Walla High School and it was felt that if games were scheduled with the larger schools in the state a greater interest would be taken in the contests. This would mean a greater outlay of money for traveling expenses for the visiting team, but the student body assumed the responsibility for gaining a sufficient school support to warrant the venture into a better class of opponents. The policy was adopted of holding a student body parade through the main street of the town just prior to the game as a matter of calling the attention of the town-people to the fact that a football game was to be played. The boys' Glee Club visited all the theaters and business houses the evening before the game, singing school songs and giving school yells as well as making an announcement of the game. A publicity committee secured a number of valuable writeups in the local papers

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and each student in the high school was a self-appointed committee of one to secure the attendance of one or more of the town-people at the game. The result of all these efforts was most highly satisfactory. The gate receipts soon grew large enough to not only pay expenses of the games but showed a considerable surplus. The enthusiasm which the students displayed soon became contagious and a large group of loyal high school supporters was developed among the citizens.

The effect of this new school spirit was most noticeable upon the players themselves. Practice was undertaken with a much greater seriousness of purpose. Training rules were kept with almost religious ardor. The teams began to win the games. It is easy to support a winning team. It is easy to be enthusiastic about a winning team. The students discovered that it was an actual fact that "Nothing succeeds like success". The effect of this policy upon the percentage of victories which the high school realized surpassed all expectations.

The success of the school teams in winning victories was paralleled by the financial success of these athletic activities. It was not uncommon for the high school to make clear of all expenses \$1500.00 to \$2000.00

and one student to the committee of the town school. The committee of the town school was most helpful in their efforts to secure a large amount of material for the school. The school showed a great interest in the project and the students displayed a high degree of interest in the project. It is hoped that the school will continue to show such interest in the future.

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each year. This money belonged to the student body and created a problem for the matter of its expenditure. Under the guidance of the faculty advisors, however, the surplus each year was invested in the high school. A number of investments were made in equipment for the use of the student body.

A very fine victrola was purchased for the use of the high school. As a part of the program of developing a knowledge of and a love for the best music, this victrola was used to present the great operas as well as the great musical artists. These programs were planned under the direction of the Supervisor of music and each program was a lesson in musical appreciation as a student was selected to describe the opera to be presented. In this manner the victrola became a valuable means of instruction.

The student body purchased and installed a complete moving picture projector and curtain for the high school auditorium. Through the co-operation of the Washington State College a large number of educational films were made available for the use of the student body. Once a month a regular "Movie" show was given after school hours in the afternoon. These offerings were always one of the films which represented some phase of school work. "BEN HUR",

each year. This is the
the first time that
the state has ever
been so successful in
reducing the number of
cases.

It is a great
achievement for the
state and a credit
to the health
department. The
department has
worked hard to
bring about this
improvement and
we are proud of
the results.

The health
department will
continue to work
hard to keep the
state healthy and
safe. We will
continue to
provide the best
possible care for
all our citizens.

"THE LAST OF THE MOHICANS", "THE CRISIS", "THE VIRGINIAN" and similar films were shown as supplementary to the required readings of the English Department. Scientific and vocational films were also shown and these proved to be a great source of education as well as entertainment.

From the student body funds a fine valour curtain was purchased for the auditorium stage. Band instruments and orchestra instruments were provided in order that these musical organizations might be completely equipped. When the new high school building was entered a large number of pictures for the class room walls were purchased. A first class "Movie" camera was purchased with the necessary equipment for the development and printing of positive films. A program was established whereby several thousand feet of moving pictures were taken each year of the student body activities. These pictures included football games, basketball games, interclass games, pictures of the high school musical organizations, military units, as well as pictures of the entire student body as they passed from one of the main entrances of the building. As these pictures were developed and positive prints made, they were shown to the student body. The school adopted the policy of building up a library of moving picture reels which would be, in fact, a history of

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The school ...

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each school year's activities.

This adventure in moving pictures proved an avenue of highly educational import. A class was formed in conjunction with the Science Department that had for its purpose the study of the science of moving pictures. Pupils from this class had in charge the taking of all pictures as well as of the printing and developing and the operation of the moving picture projector. This was offered as one of the regular school courses.

Not all of the student body funds, however, were spent selfishly. Each year the students voted large funds for purposes of charity. During the seven year period the following relief provisions were made:

- 1- \$1200.00 subscribed to Junior Red Cross funds.
- 2- \$ 600.00 for Belgium orphans.
- 3- \$ 400.00 for Armenian relief.
- 4- \$ 600.00 for starving children of Central Europe.
- 5- Sixteen French orphans were adopted by the student body and maintained with a subscription of \$60.00 each over a period of three years. Besides these charitable purposes a fund was created from which flowers were purchased and sent to any high school student who was seriously ill. In case of a death in the immediate family of a high school student a floral offering was sent from the student body as a

each school's activities.

This was the first time that the students of the school had been able to participate in a project of their own design.

The project was carried out in a very successful manner and the students were very interested in the study of the subject.

From this project the students have learned a great deal and will be able to apply this knowledge in the future.

The project was very successful and the students were very interested in the study of the subject.

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HIGH SCHOOL PUBLICATIONS

School publications more than most any other extra-curricular activities offer an opportunity for work of actual and permanent value to the students who participate. Often pupils who have natural ability in Journalism or newspaper work find in the occasions which school publications afford, the avenue of developing abilities which later lead them into a large and active field of service. Many students who would never have been aware of their ability in Journalism have discovered themselves through the attractions which the school publications offered. If this field of activity is fully covered in a high school there must be more than one form of publication attempted. The difficulty in financing several school publications, however, often is a very serious obstacle to the proper conduct of this activity.

In the Walla Walla High School, after a survey of the conditions in the school as well as the relation of the school to the community, it was determined that no daily publication would be attempted. This decision was made because the size of the school and the size of the community were such that the local daily papers could be used for

HIGH SCHOOL ACTIVITIES

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carrying out the purposes of a daily publication to a very large extent. In a city of 15,000 people where there is only one high school and where practically every family takes one or both of the two daily papers, these dailies become community papers. It was therefore decided that the student body should elect a board of representatives for each of the two Walla Walla dailies. These representatives were elected from a list of pupils who were nominated by the English teachers. Usually a list of 20 or 30 students were nominated who were known to be capable of representing the school in a creditable manner. From this list the Student Board of Control would elect a Board of Editors. This included an editor for general news items, one for athletics, one for social items, and one for special events.

The Boards of Editors accomplished two purposes: They were valuable to the school as publicity agents in the matter of presenting the affairs and attractions of the school to the public, and secondly, they kept the news of the high school before the public both for the satisfaction of the high school people as well as for the general information of the parents and patrons of the school. The Walla Walla dailies happened to be both evening and morning publications so that the reporting editors for the two papers each had

an opportunity of reporting items which would not be available for the previous issue of the other. All the material which the Board of Editors offered for publication was first passed upon by a member of the English Department who was appointed as an official high school censor. These editors were all members of a class in newspaper journalism and the matters which they reported were in reality practical applications of the work which they studied in regular class exercises.

The daily papers, however, did not offer opportunity for publication of the best literary efforts of the student body nor did they satisfy the students completely in their desire for a publication of their own. For that reason, the high school published a school paper in the form of a monthly magazine. This magazine was edited by a special Board of Editors chosen in a manner similar to the Board of Reporters for the daily papers. The table of contents of this magazine usually carried the following departments:

Literary	School Notes
Editorial	Class Notes
Debate & Declamation	Society
Athletics	Alumni
Military	Exchanges
School Organizations	Joshes
Music	

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 magazine. This ...
 editors chosen in ...
 for the daily ...

