OUT-OF-SCHOOL CHARACTER-BUILDING ORGANIZATIONS
FOR HIGH-SCHOOL BOYS AND GIRLS

APPROVED:

Robert B. Toulouse
Major Professor

George C. Brainer
Minor Professor

Witt Blain
Dean of the School of Education

[Signature]
Dean of the Graduate School
OUT-OF-SCHOOL CHARACTER-BUILDING ORGANIZATIONS
FOR HIGH-SCHOOL BOYS AND GIRLS

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Nora Butler, B. A.

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CHAPTER I

INTRODUCTION

Problem and Purpose

Within the last seventy years there have developed in the United States new and significant social institutions, the group organizations for youth, which supplement, in many respects, the home, the church, and the school in the training of high-school boys and girls in this country. These character-building agencies, established for and carried on by the young people themselves, have made real and indispensable contributions to education. The aim of education should be not only to give the students certain traditional information, but also to help them in the development of character and personality. To this end these organizations render invaluable service as they contribute to the advancement of the religious, intellectual, cultural, physical, and social well-being of youth, thereby developing wholesome personalities and responsible citizens.¹

If high-school students are to be prepared to experience successful transition from school to adult life, they

¹Grace Longwell Coyle, Group Work with American Youth, p. 10.
must be furnished with social experiences and associations which will enable them to lead a satisfactory life while in school and prepare them to make adjustments in the years ahead of them. The youth group serves as a laboratory in which individuals cultivate through experience the attitudes, appreciations, and values that build for them standards that will guide them through life.

In schools in which the youth's intellectual development is molded and his activities are supervised and regulated, initiative on the part of the individual student is limited. Because such agencies give the young person training as he works with others of his own age, these youth organizations have established footholds in the educational field. They differ from the schools in being places in which leadership comes from within instead of from above—a place where democratic ideas can actually function. Without classrooms and without paid instructors, these agencies help equip boys and girls for the problems they are certain to meet by utilizing the interests and activities of the adolescent period. Such educational agencies should be understood and appreciated by the schools so that they, the school and the youth group, can meet on a common ground and give the children more effective guidance than ever before.
The purpose of this study of the out-of-school character-building organizations for high-school youth is fourfold: (1) to discover the problems peculiar to adolescents growing up in the disturbed social environment of this country at the present time; (2) to determine the part reputable youth-serving organizations have in equipping young persons for meeting these problems; (3) to investigate a specific situation in an effort to determine the extent to which high-school students take advantage of the services offered by these organizations; and (4) to suggest ways of reaching more of the young people by gaining from them a knowledge of the kind of program they desire.

Need and Limitation

The need for this study has grown out of the fact that recognized shortcomings in public education today are the lack of provision for the teaching of responsibility and the neglect of the social, cultural, and spiritual development of the students. The increase in mental disturbances, delinquencies, and unhappiness among young people, as widely reported, indicates symptoms of adult failure to solve the youth problem. The emphasis now being placed upon guidance in the public schools may indicate that the

\[\text{\textsuperscript{2}}\text{Fort Worth Star-Telegram, January 14, 1950, p. 6.}\]
schools will, in the course of time, become more successful in the guiding of young minds to true self-development and self-control. Until that time comes, the youth organizations operating outside the school may help supply that which the home and the school are failing to give.

Since education is the resultant of all of an individual's experiences, both in school and out, the utilization of the adolescent's out-of-school time is as important in many respects as is his school work. At a recent conference of school administrators and supervisors in Austin, Texas, a prominent educator of the state declared that the biggest source of juvenile delinquency is the lack of supervision of children during their out-of-school hours and that the institutions doing the most to influence the moral life of children are outside the school.\(^3\) Many students who need the very kind of character training and social development that these institutions offer are not taking advantage of their opportunities to participate in the activities of such organizations. A recent nation-wide survey showed that barely fifty per cent of the youth of this country are affiliated with church groups and hardly twenty-five per cent are members of the various youth clubs.\(^4\) On the other hand, such a multiplicity

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\(^3\)Ibid., January 6, 1950, p. 10.

\(^4\)Harry M. Sayre, Dynamic Democracy, p. 5.
of activities demands the attention of some few students that they are either perplexed by the necessity of making a choice or they attempt to participate in so many activities that they do not become efficient in any of them. The need, therefore, is to give every young person the opportunity of joining at least one of these groups and to encourage some of them to limit their interests to groups that most nearly meet their needs, for one of the most effective ways to induct youth into the activities of adult citizenship is to ally them with the group activities of the community.

This study has been limited to some of the recognized organizations for boys and girls of high-school age. Since the interest is focused on the out-of-school youth groups, no effort has been made to include the many extracurricular school activities carried on during school hours and sponsored by the schools. Most of the emphasis is placed upon the youth clubs and church organizations; however, mention is made of some of the activities primarily for adults but concerned in part with youth.

Material and Method

The data used have been taken from three sources; (1) from literature dealing with the history, purpose, and value of the organizations for youth in this country;
(2) from questionnaires given to every student in the Arlington High School, Arlington, Texas; (3) from the results of interviews and questionnaires given to adult leaders of the youth organizations and church groups in the community.