- History
- Geographical
- Deeds & Biography
- Aesthetics
- Military
- School Organization
- Notes

In the Literary Department there appeared the best literary efforts which were turned in to the English Department during the month. This acted as a great encouragement and stimulus to the effort on the part of the students who undoubtedly received considerable inspiration and satisfaction in seeing their efforts in print.

The Editorial Department, as the name indicates, was made up of class editors who were assigned the task of molding and developing the proper school spirit. An opportunity was afforded here to guide and direct the mental attitude of the student body toward their high school and student body affairs. The other departments were generally a monthly report on the activities which the subject indicated. The numerous organizations of the school each appointed a reporter for the school magazine and were given a certain amount of space in each issue in which to present the activities of their organization during the current month. Since there was considerable rivalry between the organizations, a keen spirit of competition was injected into the character of the write-ups regarding the respective organizations. Each class also was permitted to have class reporters whose duties were to write up the affairs of their respective classes. A

monthly publication was gotten out in magazine form and maintained financially by an appropriation from the student body funds.

The one publication of which the school boasted in 1914 was a high school annual. This was supposed to be a year book which chronicled all the activities of the school for the year. It was edited and published by the Senior class in the last quarter of their Senior year. It was the custom in the school for the Senior class to elect their Board of Editors. This method of election degenerated into a popularity contest and the students who were chosen by the class to put out the publication were likely to be the ones least fitted to undertake a work of that character. A committee was appointed to investigate the whole subject of the high school annual and report its findings. After a careful investigation by a committee composed of faculty and students a report was brought before the student body which embodied the following findings: First the Senior class with the extra work which Seniors usually have the last semester in connection with the completion of their high school course and with all the additional class activities which come at the commencement season was at a decided disadvantage in attempting to publish a year

monthly publication was published by the
times financially by the school in
1914.

The first issue of the year was published in

1914 was a high school year book.

Year book which contained all the

for the year. It was first published

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in the school in the year 1914.

advisors. This was the first

by the school in the year 1914.

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findings: first the year book in the year 1914.

Seniors usually have the year book in the year 1914.

completion of their high school in the year 1914.

tionally class activities which were in the year 1914.

was a decided disadvantage in the year 1914.

book in the last semester of their high school course. Second, if the annual was to be a year book, it should be written up throughout the year as the seasons and events transpired in order to properly represent the spirit of the school in these events. Third, the high school annual should be, not a class book, but a book of the entire high school containing a complete and authentic record of the school's entire activities. The Board made the following recommendations: That the annual be published by the student body and financed by them, That the work of putting out the annual be turned over each year to the Junior class. That the Junior class spend the entire year upon the compiling and publication of this book and make it a complete record of the school's activities for the year. That the Seniors be given the pre-eminent place in the book among the classes each year. That the editors for the Junior Annual be elected from those members of the Junior class which may be recommended by the high school English teachers as eligibles for this important undertaking.

The student body discussed and promptly adopted the recommendations of the Board and the publication of the high school annual was placed on a substantial and satisfactory basis. The effect of the new arrangement increased the quality

of the year book several hundred per cent and created a general sense of satisfaction throughout the entire school with the character of the year book when the annual appeared.

The effect of these publications upon the activities of the school was highly stimulating. The fact that the pupils could see their activities reduced to printed form and held up to the public gaze was an incentive for a higher and better class of work. The practical value to those students who took part in the production of these publications can scarcely be overestimated. The scheme of having a different Board of Editors for the several publications and of having a separate reporter for each organization and each school activity gave an opportunity for upwards of sixty boys and girls to gain experience in these activities during the year.

of the year have been very interesting
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THE SOCIAL LIFE OF THE HIGH SCHOOL

In a scheme of secondary education which has for its aim the preparation of boys and girls for adult life, the social life of the students must not be ignored. The adolescent age is the social budding period. The social instincts begin to assume maturity and the variation of rapidity in which they develop in a group presents a mottled social aspect. If boys and girls of high school age are left to stumble through this period unaided there will be many social abuses as well as many social shortcomings. These abuses arise from a disposition of boys and girls to form small clicks or clans. These groups assume a feeling of social superiority and become obsessed with snobbishness. This exclusiveness is narrowing and fails to develop the desirable social qualities. Those who do not gain admission to these social clicks are likely to be left out of social affairs to an extent of neglect and do not get the opportunities for social development that are necessary to enable them proper social growth.

In 1914 there was no social program in the Walla Walla High School. As a result there were clicks, clans

dancing fraternities, and snobbish sets who were overdoing social life to their detriment and failing to solve the social problems of the school. The social problems of the student body were discussed before the entire school on several occasions and after a program of enlightenment had been decided upon by the faculty, the teachers undertook a scheme of the education of the student body to the proper social conceptions. Soon after this a committee was appointed to draw up a social plan for the high school. This committee was composed of five students and four faculty members. This committee brought in a report and recommendations which were finally adopted. Substantially their plan was as follows:

HIGH SCHOOL DANCES AND SOCIAL FUNCTIONS

The high school gymnasium will be available for high school dances and parties under the following conditions:

1- One general high school dance and one general high school party may be given each semester. All members of the high school are invited to these general functions.

2- Each of the four high school classes may give one dance and one party each year. Any class may invite another class to join with it in a social function.

3- Each high school organization may give either a dance or a party each year. Any other high school organization may be admitted as guests.

4- All dances must be announced as dances.

5- There must be no dancing at parties.

6- The hours when the gymnasium will be available for such social events will be 8 P.M. to 11 P.M.

7- No social function may be given the evening before a school day.

8- Only high school students may attend such functions with these exceptions: Parents of students are welcome to attend. Walla Walla High School graduates may secure admission cards from the chairman of the faculty committee.

9- All such functions must come under the supervision of the high school faculty and be chaperoned by them.

10- All high school functions must be given in the high school gymnasium only.

11- Dances or parties given down town or at any place other than the high school gymnasium are not high school affairs and the name of high school or high school class or high school organization must not be used in con-

3- School board members shall have the right to

to be elected or appointed by the voters of the district

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nection with them.

12- Arrangements for a dance or a party must be made with the Dean of Girls who is chairman of the faculty committee.

13- The principal of the high school shall appoint a committee of three teachers, of whom the Dean of Girls is chairman, to act as the faculty committee.

14- The president of the Associated Student Body shall appoint a committee composed of three students who will serve with the faculty committee as the Walla Walla Social Committee.

Following the drafting of these social rules and regulations a campaign was made advertising this arrangement in order that the people of the city and particularly the parents of high school pupils would understand the plan. Many parents were willing that their children should participate in the high school social affairs but were unable to distinguish between legitimate high school affairs and so-called high school affairs which were in reality private parties. The fact that all high school affairs were held in the high school gymnasium made it possible for parents to determine which functions were under the supervision of the

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high school faculty. Parents were asked to practically limit the social affairs of their children to those provided by the high school committee. In general the parents complied with this request and in many cases, thereby, reduced to a large extent the number of social functions which their children attended.

The plan was a success from the start. The duty of chaperoning these social functions was divided among the members of the faculty by dividing the faculty into two general committees; a party committee whose duty it was to chaperon all parties and a dance committee whose duty it was to chaperon all dances. Since social functions were permitted on Friday and Saturday nights only and only one social function was permitted per week, it worked out that no teacher was required to act as chaperon on an average of oftener than once in two weeks. This did not become burdensome to the members of the faculty. Instead of social clicks and snobbish groups a wholesome social democracy developed throughout the school. Many boys and girls who had been denied social opportunities were now given the privilege of developing this side of their natures. The teachers entered into the work with the idea of helping

such boys and girls as were found to be lacking in their conception of social etiquette. This was brought about by personal talks between teachers and individual pupils following each social event as these events brought out the necessity for social instruction. This afforded teachers an opportunity for considerable social guidance and a most important work was satisfactorily accomplished.

SCHOLARSHIP

Scholarship in this high school was at a low ebb in 1914. Of the 523 pupils enrolled, only 8% received an average of 90% or above in four regular high school subjects. 42% of the entire Freshmen class failed in first year Algebra; 47% of all Ninth Grade Freshmen enrolled in Latin were failed. Throughout the several departments of the school records indicated a low grade of scholarship. The student body itself appeared to have no idea of scholarship. The attitude, generally, was that scholarship was a matter of contest between the teachers and pupils and the spirit of the school seemed to be one in which the student who prevailed against the will of the teacher was somewhat of a group hero. To change this attitude, of course, meant some far reaching reorganization of the curriculum, together with the development of an attitude of sympathetic co-operation between the teaching force and the student body.

A committee of the student body consisting of the presidents of the four high school classes, together with the president of the Associated Student Body was appointed to devise ways and means of improving the attitude of the

Section 1

The first part of the document discusses the importance of maintaining accurate records and the role of the committee in overseeing these operations. It emphasizes the need for transparency and accountability in all financial transactions.

The second part of the document details the specific responsibilities of the various departments and the procedures for reporting and auditing. It outlines the timeline for the annual review and the steps to be taken in the event of any discrepancies.

The third part of the document addresses the challenges faced by the organization and the strategies being implemented to overcome them. It highlights the importance of collaboration and communication among all stakeholders.

The fourth part of the document provides a summary of the key findings and recommendations from the recent audit. It offers insights into the areas where the organization is performing well and where there is room for improvement.

The fifth part of the document concludes with a statement of appreciation for the hard work and dedication of all staff members. It expresses confidence in the organization's future and its ability to continue to grow and thrive.

student body toward scholarship. This committee drew up the following recommendations: First, that an Honor Roll be made up at the close of each quarter, "when reports came out", of those students who had received 90% or more in four full regular high school subjects. Second, that medals be provided from the funds of the Associated Student Body and presented at the end of each semester to the students who had made the best record in scholarship. Third, that a scholarship requirement be placed upon all students who desired to participate in any form of interscholastic or interclass contest and that these requirements be made of all students who were to run for school or class offices. The recommendations were presented to the student body at large and discussed by both the members of the student body and members of the faculty. The result of the ballot was almost unanimous in favor of the adoption of the rules.

These new regulations were immediately put into effect. At the close of the first quarter an Honor Roll was made up by grades of all pupils who received an average of 90% or more in regular high school work. The list of honor students was read in a special assembly before the

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 of 50% or more
 honor students

student body. It was published in the two local daily papers and also in the school paper. This list noted the five highest students in scholarship in the whole school. It also especially designated the five highest in scholarship in each class. It indicated, as well, the rating of the classes with regard to the percentage of the numbers of each class who won the distinction of being on the honor roll. At the end of the semester medals were presented to the boy and the girl in each class who stood highest in scholarship among the boys and the girls of their respective classes. This made medals available for eight students and opened a separate competition among the boys and girls of each class. The first time a student earned a medal he was presented with a bronze watch fob or a bronze pin. The third time a student won scholarship honors he was to receive a silver medal and the fifth award to any student was to be a gold medal. This medal was designed and planned by a committee from the student body and was appropriate as a scholarship award.

The rules governing scholarship requirements for interscholastic contests provided that any student representing his high school should be carrying four full and regular subjects with no grade below 75% for a passing mark.

This covered interscholastic athletics, debate and declamation. Any student to be able to participate in any interclass event must be carrying three full and regular subjects with no grade below 80%. The same rule applied as a requirement for any student to hold either class or school office.

In the interclass contests it had already been provided that the grades of every member of each class should be averaged at the close of each semester and the class having the highest average for all of its members should be awarded first place in the scholarship contest. Occasionally, the Interclass Council would vary this by giving fourth place to the class which had the highest percent of students who failed in one or more subjects and rate the other classes according to the percentage of failures. The effect of these rules and awards was that a tremendous interest was aroused in the matter of scholarship and in a short time the attitude of the student body seemed completely reversed. The actual effect in increasing the standard of scholarship throughout the school was little less than marvelous.

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HIGH SCHOOL ARTISTS' COURSE

One of the big problems that confronted the Walla Walla High School in the Fall of 1914 was the problem of the right kind of entertainment for the boys and girls of the community. The city of Walla Walla, being an inland town, was not in the direct path of the best musical and entertainment attractions which toured the western territory and for that reason there was a dearth of wholesome entertainment in the community through the year. A questionnaire sent out to the student body disclosed several disquieting facts: First, the high school student body attended on an average of three picture shows per week. Second, eighty-two per cent of the entire student body stated that Jazz was their favorite kind of music. Third, only thirty-eight per cent of the entire student body were able to give the name of one or more worthy artists or musical attractions that they had ever heard.

These facts developed clearly the opportunity for a valuable piece of work in taking care of this neglected phase of the students' education. Obviously, if the students were to develop an appreciation of music to

a greater height than rag-time jazz, it was necessary to give them an opportunity to hear the better things in music and better artists and organizations.

After this problem had been discussed throughout the school, both by students and teachers, it was decided that the student body would undertake a high school artists' course. The fact was brought out that the combined Y.M.C.A. and Y.W.C.A. of the city had attempted such a course a few years previous and failed to make it a financial success. Whitman College felt the need of better entertainment in the community and had also attempted it on several occasions, but had failed to make it a success financially and had abandoned the enterprise. There was considerable misgiving, therefore, in the minds of many as to the probability of the high school making a success of such an adventure.

It was decided to undertake the enterprise on a small scale at first and build it up as rapidly as the support of the community would permit. The first year, therefore, only \$1200.00 worth of talent was contracted for. For a course of six numbers, this only allowed \$200.00 per number and only minor artists were presented. The en-

tire student body, entered enthusiastically into the sale of tickets for the course and sold a ticket for every seat in the high school auditorium. This assured the financial success for the first year and the single admission receipts for the several numbers left a surplus of over \$500.00 at the end of the year. This surplus was retained for the following year's course and the second year a \$2,000 course was planned. In this manner the course was improved and enlarged until it grew to a \$3500.00 course. Since there were only 1200 seats in the high school auditorium, \$3500.00 seemed to be the maximum of financial possibilities.

At first season tickets were sold at the price of \$1.50 to high school students and \$2.50 to others. As the course was improved, however, these prices were raised to \$2.50 for high school students and \$3.50 for others. The high school students who were unable financially to buy tickets were given opportunity to earn them. Any student who sold ten tickets was presented with one ticket free for himself. This arrangement made it possible for every student in the school to possess a ticket and as the course grew in popularity, the people of the community were soliciting the high school students for tickets rather than the high school

The first of these is the fact that the population of the district is increasing rapidly. This is due to a number of factors, including the fact that the district is one of the most fertile in the country, and the fact that it is one of the most densely populated. The second factor is the fact that the district is one of the most industrial in the country, and the fact that it is one of the most developed. The third factor is the fact that the district is one of the most advanced in the country, and the fact that it is one of the most modern. The fourth factor is the fact that the district is one of the most progressive in the country, and the fact that it is one of the most forward-looking. The fifth factor is the fact that the district is one of the most enterprising in the country, and the fact that it is one of the most energetic. The sixth factor is the fact that the district is one of the most ambitious in the country, and the fact that it is one of the most determined. The seventh factor is the fact that the district is one of the most confident in the country, and the fact that it is one of the most optimistic. The eighth factor is the fact that the district is one of the most cheerful in the country, and the fact that it is one of the most pleasant. The ninth factor is the fact that the district is one of the most kind in the country, and the fact that it is one of the most generous. The tenth factor is the fact that the district is one of the most helpful in the country, and the fact that it is one of the most useful.

students being obliged to solicit the people of the community. So popular did the artists' course become that in the Fall of 1921 the 1200 season tickets were placed on sale one Monday morning at 9 o'clock and by 5 o'clock Monday evening 2500 tickets had been sold. It was necessary to refund the money to 1300 people.