As the material has been collected and analyzed, the facts have been discussed and the data tabulated in the respective chapters. This, the introductory chapter, contains a statement of the problem and its purpose, an explanation of the need and limitations of the study, a designation of the sources of data, a description of the method of procedure, and a summary of five related studies.

Chapter II combines a discussion of the social problems of adolescents in general with those characteristic of a dynamic society such as exists today in this country.

Chapter III presents the objectives of several of the well-known character-building organizations for youth and discusses the value of these organizations as stated by prominent educators.

Chapter IV contains discussions and tabulations of information obtained from a survey conducted in Arlington High School under the following divisions: (1) community background; (2) student participation in out-of-school organizations; and (3) an analysis of the school activities of students who are affiliated with these organizations.
A summary of the study, the conclusions, and recommendations are found in Chapter V, the final chapter of the thesis. Reproductions of the questionnaires used in the survey make up the Appendix.

Related Studies

Chambers has prepared for the American Youth Commission a convenient catalog of valuable information on 250 national non-governmental agencies serving youth. This information includes statistical data, membership, activities, purposes, staff, finance, and publications of each organization. Statistics are arranged in many convenient tables, and correlations between the various groups are shown in eight graphic charts. The introduction discusses changes during the war and the post-war periods, carrying statistics of the principal organizations over a ten-year period. A valuable bibliography is supplied at the end of the study.

The author states that little is known of the distribution of membership by age or sex and other features such as financial status, family situations, and educational or employment status. He suggests that these data might be supplied by local studies made in selected areas. After calling attention to the fact that nothing like a majority

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5M. M. Chambers, Youth-serving Organizations, p. 3.
of American young people are actually reached and served by reputable youth programs, he states:

It is, therefore, apparent that the nonsectarian character-building associations for youth have a vast field for expansion if they are to reach millions of young people to whom their services are not yet accessible. 6

In 1942 Hollingshead made a study of the social behavior of high-school adolescents in a typical western community of 535 families. 7 For two years he lived in the town observing the many ways the boys and girls spent their time, collecting data relative to the community institutions with which they were connected and the ways in which they participated in them. The personnel of the church organizations for young people and that of the organized youth groups were classified according to the social standing of their families. He found that the social behavior of adolescents is related functionally to the position which their families occupy in the social structure of the community and concluded that "the class system is far more vital as a social force in the community than the American Creed." 8

A companion piece to Elmtown's Youth is a later study, based upon research in the same community, by Havighurst

6Ibid., p. 19.
7August B. Hollingshead, Elmtown's Youth, p. 10.
8Ibid., p. 452.
This study is an intensive analysis of character in adolescent boys and girls. Beginning with a definition of character and a discussion of the factors influencing character, the authors then give a description of the community background. The report covers an investigation of the ninety-five boys and girls in the mid-western community who were sixteen years of age at the time the study began. After reporting on the group as a whole, the authors discuss the characters of nineteen individuals whom they had selected for special study.

The writers state that moral character can only be understood in relation to over-all personality; so they divide the subjects of the study into five types: self-directive persons, submissive persons, defiant persons, adaptive persons, and unadjusted persons. They report that boys and girls who frequent recreational centers are usually the ones best adjusted to the high-school social life and that the centers do not attract the ones who need their services most. The investigation also shows that character reputation is closely related to the individual's success in adjusting to the dominant social situation, and that the degree of religious observation and feeling is more important in character formation than is

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church membership. Moral beliefs are formed by reactions to immediate situations and not by planned formulation of a code of conduct, according to these investigators. While boys and girls with high moral values have good character reputations, those with low moral values do not necessarily have low reputations, they believe. The adolescent, they find, is constantly integrating the qualities of a number of older people into a composite "ideal self."

The authors state that each community has its own problems and must meet them in its own way, but warn that the community "must be prepared to take the disturbing consequences in its own civic morality of active young minds wrestling with the moral problems of their society."10 They state that:

The young artist, the intellectual genius, and the lower-class child are often deprived of ways of meeting the expectations of the social environment, when actually they may have unusual capacities for morally constructive behavior.11

Another study more closely related to this one than either of the others already mentioned is one made by Spitznas in 1943 and presented to the Council of Parents and Teachers in a seventy-eight-page mimeographed book, The Children of Allegany County, Maryland, with the

10Ibid., p. 204.

11Ibid., p. 193.
subtitle of "How Well Are They Served by the Social and Educational Agencies of the County?"\textsuperscript{12} The purpose of this timely study is to determine how well the schools are holding the youth, the effectiveness of the out-of-school activities of the young people, the nature of their home conditions, and the number who take part in the programs of the various organized groups.

The study reveals that many adolescents classed as delinquents or possible delinquents are not joining in any of the available programs and that those who do belong to several of the organizations are not the ones most in need of help. The author recommends that a co-ordinating council be formed for efficiency in meeting county needs, that existing programs be strengthened, and that new programs be instituted before some anti-social behavior jolts the community into action.

Possible the most comprehensive and significant study ever made of young people, their problems, their life, and their work is the one made in 1937 by Bell for the American Youth Commission.\textsuperscript{13} Published in 1938 as \textit{Youth Tell Their Story}, the survey tells the dramatic story of the conditions

\textsuperscript{12}James E. Spitznas, \textit{The Children of Allegany County, Maryland}, p. 2.

\textsuperscript{13}Howard M. Bell, \textit{Youth Tell Their Story}, p. 1.
and attitudes of 13,500 Maryland young people of all types between the ages of sixteen and twenty-four. Based on detailed interviews, the study gives a forceful and interesting analysis of what American youth are thinking and doing. The writer states that the sample interviewed was representative of all the young people in Maryland and that the conditions in the state were typical of the conditions in the country as a whole at that time. Written during a period then considered as one of economic upturn from a depression, the study emphasizes the employment and vocational attitudes and status of youth, but other significant factors are also discussed. Every phase of the life of young people is covered including church membership and attendance, drinking, broken homes, delinquency, club membership, education, and the like. Tabulated and discussed are the opinions of the individuals interviewed concerning social problems such as the possibility of the community's doing more for its young people; the advisability of teaching sex education in the schools; the wisdom of married women's working outside their homes; and the extent to which the schools meet the needs of their students.

Bell finds that parental occupation and place of residence help determine educational attainment; that there is
a positive relationship between educational success and entry into the more desirable occupations; and that education also has a definite bearing on income and progress in jobs.\textsuperscript{14} Urbanization, he states, is an incompletely trend, for most of the youth in towns, villages, and on farms would rather be in cities, while few in the cities would rather be somewhere else. Five times as many young people want to work in professions than are employed in professions.\textsuperscript{15} Less than one youth in four receives vocational guidance from any source whatsoever and about one out of four high-school students leaves school because of lack of interest.\textsuperscript{16} Only one out of five belongs to a club.\textsuperscript{17} These and other findings provide a valuable perspective on the problems that faced the young people of this country a decade ago. Some of those problems may have changed, but many of them are the very same problems that face our youth of today.

\textsuperscript{14}\textit{Ibid.}, pp. 92-95. \hspace{1cm} \textsuperscript{15}\textit{Ibid.}, p. 132.
\textsuperscript{16}\textit{Ibid.}, p. 65. \hspace{1cm} \textsuperscript{17}\textit{Ibid.}, p. 85.
CHAPTER II

THE PROBLEMS OF YOUTH: HOW THE COMMUNITY CAN HELP

"Youth problems are of particular importance because of the dependence of youth, their educability, their social importance, and potentiality."¹

What profiteth it a community to protect and conserve its material resources if it lose its most precious heritage--its youth? Likewise, why fight wars to save the democratic way of life if, at the same time, we neglect the physical and moral welfare of future citizens upon whom its continuance depends?²

Throughout the period of adolescence boys and girls are dominated by an effort to attain maturity. This effort is expressed in changing needs and interests which often contradict and oppose the feelings, the thoughts, and the security of childhood. New ideals, new meanings, and new relationships have to be developed. These rapid changes which mark the transition from dependent childhood to responsible, independent adulthood invariably bring youth into perplexing situations.

¹R. H. Mathewson, Organizing Local Youth Councils, p. 7.

²Extension Division, University of Virginia, How Well Are They Served? p. 64.
Whether one grows up in Samoa, New Guinea, Norway, China, or in the United States of America, the coming of age period has certain characteristics and brings certain problems to every boy and girl.\(^3\)

It is the purpose of this chapter to discuss briefly these problems as they influence the lives of high-school boys and girls and create for them difficulties that are characteristic of the struggle for maturity in any culture. Since many of these problems are intensified in a complex, dynamic society such as exists in this country at the present time, an attempt will be made to depict the effects of the current disturbed social conditions upon modern youth.

**Confusion and Stress Due to Increased Socialization**

At the time a child enters high school he leaves the sheltered surroundings of the home and the elementary school and becomes an individual more or less responsible for his own acts and decisions. These radical changes in environment and in social controls coincide with a period of unusual physical development, resulting in a stage of life described by G. Stanley Hall some fifty years ago as "a new birth" and a period of "storm and stress," for, as he said:

The higher and more completely human traits are now born. The qualities of body and soul that now emerge are newer. . . . The social instincts undergo sudden enfoldments and the new life of love awakens. It is the age of sentiment and religion, of rapid fluctuation of mood and the world seems strange and new. Interest in adult life and in vocation develops. Youth awakes to a new world and understands neither it nor himself.\(^4\)

This "new birth" or period of drastic readjustments is not static and set apart, beginning at a definite time and ending abruptly. It is rather a period of growth, a developmental period of gradual changes which lead from childhood to maturity. "This is the crucial period of life when mental and moral habits begun in childhood are setting hard in the form they will keep throughout life."\(^5\)

The life of a person at any age is a process of continuous adjusting, but in the transition from childhood to adulthood the individual is confronted with the necessity to make certain profound adjustments in emotions that are basic to all later adaptations and readaptations. During these years he is striving to reintegrate a changing personality on shifting ground.\(^6\)