The attractions offered could be classed under four heads: individual artists, musical organizations, lectures, and popular music numbers. Possibly the best way to give an accurate idea of the class of attractions offered is to name several attractions that appeared on the list at Walla Walla at different times. This is not an exhaustive list but a representative one:

MUSICAL ARTISTS

LAMBERT MURPHY, Tenor, Metropolitan Opera Company

FRANCES INGRAM, Contralto, Chicago Opera Company

JOSEPH HOFFMAN, Celebrated Pianist

MAUDE POWELL, World's greatest woman violinist

PABLO CASALS, World's greatest cellist

THEO. CARL, Noted tenor

FLORENCE MACBETH, Primadonna Coloratura Soprano

RICCARDO STRACCIARI, World's famous tenor

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MUSICAL ORGANIZATIONS

JOHN PHILIP SOUSA'S BAND

MINNEAPOLIS PHIL. ORCHESTRA

NEW YORK CHAMBER MUSIC SOCIETY

FAMOUS FRENCH MILITARY BAND, sent by France to America

ZOELLNER'S STRING QUARTETTE

CHERNAVSKY TRIO

HUNGARIAN ORCHESTRA (Native)

LECTURERS

S. PARKS CADMAN, Famous Boston Minister

THOMAS MARSHALL, ExVice President, U. S.

WILLIAM HOWARD TAFT, ExVice President, U. S.

RUSSELL CONWELL, giving "ACRES OF DIAMONDS"

MONTRAVELLE WOODS, Noted Scientific Lecturer

STEPHANSON, "THE ART OF THE EXPLORER"

IRVIN COBB, American writer

LORADO TAFT, World's famous sculpturer on "ART AND SCULPTURE
OF AMERICA"

POPULAR NUMBERS

MADAM BUTTERFLY

SERBIAN TAMBURIKA ORCHESTRA

ORPHEUS FOUR

KILLARNEY GIRLS

no mail
ARRIVED

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MELTING POT (Zangwells) given by a professional company
The famous BEN GREET PLAYERS

The course each year was made up of numbers from these different groups in order that the course would be attractive to every one. Usually, each course presented one or two big head-liners with less costly numbers between. Each year the high school band, orchestra, and glee clubs combined to give the final and seventh number of the high school course.

The high school students, themselves, upon finding their artists' course so popular, began to take an immense interest in the conduct of the course. The course was popular both with the student body and with the town-people and gave the boys and girls of the high school the advantage of the feeling that they were doing a piece of civic service in the presentation of such a valuable course to the community. The course had the great advantage of offering the boys and girls of the high school an opportunity to hear in their own auditorium the better things in the world of music and art. The effect on the student body was soon apparent.

Demand for the better things in music began to display itself in the type of music which the pupils in

the high school musical organizations requested for their use. The effect was also demonstrated in the class of music which the students began to present in their music for assemblies. The jazz and rag-time music which was at first so popular, was later received with contempt and scorn. We feel justified in saying that this high school artists' course raised the taste of the entire student body from a level of jazz music to an attitude where high school boys and girls demanded the better things in music and art.

GROWTH OF HIGH SCHOOL IN ENROLLMENT AND HOLDING POWER

The growth of Walla Walla High School during the period 1914 to 1921 fairly indicates the rise in popularity of the school under the influence of this experiment. Following is a table showing the enrollment by years for the seven years preceding this experiment as well as for the seven year period which it covered:

<u>YEAR</u>	<u>ENROLLMENT</u>	<u>INCREASE</u>
1907-08	320	28
1908-09	328	8
1909-10	410	82
1910-11	437	27
1911-12	477	40
1912-13	519	42
1913-14	523	4
1914-15	617	94
1915-16	739	122
1916-17	821	82
1917-18	879	58)
1918-19	884	5)
1919-20	1024	150
1920-21	1140	116

War Period

THE HISTORY OF THE UNITED STATES

The history of the United States is a story of growth and change. It begins with the first settlers who came to the shores of North America. Over time, these small colonies grew into a powerful nation. The American Revolution was a turning point in the country's history. It led to the creation of a new government and the birth of a new nation. The United States has since played a major role in world events. It has fought wars, made alliances, and shaped the course of human history. The story of the United States is one of courage, sacrifice, and the pursuit of a better life for all.

	<u>INDEX</u>
	1800-01
	1802-03
	1804-05
	1806-07
	1808-09
	1810-11
	1812-13
	1814-15
	1816-17
	1818-19
	1820-21
	1822-23
	1824-25
	1826-27
	1828-29
	1830-31

Rapid growth of this character might arise from any one or all of three causes. 1. It might be the normal and natural rate of growth. 2. It might be occasioned by a rapid increase in population of the city. 3. The result of popularizing the high school and enlarging its sphere of service through extra-curricular activities.

A study of the table above shows that this increase during 1914-1921 was not entirely due to a natural and steady growth. The increases by years for the seven years previous to 1914 are not in keeping with the rapid growth of the next seven years. The increase of 82 in the year 1909-10 was largely due to the closing of Pearson's Academy in that year. Many academy students transferred to the high school.

The small increase in the years 1917-19 were due to the effect of the World War on school attendance. A comparison of the number of pupils attending high school per one thousand population in the eight first class cities of the State of Washington is shown below:

City	No. of pupils enrolled in H.S. per 1000 population in 1910	No. of pupils enrolled in H.S. per 1000 population in 1920	Increase 1920 over 1910
Seattle	20.9	21.4	0.5
Spokane	22.7	35.	12.3

Tacoma	25.1	35.4	10.3
Everett	25.2	44.2	19.
Bellingham	25.3	48.7	23.4
Yakima	41.7	43.3	1.6
Aberdeen	27.	38.8	11.8
Walla Walla	24.8	66.1	41.3

From this table it is evident that the growth of the enrollment was not entirely due to the normal increase realized throughout the state. In 1910 Walla Walla High School stood sixth in rank among the first class cities of the state in regard to the number of pupils enrolled per one thousand population. In 1920 Walla Walla High School stood first in rank in this determination; leading her nearest rival by 17.4 pupils per thousand population. In 1910 the average attendance per 1000 population in the first class cities excepting Walla Walla was 26.8. By 1920 this average had grown to 38.1. The average ten year growth was 11.3 pupils per thousand population. In 1910 Walla Walla was below the state average by two pupils per 1000 population but in 1920 the same school was 28 pupils per 1000 population above the state average for first class cities.