At the same time that he is on the threshold of independence from parental authority, the adolescent is for the first time exposed to direct pressure from an enlarged


\(^5\) Dorothy Canfield Fisher, *Our Young Folk*, p. 54.

and more demanding social environment. He begins to put away childish things and to gradually revise his former patterns of thought and behavior. "He is coming out of a cocoon and beginning to get into closer contact with the complexities of the adult world." It is during these years that

The individual stretches back and clings tenaciously to the pleasures and protection of childhood with one arm, while with the other he reaches out to grasp some of the privileges and responsibilities of maturity. The period merges imperceptibly with the past and the future and serves to co-ordinate the training, experience, and education of the former with the actual obligations and demands of the latter.

Prior to adolescence the child has been satisfied with the relatively small social horizon consisting of the home and the activities centered therein. Because these familiar patterns are broken and the finer adjustments of preadolescence are disturbed, the youth may experience a sense of desolation and unworthiness as he seeks to free himself from complete identification with his parents. "His great problem and source of perpetual suffering is the chasm between what he is and what he desires to be."  

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This feeling of insecurity is one of the major problems of every youth and is one of the chief causes of his contradictory behavior.

The high-school youth may feel the growing separation from his family and yet not be able to establish a social setting of his own. "Less and less do known and loved adults prepare him in advance for new experiences, less and less are his conflicting observations explained and interpreted in the light of familiar codes." ¹⁰ Unprotected by his elders as he meets demands new to him, he may misinterpret many of his experiences and exaggerate their importance. However much he may want to be grown up and independent, he needs the sympathetic help and reassurance of society, for,

*He is in fact now childish, now like an adult, now betwixt and between as—impelled by his own inner urges and the demands of society—he attempts to come to more workable terms with himself, with his family, with his peers, and with the wider community.*¹¹

Achieving and Maintaining Peer Status

At adolescence the youth becomes keenly aware of the need for social acceptance. Probably never again in the life of an individual is there such a desire for conformity to a group pattern. Those who succeed in affiliating

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¹⁰Paul H. Landis, *Adolescence and Youth*, p. 68.

themselves with a group achieve a sense of adequacy which results from a feeling of belonging and contributing to the group and from the appreciation and recognition they receive from the group. Maintaining status with a contemporary peer group is a task at which boys and girls must work constantly. Threatened or actual loss of status poses serious problems and produces anxieties, and any marked change in status calls for readjustments. Although the adolescent declares his independence of adult standards and controls, he is really quite dependent upon conformity within the peer group. On many issues the highest authority resides in the peer group, and this authority is sometimes used in combating adult authority.

Because the adolescent is so sensitive to the influence of his social environment, changes in his social attitudes are laden with possibilities for good or bad. The craving he has for the companionship of others of his own age and the persistent way he has of attempting to satisfy this craving distress those responsible for youth at this disturbing time.

The influences which come to the individual through social channels at this time are the most subtle as well as the most potent of all life's experiences. For a time they are more powerful for good or evil than the influence of parents, teachers, and books combined.\textsuperscript{12}

\textsuperscript{12}Pringle, \textit{op. cit.}, p. 91.
The force which these influences have is due to the youth's natural and vigorous social development. Much of the time, energy, and interest of adolescence is spent in attempting to establish desirable personal relationships with other young people of the same and of opposite sex.

It seems evident that if boys and girls during their high school years do not work out their relations with other people with some measure of success, they will be handicapped greatly later on in the establishing of supporting relations with groups, in making friends, in securing a mate, and in establishing a satisfying family life.\textsuperscript{13}

The problems of social acceptance and of acquiring a sense of social ease are paramount concerns of youth.

\textbf{Trying to Conform to Different Levels of Maturity}

Among primitive people there are no years of adolescence, no merging of immaturity and maturity. The only maturity that counts is physical. A child remains a child until puberty, and then, after certain ceremonies, initiations, and tests, he becomes an adult. He may be tempted to look back to his carefree childhood, but "he has little opportunity for vacillating between his past and his future," for he is all at once an adult assuming new duties and responsibilities and receiving new privileges.\textsuperscript{14} At least,

\textsuperscript{13}Progressive Education Association, \textit{The Personal-social Development of Boys and Girls}, p. 16.

\textsuperscript{14}Thom, \textit{op. cit.}, p. 2.
the primitive youth knows what his status is and can be sure what his society expects of him. The modern teenager in this country may have difficulty determining his rights and duties in his relationships with others. Possessed of a body that is maturing physically, but with an immature capacity for its control and direction, the modern youth must somehow meet the diverse and often conflicting demands of a world not sure whether to treat him as an adult or as a child. Not only are basic changes taking place in ideas and ambitions which he entertains concerning himself, but also in the attitudes of his associates toward him.

Adults seldom realize how much they increase the problems of the young person by forcing him to play the role that is satisfying to them at any particular time. "Society as a whole is changeable and unreliable in its evaluation of youth's status,"15 and the attitude of adults regarding the accountability of youth shifts almost as much as does that of youth itself. "Sociologically, adolescence is the period in the life of an individual when the society in which he functions ceases to regard him as a child and does not accord him full adult status, roles, and functions."16 Even the law is not consistent in its demands.

15Hollingshead, op. cit., p. 6.
16Lester D. Crow and Alice Crow, Our Teen Age Boys and Girls, p. 2.
and requirements concerning the transition from childhood to adulthood.

It [the law] determines a maximum age for required school attendance, a minimum age for entering industry, a maximum age for receiving pensions as dependent minors, and a minimum age for culpability for unlawful conduct; it fixes the age of parental responsibility, the age at which a child may drive an automobile, and it sets a minimum age for making valid contracts, for marrying with or without parental consent, for inheriting property and for voting. But even within the boundaries of one state and of one community these ages do not coincide. . . . Indeed, they often range over a period of ten years. 17

Thus through a long series of years boys and girls must struggle constantly to differentiate between those things which they are sufficiently grown up to do and those things which they cannot yet do and for which they must wait until they are "a little older." It is difficult for adults to recognize the transition from the semi-dependent stage to the desire for complete social independence that accompanies adolescence. The resulting conflict, misunderstanding, and lack of sympathy and patience on the part of adults create problems for youth, for they find themselves uncertain as to their status in an adult-planned society.

Prolonged Dependence in an Industrial Society

Many of the difficulties that have come to be associated with adolescence are in reality difficulties created

17 Thom, op. cit., pp. 5-6.
by, and inherent in, the "American Way of Life." Abnormalities in modern industrial society, in family relationships, and in social arrangements have intensified the problems of adolescence. "With the raising of our educational levels, with the proportion of young people in high schools and colleges almost tripled since World War I, 'coming of age' has been postponed nearly a decade." 18

The situation is rendered a thousand times more complex by the fact that the age of biological maturing is not in the least affected by the need of industrialism. Physical maturity relentlessly occurs in the twentieth century at just about the same age as when men lived in caves. And physical maturity goes right on meaning, as it always has meant, tremendous changes in personality.19

The discipline and training which he receives during the years of delayed maturity may contribute to a richer and more abundant life for the young person. On the other hand, prolonged dependence upon the home, years of schooling beyond that of former generations, and the consequent postponement of the establishment of his own home and the beginning of his career may frustrate and discourage him. Hence, another problem of youth is to hold fast to his ideals and ambitions through a long formative period.

Gradually during this time the youth is transferring from "the position of an inactive recipient of the benefits

18 Gruenberg, op. cit., p. 23.
19 Fisher, op. cit., p. 81.
of the basic institutions of society to the point of being an active, responsible, supporting member of these institutions. As his social horizon expands, the youth begins to look ahead, to plan to take his place in the adult economic world. The necessity for choosing a vocation and training for it further complicates matters for the adolescent. In an urban-industrial organization the attainment of economic security is difficult.

The child is a recipient of economic benefits. He is dependent. The adult must be independent, provide for himself and other dependents. Bridging the wide gap between dependent childhood and economic adulthood in an industrial society, which has forsaken the apprenticeship system, is a serious problem for adolescence and youth. The problems of job choice, of finding a job compatible to one's personality and talents, of establishing new social relationships incident to occupational adjustment, have become major ones.

A young person is certain to experience some vocational problems as he attempts to use his maturing powers, to see life as a whole, and to take his place in that whole. He needs to develop an adult sense of responsibility and judgment, to acquire the quality of being honest and sincere in all his relationships, to be given a chance to experiment, to decide, and to grow. Lacking opportunity for meeting these needs in the business world, he should be

20 Zachry, op. cit., p. 171.
21 Landis, op. cit., p. 18.
"given sufficient opportunity to assume responsibility in other areas and so gain a degree of self-confidence that will help on jobs." \(^{22}\)

**Achieving Social Efficiency**

To be successful in any work an individual must learn to get along with people, to understand all types of people. No longer do young people spend a lifetime in their own small locality, but they influence, and are influenced by, other people the world over. The habit of co-operation must be developed in a social setting by means of concrete situations during the formative years. Adolescents face the danger of missing the opportunity to acquire these essential skills and habits, and the consequent social inefficiency is the cause of much failure in adult life. "There is nothing more pathetic in all human experience than the state of mind which results from repeated failure due to lack of social efficiency." \(^{23}\)

Change in our technological culture and in the manner of our lives has outrun the best efforts of our society to prepare adolescents and youth for adulthood. Society must take over and share the burden of trial and error and not let it fall so heavily on immature individuals who are in no sense responsible for the economic uncertainties and social complexities of our urban-industrial culture. \(^{24}\)

\(^{22}\)Crow and Crow, *op. cit.*, p. 234.

\(^{23}\)Pringle, *op. cit.*, p. 96.

\(^{24}\)Landis, *op. cit.*, p. 375.
Boys and girls need and deserve the assistance of all sympa-thetic community agencies during the impressionable years of adolescence when they are winning their independence, establishing themselves as responsible adults, and selecting their life work.