The large growth of enrollment registered by the Walla Walla High School during the period of this experiment

1900	100	100
1901	100	100
1902	100	100
1903	100	100
1904	100	100
1905	100	100
1906	100	100
1907	100	100
1908	100	100
1909	100	100
1910	100	100

From this table it is seen that the enrollment in the public schools of the State of Ohio has increased steadily from 1900 to 1910. The enrollment in 1900 was 1,000,000 and in 1910 it was 1,500,000. This shows an increase of 50% in ten years. The average attendance per pupil has also increased from 1900 to 1910. In 1900 the average attendance was 180 days and in 1910 it was 200 days. This shows an increase of 11% in ten years. The average expenditure per pupil has also increased from 1900 to 1910. In 1900 the average expenditure was \$1.50 and in 1910 it was \$2.50. This shows an increase of 66% in ten years. The average number of pupils per teacher has also increased from 1900 to 1910. In 1900 the average number of pupils per teacher was 25 and in 1910 it was 30. This shows an increase of 20% in ten years. The average number of teachers per school has also increased from 1900 to 1910. In 1900 the average number of teachers per school was 10 and in 1910 it was 15. This shows an increase of 50% in ten years. The average number of schools per county has also increased from 1900 to 1910. In 1900 the average number of schools per county was 100 and in 1910 it was 150. This shows an increase of 50% in ten years. The average number of pupils per county has also increased from 1900 to 1910. In 1900 the average number of pupils per county was 100,000 and in 1910 it was 150,000. This shows an increase of 50% in ten years. The average number of teachers per county has also increased from 1900 to 1910. In 1900 the average number of teachers per county was 10,000 and in 1910 it was 15,000. This shows an increase of 50% in ten years. The average number of schools per county has also increased from 1900 to 1910. In 1900 the average number of schools per county was 100 and in 1910 it was 150. This shows an increase of 50% in ten years. The average number of pupils per county has also increased from 1900 to 1910. In 1900 the average number of pupils per county was 100,000 and in 1910 it was 150,000. This shows an increase of 50% in ten years. The average number of teachers per county has also increased from 1900 to 1910. In 1900 the average number of teachers per county was 10,000 and in 1910 it was 15,000. This shows an increase of 50% in ten years. The average number of schools per county has also increased from 1900 to 1910. In 1900 the average number of schools per county was 100 and in 1910 it was 150. This shows an increase of 50% in ten years.

was not enjoyed by the elementary schools of the city. In 1914 in Walla Walla the proportion of the whole school population that attended high school was 17.7 per cent. By 1921 this proportion had grown to 28.8 per cent.

Nor, was this increase in enrollment due to an increase in the city population. Walla Walla was the only first class city in Washington to show a decrease in population in 1920 under the census of 1910. According to the census of 1910 the population of Walla Walla was then 19,364. In 1920 the census was 15,503. During a period in which the city decreased in population by 3861 or 20 per cent the high school enrollment increased 730 or 207 per cent. The extent of the service which a school render a community is the measure of the number of pupils reached. There can be little doubt but that the introduction of a strong program of extra-curricular activities in Walla Walla High School greatly enlarged the school's range of service.

Perhaps the best index for judging the efficiency of a school is found in a study of its holding-power. By holding-power is meant the retention of pupils throughout the high school course from the 9th grade to graduation. The following table shows the holding-power of the Walla

Walla High School from 1912 to 1921. The percents given indicate the per cent of pupils who registered as 9th graders and continued to the completion of the regular four year course.

TABLE SHOWING HOLDING-POWER 1912 - 1921

WALLA WALLA HIGH SCHOOL

Year	Percent of class which entered as 9th graders and stayed to graduation	
1912	26	Percent
1913	28	"
1914	28	"
1915	38	"
1916	46	"
1917	51	"
1918	58	"
1919	42	"
1920	47	"
1921	62	"

The United States Bureau of Education Bulletin No. 47 gives the average high school holding-power for the whole nation at 38 percent. From this it is seen that the

Walla Walla County, Washington
Indicate the year of the
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TABLE 1. 1950-1959
continued.

1950

1951

1952

1953

1954

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1956

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The United States

1950-1959 gives the

whole nation at 88 percent.

Walla Walla High School was 10 percent below the average for the whole country in holding-power in 1914. Under the influence of this experiment in extra-curricular activities the holding-power was gradually increased to 62 per cent. The apparent break in the gradual growth of holding-power during 1919 and 1920 may be attributed to the effect of the World War.

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EFFECT OF EXTRA-CURRICULAR ACTIVITIES
ON SCHOLARSHIP

One of the first criticisms made by school men of a program such as was attempted here is that extra-curricular activities take too much time from the regular class work. If actual time spent in recitation determined the quality of scholarship this criticism would be well founded. There are other elements than time, however, which wield a large influence upon the quality of work done. This experiment demonstrated that enthusiasm, interest and effort aroused from one phase of school life actively carries over into other phases. The adolescent as a class is hard to interest in many class room subjects for the subject's sake. If his interest can be caught in some phase of life which he enjoys and enters into enthusiastically, it will act as an impetus to carry him through another closely associated phase even though an irksome one. For that reason a strong program of outside activities, broad enough in scope to appeal to all classes of students effects a strong incentive for scholarship if made a pre-requisite for participation. The actual results obtained at Walla Walla bear out these facts. Follow-

RESULTS AND DISCUSSION

Introduction

The first part of the work was devoted to the study of the effect of the concentration of the reagent on the rate of the reaction. It was found that the rate of the reaction increases with the increase of the concentration of the reagent. The second part of the work was devoted to the study of the effect of the temperature on the rate of the reaction. It was found that the rate of the reaction increases with the increase of the temperature. The third part of the work was devoted to the study of the effect of the solvent on the rate of the reaction. It was found that the rate of the reaction increases with the increase of the dielectric constant of the solvent. The fourth part of the work was devoted to the study of the effect of the nature of the substrate on the rate of the reaction. It was found that the rate of the reaction increases with the increase of the steric hindrance of the substrate. The fifth part of the work was devoted to the study of the effect of the nature of the reagent on the rate of the reaction. It was found that the rate of the reaction increases with the increase of the nucleophilicity of the reagent. The sixth part of the work was devoted to the study of the effect of the nature of the solvent on the rate of the reaction. It was found that the rate of the reaction increases with the increase of the dielectric constant of the solvent. The seventh part of the work was devoted to the study of the effect of the nature of the substrate on the rate of the reaction. It was found that the rate of the reaction increases with the increase of the steric hindrance of the substrate. The eighth part of the work was devoted to the study of the effect of the nature of the reagent on the rate of the reaction. It was found that the rate of the reaction increases with the increase of the nucleophilicity of the reagent. The ninth part of the work was devoted to the study of the effect of the nature of the solvent on the rate of the reaction. It was found that the rate of the reaction increases with the increase of the dielectric constant of the solvent. The tenth part of the work was devoted to the study of the effect of the nature of the substrate on the rate of the reaction. It was found that the rate of the reaction increases with the increase of the steric hindrance of the substrate.

ing is a table showing the development of scholarship between 1913 and 1921:

<u>Year</u>	<u>On Honor Roll</u>	<u>Failing</u>
1913-14	8.1 Per cent	32.4 Per cent
1914-15	11.2 "	20.0 "
1915-16	14.7 "	12.3 "
1916-17	16.0 "	9.6 "
1917-18	17.0 "	7.2 "
1918-19	16.5 "	8.0 "
1919-20	18.8 "	6.3 "
1920-21	18.9 "	6.9 "

The Honor Roll was made up of those who averaged 90% or above in 4 subjects. From this table it may be seen that an improvement was made both in the reduction of failures and in increasing the number of "90% students".

1918
1919

Year	...
1918-19	...
1919-20	...
1920-21	...
1921-22	...
1922-23	...
1923-24	...
1924-25	...
1925-26	...
1926-27	...
1927-28	...
1928-29	...

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ATTITUDE OF COMMUNITY

One of the greatest changes wrought by this trial of student activities was in the attitude of the community toward the school. Previous to 1914, the school was in ill-repute among a major portion of the citizens of Walla Walla. Frequent newspaper editorials decried the deplorable conditions of the school. Controversies arose regarding the methods used by the faculty in handling cases of discipline and the escapades of the students were the talk of the town. This attitude was reflected when bond elections for a much needed addition to the high school building were twice voted down by overwhelming majorities.