**Developing Moral Judgment**

Rapidity of change in every aspect of culture, the material and nonmaterial, intensifies problems at all ages, but especially for the adolescent and youth who need the firm foundation of cultural certainties on which to build.25

Our entire way of life has changed—fashions, speech, ideals, jobs. "Today's adolescents are growing up in a world characterized by confusion, insecurity, and uncertainty, where many social and moral disciplines are generally relaxed," so that even normally stable adults are experiencing conflicts in choosing between "the desirable and the desired."26 Lacking the advantages of accumulated experience which the adult has, the young person finds himself forced into new social relationships and situations in which he must choose between good and bad. "In the widening circle of peers, among teachers and other adults, through newspapers, motion pictures, and radio, he meets with mounting evidence of disparity of standards, with

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25Ibid., p. 67.

26Hugh M. Bell, The Theory and Practice of Personal Counseling, p. 36.
evidence of conflict among authorities." Yet he must somehow adapt himself to contemporary society and make a satisfactory adjustment to accepted customs and conventions before he rates as a mature person.\(^28\)

The child is nonmoral. His morality is imposed by his elders. The adult is moral. Between the nonmoral period of childhood and the period of moral adulthood, the adolescent must acquire attitudes, behavior patterns, and restraints that are implied in becoming responsible for one's conduct.\(^29\)

The whole situation is more difficult for the present generation than it has ever been before. "The youth of today has faced more moral alternatives before he is twenty years of age than his grandparents faced in a lifetime."\(^30\) There are fewer standards to guide him and direct his activities, and it is not surprising that he is filled with doubt and indecision. He has a more complex world in which to live and that world "confronts him with an area of choice vastly larger than earlier generations knew."\(^31\)

The environment of most young people today does not consist merely of family, church, and school. Movies and newspapers have a tremendous influence

\(^{27}\) Zachry, op. cit., p. 171.

\(^{28}\) Louella Cole, Attaining Maturity, p. 53.

\(^{29}\) Landis, op. cit., p. 17.

\(^{30}\) Ibid., p. 153.

upon the lives of us all—widening our horizons, if you like, but also in many cases giving false or exaggerated ideas of "the world outside."\textsuperscript{32}

It is in adolescence that the person is likely to be conscious for the first time of the great variety of moral interpretations, ethical codes, rules of conduct—standards that characterize different groups. From these he must choose as he grows into moral maturity.

It is this freedom to choose, this necessity for choice, which change, social complexity, movement, and independence have brought that makes adolescence an age of moral conflict, a time of emotional turmoil. It is the experience of choosing that makes modern youth mature early both in ways of crime and civic duty, of social rebellion and of social morality. Youth in static societies grow naturally and without effort into an acceptance of the ethics of the tribe. In a dynamic society of complex standards they must select from a variety of codes and voluntarily adopt social standards or have none.\textsuperscript{33}

A very real problem of modern boys and girls is that of formulating, as they grow up, a rational code of ethics while they gradually acquire generalized standards and beliefs about what is desirable and right and what is undesirable and wrong. "In a changing society which constantly poses new moral problems for the individual, it is obviously of great importance that a person have moral

\textsuperscript{32} Gruenberg, \textit{op. cit.}, p. 25.

\textsuperscript{33} Landis, \textit{op. cit.}, p. 159.
principles and that he be able to apply them wisely in specific instances.\textsuperscript{34}

Before the arrival of motion pictures, automobiles, and night clubs the whole social pattern was much simpler than that which exists today. The young person's need for ethical training was not such a problem.

Today's youth are not controlled by public opinion as older generations were. With transportation conveniences they can be in a social environment in a few minutes where neither they nor their parents are known. Their sense of personal worth and social values must be based on knowledge, understanding, and an individual desire to be a fine person. Public opinion, possibility of family criticism, and the fear of community rejection that plagued their elders, do not concern them greatly.\textsuperscript{35}

Constructive Utilization of Leisure

Another factor that has necessitated the making of unprecedented choices by modern youth is the fact that radical changes brought about by new methods and inventions have greatly increased the amount of leisure time at the disposal of young people.

To face and recognize the existence of this free time and to assume responsibility for its proper use are among the most vital lessons for modern young people to learn for their own good and for the good of society. . . . The use of these free hours determines the quality of the future of men

\textsuperscript{34}Navighurst and Tabs, \textit{op. cit.}, p. 7.

and women and the quality and quantity of the satisfaction of their lives. Essential to their happiness is to learn how to protect the new leisure from the attrition and erosion of the trivial, how to use those free hours creatively.36

If they are left to seek all kinds of distractions and amusements that are at best trivial and at worst demoralizing and unwholesome, they become poorer in morals and physical health and the community experiences decay and social demoralization. Too often leisure means idleness, and idleness means danger.37

Desire for Independence

Most of the time the youth wants to do the right thing, to manage his affairs in approved ways. "More or less consciously and explicitly he is seeking to align his life toward a worthy purpose, to identify himself in this more mature way with that which is greater than he."38 Although he is consistent in his demand for independence of behavior, he is also consistent in his desire for sympathetic advice concerning his problems. "He is in a most plastic stage, usually ready and anxious to get something in the way of philosophy which will help to guide and direct his activities."39 If he is not repressed too much by his environment and if he receives the proper assistance from all

36 Fisher, op. cit., p. 25.
37 S. Howard Patterson, American Social Problems, p. 334.
38 Zachry, op. cit., p. 171.
39 Thom, op. cit., p. 124.
educational agencies, he can usually adjust to the normal social order with a fair degree of success.

The adolescent period is the period when the individual is given to experimenting with life. It must necessarily be so, for he is endeavoring to determine what life is all about, what he can get out of it, and what he must contribute. He begins to question things and he becomes filled with doubt as to the real value of customs and traditions. His natural inclination is to venture forth on his own, to determine for himself the strength and weakness of his own personality. He feels that he must prove his ability to live independently of parental supervision, that he must demonstrate his capability of taking care of himself and behaving as a responsible individual, both at home and away from home, without constant attention, advice, and reproof from adults.

What the adolescent wants is what all people in our culture want—"recognition and status; respect and social favor; response and happy social interaction; security and group acceptance; experience and expression; achievement and success; happiness and freedom." It is the business of all social groups, and especially of the local communities, to create situations in which these basic wants of adolescents can be met.

Summary

1. All high-school boys and girls have to face somewhat

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40Ibid., p. 12.  
41Landis, op. cit., p. 89.
the same problems of readjustment as they progress from the
more sheltered environment of childhood into the more re-
sponsible area of adulthood.

2. This transition is characterized by conflict and
insecurity, for as the young person is exposed to the
larger social life around him he becomes increasingly un-
certain as to his social status.

3. Attendant upon the process of growing up are read-
justments in attitudes, conduct, social controls, and in-
terpretation of experiences.

4. The task of developing satisfactory peer relation-
ships and of maintaining status with the contemporary
group is perhaps the most important of all the problems of
adolescence.

5. Adults are not consistent in their treatment of
the adolescent and expect him to conform simultaneously
to several levels of maturity.

6. The complexities of modern technological culture
force the young person to face a frustrating period of de-
layed economic independence. During this period he must
find some way to occupy his time and must somehow hold
fast to his ideals and hopes.

7. No longer can an individual count on spending a
lifetime in his own little village. It is, therefore, im-
portant that he cultivate and maintain social abilities
that will enable him to understand and get along with people of varying backgrounds.

8. The adolescent today must adjust to a culture that is characterized by instability, confusion, and competition. Such environment complicates the problem of formulating a system of ethical values by which to live.

9. Young people must face the problem of increased leisure. When they have nothing to do, anti-social influences are very potent.

10. Adolescents naturally want to be grown-up, to function with a measure of independence from their families. This does not mean that they do not desire and need help, reassurance, and continued protection.
CHAPTER III

ORGANIZATIONS FOR YOUTH

More than a century ago a French commentator, after a visit to the United States, wrote:

The Americans of all ages, all conditions, and all dispositions constantly form associations—religious, moral, serious, futile, restricted, enormous, or diminutive. The Americans make associations to give entertainments, to found establishments for education, to send missionaries to the antipodes, and in this manner they found hospitals, prisons, and schools.  

Today every sphere of human interest is represented by some form of organization. In a democracy society progresses through clubs, unions, orders, leagues, guilds, social centers, and other innumerable groups of every description. What better objective could such organizations have than that of contributing to the education of youth in ways of social living?

Character, good judgment, and understanding of men are qualities which are not natural to young people, even to the very superior and exceptional ones. . . . Nor can instruction in school impart such traits to youth.  

Moreover, without social adjustment and without character, education is a failure. Character is fundamental to success.

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1Chambers, op. cit., p. 3.
2Fisher, op. cit., p. 25.
in school, in business, and in domestic life. Socially considered, character is a pattern of socialized behavior dependent upon the individual's participation in social functioning. Essential to personality are numerous social contacts, since character is developed only through practice. "Perhaps the best character education of our time is found in the boys' and girls' clubs which now enroll literally millions of our youth."  

It is the purpose of this chapter to present brief descriptive data on the objectives and activities of a few of the well-known organizations for youth. After that, the values attributed to these organizations by authorities in the field of educational sociology will be discussed.

Relationship to Other Educational Agencies

It is the duty of any educator to have a sympathetic familiarity with the aims and methods of all reputable group organizations for youth. Because of the burden of numbers, the limit of time, and the pressure of other duties, the schools must deal with their students in mass rather than as individuals. For that reason there are clubs, societies, and groups of boys and girls of high-school age functioning outside the schools, but with the

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3 James E. West, "Character Education in Scouting," Journal of the National Education Association, XVIII (October, 1929), 5.
sanction and approval of the schools. What the schools fail to do, these youth-serving organizations are trying to do, for "education today consists of numerous influences from a myriad of sources." Since personality does not develop in a social vacuum, and character cannot be built overnight, but must develop as the individual comes to know his responsibilities as a member of society, it is evident that only organizations that bring people together can be character-building institutions. Such agencies may supplement the home, the church, and the school as "instrumentalities for the nurturing of the younger generation." For that reason they merit a place in the consideration of educators who wish to assure every adolescent boy and girl ample assistance in his attempt to achieve maturity.