Following the introduction of this experiment, however, a change in community attitude took place. The pride and enthusiasm of the students for their school became contagious through the community. People began supporting school enterprises as they had never done before. Within a year after the experiment was begun a third bond election for a high school addition carried by a nine to one majority. The new high school auditorium seating 1200 was filled for almost every school offering of a public nature, and it was generally admitted that the high school was the only organiza-

MEMORANDUM FOR THE RECORD

DATE: 10/10/50

TO: SAC, NEW YORK

FROM: SAC, NEW YORK

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tion in the city that could pack the house.

The city took considerable pride in the success of the high school enterprises. This was particularly true of student self-government. Scores of citizens visited the building weekly inspecting the efficiency and observing the workings of the self-governing group. Local civic organizations, including Rotary Club, visited school in a body and visitors to the city were shown through the school as one of the show places.

tion in the first part of the year.

The second part of the year was

the last part of the year.

It is a very interesting

subject and I hope to

write about it in the

next issue of the

journal.

as a result of the

INTERSCHOLASTIC CONTESTS

The influence of a strong program of student body activities upon the interscholastic contests of the school was most marked. These contests offer an opportunity for the creation of school spirit. Other school activities are likely to call for a division of allegiance and support but when the school's representatives go forth to battle in the name of the school a common loyalty is akin to patriotism. It is one of the most valuable trainings a school may give; this ability to forget personal differences, petty animosities and rivalries and unite with the common group in whole-souled support of a group enterprise. It is possibly equally as important to learn the lessons of good sportsmanship. To be a magnanimous winner as well as a good loser and to cultivate the desire for fair play are among the possibilities of the properly directed interscholastic contest. Even though these qualities as manifested by a student body are hard to measure, certain definite results were plainly in evidence. These may be briefly summed as follows:

1. School loyalty developed to the point where every student in school owned a student body card and attendance at home games was practically one hundred per cent.

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2- All inclination to find fault with or criticise the team, the coach or the players was absent whether the team won or lost. A positive "booster spirit" prevailed.

3- Visiting teams and players were accorded every courtesy. They were met at the train, given an auto ride about the city and entertained after the game. During the game there were no slurs or insults cast and no "booing" of players. When an opponent deserved a cheer it was forthcoming.

In order to show the effect of this experiment upon the record of games won two tables are given. Table one gives the record of this high school in football games won for the seven year period previous to this experiment. Table two shows the record for the seven years covering the experiment.

FOOTBALL TABLE, #1

<u>Year</u>	<u>Games played</u>	<u>Games won</u>	<u>Outside County</u>
1907	4	2	0
1908	5	1	0
1909	5	1	1
1910	5	2	0
1911	7	3	1
1912	7	6	2
1913	7	3	2

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 twentieth is the fact that the

Year	1907	1908	1909	1910	1911	1912
1	1	2	3	4	5	6
2	7	8	9	10	11	12
3	13	14	15	16	17	18
4	19	20	21	22	23	24
5	25	26	27	28	29	30

FOOTBALL TABLE, #2

<u>Year</u>	<u>Games played</u>	<u>Games won</u>	<u>Outside County</u>
1914	8	7	7
1915	9	6	8
1916	8	7	7
1917	8	8	8
1918	1	1	1
1919	8	7	7
1920	<u>6</u>	<u>5</u>	<u>6</u>
	48	41	44

In the third column in each table is given the number of games played with teams outside Walla Walla County. In Table #1 it will be observed that only six games were played with teams outside Walla Walla County in the seven year period. There were several very small high schools in Walla Walla County. Previous to 1914 Walla Walla confined its athletic relations almost entirely to these small high schools, no one of which had an enrollment of more than one hundred pupils. In Table #2, it will be noted that forty-four out of the forty-eight games played in the seven year period were played with teams outside the County. These teams represented the largest high

schools in the State as well as the championship high schools of adjoining states on several occasions. In 1917 the Walla Walla High School won the Washington State championship, defeated the Oregon and Idaho interscholastic champions as well as the team representing East High School of Salt Lake City, which game was played for the championship of the West.

The record of the school was equally good in basketball and Spring athletics. In the seven years previous to this experiment in student activities (1907-1914) Walla Walla High School won thirty-five and lost nineteen basketball games. During the seven years of this experiment (1914-1921) Walla Walla won seventy-six basketball games and lost twelve. During the period of this experiment this high school won the State Interscholastic Championship in basketball four times. (Years 1915-17-18-20). These figures indicate clearly the extent to which the athletic teams of the high school were successful. The enthusiasm with which the student body supported and backed its athletic teams seemed to know no bounds. This enthusiasm was turned as much as possible into school pride. It was easy to attach pride to a school in which the teams were so uniformly successful. It was not difficult to direct this pride from athletics to any other phase of school activity which seemed desirable.

desirable.

CONCLUSIONS

This experiment proved that extra-curricular activities may be made a large and vital factor in the realization of the seven cardinal objectives of secondary education. The part played in gaining each of the several objectives may be itemized as follows:

I- HEALTH

1- The program of interclass activities provided for some form of athletic activity throughout the whole year. This reached every student in school and gave every one an opportunity to engage in his favorite sport.

2- The emphasis placed upon Interscholastic games brought the importance of the fitness of the players vividly before the school. Training rules necessary for the attainment and maintenance of fitness were emphasized and accorded the importance due them.

3- Sportsmanship and a love for clean sport were developed through the policy of proper school support of athletics and proper treatment of visiting teams.

II- COMMAND OF FUNDAMENTAL PROCESSES

1- A practical application of the fundamental processes is possible through the activities of editing and publishing

School Paper and Annual, as well as in such activities as Interscholastic Debate and Declamation. The various student managerial positions of organizations, teams, contests, etc. offer similar opportunities. These have the most desirable effect of making school activities approach real life in practice, and encourage an interest in a complete mastery of the fundamental processes.

III- WORTHY HOME MEMBERSHIP

1- The provision for social functions among the students gave an opportunity for every one to gain the training and experience necessary to function properly as a social being.

2- The wholesome relations of boys and girls together in the school clubs and organizations are much more natural and unaffected than classroom relations.

3- The Artists Course, together with Victrola lessons in musical appreciation should result in greater joy in the homes.

IV- VOCATION

1- The business training of managing a school publication or athletic team or Artists Course proved most valuable in determining capacities and aptitudes.

2- The musical, dramatic, and publication organizations

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permitted a test of abilities as well as a determination of natural aptitude for the work in these fields.

3- Student organizations brought out qualities of executive abilities.

V- CIVIC EDUCATION

1- Participation in the class and club organizations of the school as well as in the general student body activities developed habits of cordial co-operation in social undertakings which is a vital element of American citizenship.

2- The development of an ardent spirit of school loyalty which effected a maturing and growth of the elements and characteristics of patriotism.

3- The variety of student activities developed and created a many-sided interest in the life of the school which will carry into real life the capacity to assume a similar interest in the welfare of the community of which the student may become a member.

4- Student government proved a laboratory for actual practice in the principles of citizenship. Among these were the following:

a- Developed obedience to and respect for laws and customs.

b- Fostered a spirit of fair play and unselfish

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service.

c- Solved school citizenship problems, taught the necessity for laws and a tolerance toward those who must enforce them.

d- Taught the responsibility which a good citizen must assume as a unit in a self-governing group.

e- Developed initiative in discharging the duties of citizenship.

f- Gave an intimate knowledge of governmental machinery and its workings.

g- Demonstrated the power and function of public opinion in a Democracy.

h- Demonstrated the value of worthy officers and the individuals responsibility for their election.

In general the actual practice in self-government habituated for the student the necessary active principles and tenants of citizenship.

VI- WORTHY USE OF LEISURE

1- The social activities of the school developed ability to participate in social life with ease and pleasure.

2- Interscholastic athletics founded a lasting interest in clean athletic sports.

3- Interclass athletics developed athletic abilities and inclinations that will mature into permanent athletic activities.

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CONCLUSION

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4- The school clubs launched interests of an avocational nature.

5- Musical and dramatic organizations developed interests and abilities that will lead to recreational activities in later life.

VII- ETHICAL CHARACTER

1- The general assemblies not only gave an opportunity for the development of school and personal ideals but also provided for the interplay of initiative, responsibility and the spirit of team work among the pupils.

2- Student government taught that the laws of the school were aimed at the pupils' best interests and should be supported for the good of the group.

3- Members of athletic, debate and athletic teams learned in representing a large student body that their responsibility was to the group.

4- The spirit of fair play and a square deal to opponents was taught through interscholastic contests.

5- The opportunities of actual performance of pupils as members and officers of class and school organizations developed a sense of responsibility and service.

6- The service to the community in conducting the Artists Course was a practical lesson.

7- The generosity and charity of the students in

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A world of many different people and places.

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donating funds to relieve the distressed were potent influences in fixing these personal characteristics.

This enumeration though far from complete is sufficient to demonstrate the validity of our conclusion regarding this experiment. Extra curricular student body activities should receive a place in the program of education almost if not equal to that afforded the school curriculum.

The following information was obtained from the records of the
 Bureau of the Census, Washington, D. C., in response to a request
 for information made on August 1, 1967.
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APPENDIX

CONSTITUTION OF THE ASSOCIATED STUDENT BODY
OF THE WALLA WALLA HIGH SCHOOL

PREAMBLE

We, the Students of walla Walla High School, adopt and unite in the support of this constitution for the following purposes.

1- In order to foster a spirit of unity and to secure united support for all authorized activities in our school.

2- In order to establish a system of Student Government in the walla walla High School. Firm in our belief that self government offers the best opportunity for the development of self-control, will-power, character, manhood, and womanhood as well as inculcating and habituating those principles and tenants of citizenship necessary in a free democracy. We recognize that all successful High Schools must be adequately governed and controlled; that the authority for such control rests with the principal and teachers and that any part of this control delegated to the students is a trust and an opportunity not to be regarded lightly.

ARTICLE I

Sec. 1- The organization shall be known as the Associated Students of the Walla Walla High School.

ARTICLE II

Sec. 1- All students of the Walla Walla High School and members of the faculty complying with this constitution shall be declared members of the association.

Sec. 2- The Associated Students shall have a membership fee, providing that: 1- This fee shall be optional to all students and faculty of the Walla Walla High School and any one outside of the Walla Walla High School.

2- The amount of this fee shall be not more than one and fifty one hundredths dollars (\$1.50) each semester but may be changed upon the recommendation of the Treasurer and with the approval of a majority of the Associated Student Body.

Sec. 3- This fee shall entitle every one paying the same to admittance to all athletic contests, all debate and declamation contests, glee club entertainments open to the public, to subscription to the school paper and to all student functions that do not pertain strictly to individual classes such as the Senior Play, Junior Prom, Annual, etc.

ARTICLE III

The Associated Student Body shall be directed by the

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following officers and bodies:

Sec. 1- The Executive officers of the Associated Student Body shall be, a President, Vice-President, Secretary and Treasurer.

1- The officers, with the exception of the Treasurer shall be elected at large from the student body in the following manner:

(a) At a meeting of the Associated Student Body held the first Friday in May not less than two nor more than five persons shall be nominated for each office; the two receiving the highest vote (by secret ballot) shall be declared the candidates.

(b) The officers shall be elected the second Friday in May.

(c) They shall take office at the beginning of the next fall semester.

(d) The principal of Walla Walla High School shall act as Treasurer of the Associated Student Body.

2- The duties and powers of the officers shall be:

(a) The President of the Associated Student Body shall have the power to call all meetings of the Associated Students and the Board of Control, Provided, that he shall call meetings of the Associated Students at the request of the Board of Control; Meetings of the Board of Control at the request of one or more members.

Following the meeting...

Section 1 - The Association...

Section 2 - The Association...

and Treasurer:

Section 3 - The Association...

Section 4 - The Association...

Members:

(a) The Association...

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Members.

(b) Vice-President: It shall be the duty of the Vice-President to act in the place of the President in his absence.

(c) Secretary: It shall be the duty of the Secretary to keep the minutes of all meetings of the Associated Students and such records as the Board of Control may direct.

(d) Treasurer: It shall be the duty of the Treasurer to receive and keep a record of all monies of the Associated Student Body; further providing he shall disburse all money at the direction of the Board of Control.

Sec. 2- The President of the Associated Student Body shall be assisted by a Board of Control which shall consist of: The officers of the Associated Student Body, the four class Presidents and four other members elected at large from the Student Body at the same time and in the same manner as the officers of the Associated Student Body; The officers of the Associated Student Body shall act as officers of the Board of Control.

1- The Board shall have the following legislative powers:

(a) To officially award the right to wear the school emblems.

(b) To authorize the expenditure of the funds of the Associated Student Body provided that the Treasurer must vote in the affirmative to permit any expenditures.

(c) To adjust such difficulties as may arise between

(1) The Board of Directors shall have the authority to

President to act in the absence of the President.

(2) The Board of Directors shall have the authority to

to have and use the seal of the corporation.

and such other powers and duties as may be required by law.

(3) The Board of Directors shall have the authority to

to make and alter the bylaws of the corporation.

subject to the approval of the stockholders.

in the event of a conflict between the bylaws and the

articles of incorporation, the articles of incorporation

shall prevail.

The officers of the corporation shall be elected by the

stockholders at the annual meeting of the corporation.

to the office for a term of one year.

Officers of the corporation shall hold office until their

respective terms of office expire.

General:

(4) The Board of Directors shall have the authority to

Power:

(a) To borrow money

Empower:

(b) To create and issue

associated student body groups.

in the alternative to carrying out the purposes of the

(c) To acquire and hold real estate.

classes, societies, or any other organizations, within Walla Walla High School or between Walla Walla High School, any organization or society of Walla Walla High School and any outside school, organization or society.

(d) To pass laws necessary for the regulation of Student Government within the Student Body.

2- The Board shall have the following Judiciary powers:

(a) To assume such powers and duties of law and order as turned over to it by the principal of Walla Walla High School.

(c) To make a report of each meeting to the Associated Students.

(d) The system used in the execution of the duties of Board of Control shall be determined by that body.

(e) All action taken by the Board of Control must be approved by the Principal of Walla Walla High School.

ARTICLE IV

Sec. 1- This constitution recognizes the full right of initiative, referendum, and recall.

Sec. 2- By a petition signed by one hundred or more members of the Associated Student Body such matter as is stated by the petition must be brought before the Student Body.

ARTICLE V

Sec. 1- Robert's Rules of Order shall govern the meet-

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ings of Associated Student Body and the Board of Control except where such rules conflict with this constitution or rules of the Board of Control.

Sec. 2- The Board of Control shall fill all vacancies among the officers of the Associated Student Body except the Presidency for the unexpired term as soon as the vacancy occurs.

Sec. 3- The President of the Associated Student Body shall hold no class office.

Sec. 4- The officers of the Associated Student Body shall hold their offices for the term of one school year.

ARTICLE VI

Sec. 1- This Constitution may be amended in the following manner:

1- The proposed amendment must be submitted in writing to the Board of Control one week before it is voted upon by that body.

2- An affirmative vote of at least five members of the Board of Control shall be required before submission of the proposed amendment to the Associated Student Body.

3- An amendment to the Constitution must be accepted by two-thirds vote of the Student Body before going into effect.

RULES AND REGULATIONS OF THE ASSOCIATED STUDENT
BODY OF WA-HI

The following Rules and Regulations shall govern the actions of the members of the Associated Student Body.

AUDITORIUM

It shall be a misdemeanor to:

- 1- Communicate in any manner during a program.
- 2- Make any kind of an unnecessary noise or disturbance.
- 3- Climb over seats on entering or leaving.
- 4- Mark or deface any seat or back.
- 5- Fail to sit in section designated for your class.
- 6- Fail to be in either Room 29 or Auditorium during

Assembly.

HALLS AND CORRIDORS

It shall be a misdemeanor to:

- 1- Run through the halls.
- 2- Walk more than three abreast.
- 3- Create any unnecessary noise or disturbance.
- 4- Stand and talk.

Room B is designated as (chatter room) where those desiring to converse shall go. There shall be no disturbance or unnecessary noise in the chatter room.

STUDY HALLS

Study halls are for study purposes only. It shall be a misdemeanor to:

The first part of the report deals with the general situation of the country and the progress of the work done during the year. It is followed by a detailed account of the various projects and schemes undertaken, and the results achieved. The report concludes with a summary of the work done and the progress made during the year.

Page 20

The second part of the report deals with the financial statement of the organization for the year. It shows the income and expenditure for the year, and the balance sheet at the end of the year. The report also shows the progress of the various projects and schemes undertaken, and the results achieved.

- 1- Communicate in any way whatsoever after tardy bell rings.
- 2- Create a disturbance of any sort.
- 3- Make any kind of unnecessary noise.
- 4- Fail to keep the leaving-room rules or attendance rules.

REPORTS OF MISDEMEANORS

It shall be the duty of each and every member of the student Body to report to the Board of Control all the misdemeanors they observe. These reports should give date, place, time and nature of the offense with the name of the offender and the signature of the person making the report. Such reports should be deposited in the Board of Control box located in the general office. These reports are treated as secret and the name of the reporter shall be made known to the members of the Board only.

SCHEDULE OF PENALTIES

The following is a schedule of penalties as adopted by the Board of Control, subject to modification as conditions of offense may warrant:

HALLS

- 1st offense - One day in Room 29 during assembly.
- 2nd offense - One week in Room 29 during assemblies.
- 3rd offense - One week in Room 29 during assemblies and twenty lines of poetry, to be recited from memory at the next

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meeting of the Board of Control.

STUDY HALLS

1st offense - Minimum of two weeks in Pest Room; any person sentenced to remain, however, until faculty member in charge recommends his return to study hall under student government.

2nd offense - Remainder of year in Pest Room under faculty supervision.

AUDITORIUM

1st offense - One week in Room 29 during assemblies.

2nd offense - One week in Room 29 during assemblies and twenty lines of poetry to be recited as provided above under halls.

3rd offense - One month in Room 29 during assemblies and forty lines of poetry to be recited as provided above.

CULMINATING SENTENCES

4th offense - Parents to be notified that conduct of student is unsatisfactory.

5th offense - Suspension from all school activities except study and classes. All school activities shall be taken to mean all athletic games, parties or dances, debates, or any activity put on by or sanctioned by the Associated Student Body, or any of its parts.

6th offense - Student to bring parents and show why he should not be suspended from school.

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 for the year 1958:

Country	Value
Canada	1,174,888
France	1,101,000
Germany	1,000,000
Italy	1,000,000
Japan	1,000,000
United Kingdom	1,000,000
U. S. S. R.	1,000,000
Other	1,000,000

The above information is for general information only and is not
 to be used for any other purpose.

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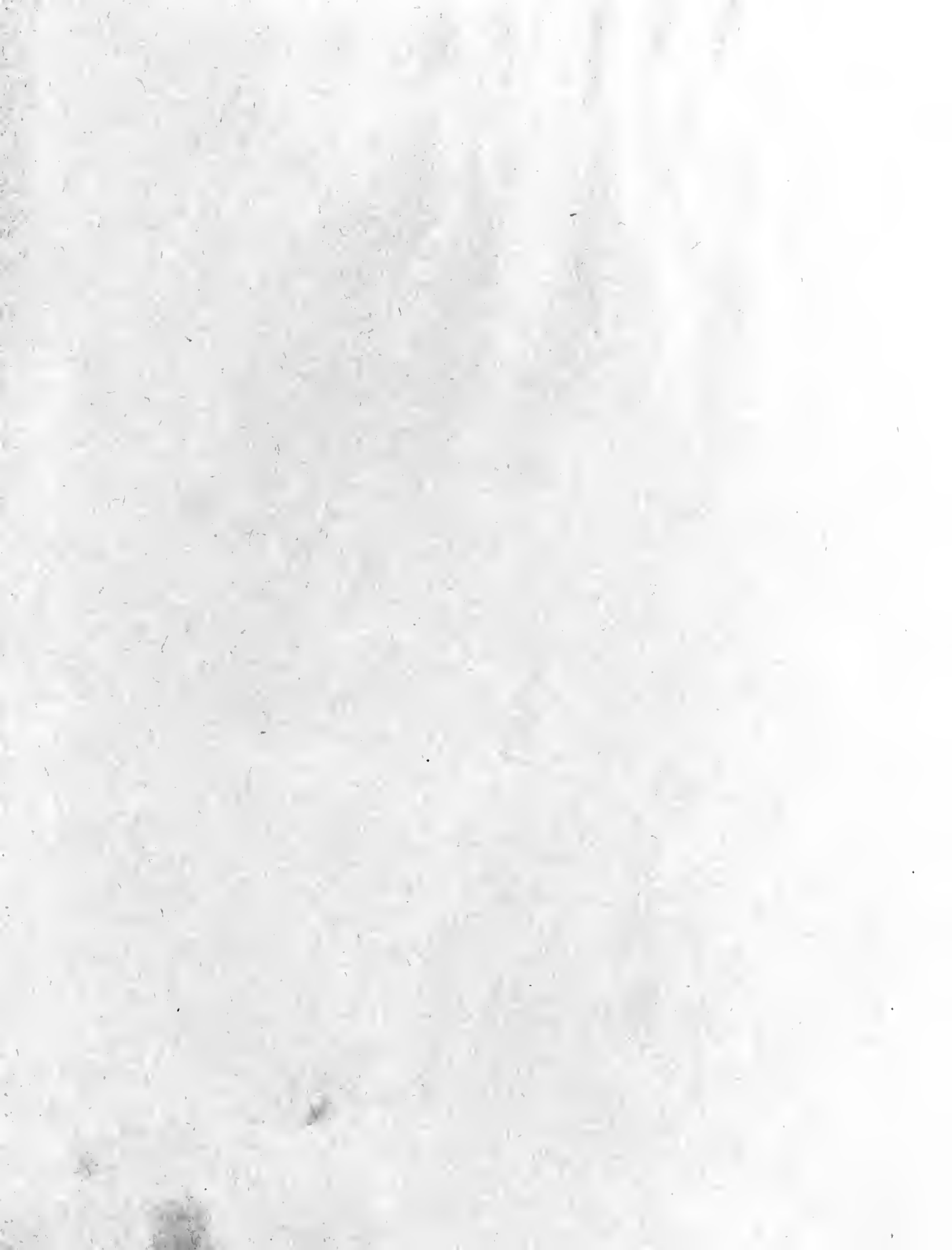
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