Some Character-building Organizations for Youth

A knowledge of these organizations, their scope, methods, and purposes should be a useful prerequisite to the consideration of their worth.

A small number of large and well known organizations for boys and girls offering programs so comprehensive that they can scarcely be designated as less than general character-building form a picture of youth welfare in America.

4S. R. Slavson, Character Education in a Democracy, p. 9.
5Grace Longwell Coyle, Group Work with American Youth, p. 10.
6Chambers, op. cit., p. 7.
The oldest and best-known of these is the Boy Scouts of America. Six years after the organization was founded in 1910, Congress granted it a Federal charter in a bill which stated, "The importance and magnitude of its work is such as to entitle it to recognition and its work and insignia to protection by Federal incorporation." Each local unit is sponsored by a church, a service club, or a group of citizens. The fundamental idea is to provide a program for use by local institutions under their own leadership, using their own buildings for the benefit of their own boys. Members are taught patriotism, courage, self-reliance, and like virtues with emphasis on character development, citizenship training, and physical fitness. Each boy takes an oath to do his duty to God and his country, to help other people, to keep himself strong, mentally alert, and morally straight, and to obey the Scout law which demands that he be trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent. The Scouting procedure is best suited to the younger adolescent who still dares to be different from the group as rewards are given upon an individual basis.

7Elizabeth R. Pendry and Hugh Hartshorne, Organizations for Youth, p. 11.
8Ibid., pp. 20-25.
A similar organization for girls known as Girl Scouts, Incorporated, is designed
to prepare a girl for her place in a self-governing society through fostering personal initiative
and a sense of responsibility for others that will make her a good citizen and a good neighbor,
and through a playtime program to encourage the girl to learn and practice cultural and domestic
arts and to develop an enduring love of the outdoors.9

Under the guidance of adult leaders, in small groups organized democratically, members gain information about
homemaking, nature, recreation, health, arts and crafts, community life, and international friendship. They are encouraged to take part in community affairs, to contribute their services to community needs, and to engage in vocational studies.

Sponsored by the Masonic organization, the Order of DeMolay is a fraternal organization for the purpose of encouraging qualities that make for real manhood among boys sixteen to twenty-one years of age. Any boy of suitable age and good character may become a member, as it is not a restricted Masonic body. It proposes to establish standards of character and ideals of citizenship, to afford fellowship among boys, to emphasize reverence for God, and to encourage service in the civic, educational, and religious life of the community. Each member is graduated into adult

citizenship with fitting ceremonies when he reaches his twenty-first birthday.\(^{10}\) The organization promotes self-control, thrift, good scholarship, vocational selection, and emphasizes the excellence of patriotism, cleanliness, courtesy, and love of parents.

The Order of the Rainbow for Girls is sponsored by the Masonic orders for girls of Masonic and Eastern Star homes and their girl friends thirteen to eighteen years of age.

The chief aim is to afford the girls a friendly life of good times as well as of inspiration under adult guidance. Entertainments, contests, welfare work, civic work, picnics, camp parties, charity work, all are included in the activities. It is hoped to build in the members an appreciation of the worthy use of leisure and of right habits of good fellowship.\(^{11}\)

The members are taught to give assistance to any worth-while project which the community sponsors and to divide and use their time in a constructive and helpful way. All of the girls are instructed in the principles of leadership, and must learn how to preside over an organization, how to plan its programs, and to direct its activities. "The ritual of the order is a beautiful series of lectures teaching the importance of religion, patriotism, service, and love of home and school."\(^{12}\)

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\(^{10}\)Chambers, \textit{op. cit.}, p. 16.

\(^{11}\)Pendry and Hartshorne, \textit{op. cit.}, p. 134.

\(^{12}\)Chambers, \textit{op. cit.}, p. 16.
Junior Optimist is a club organized and sponsored by Optimist International for boys twelve to eighteen years of age.

It provides boys with opportunities for companionship with senior Optimists, with training under this environment for development of character, physique, loyalty to parents and country, devotion to school and work, respect for order, and development of ambition.13

As the name implies, the purpose is to develop optimism as a philosophy of life; to promote an active interest in good government and civic affairs; to inspire a respect for law; and to foster patriotism and international friendship among all people.14

These are only a few of the many similar institutions built upon the philosophy that the best way to learn to live is by living. All of them provide programs which are of immediate value and also have a lifetime value as mental, social, physical, and vocational equipment. The encouragement derived from contacts with adult leaders of good character, from the sense of belonging to a group of like standards, from mutual helpfulness and inspiration furnishes motivation for right living and right thinking. While there are separate organizations for the sexes, that does not preclude an occasional "coming together

13Pendry and Hartshorne, op. cit., pp. 118-119.
14Chambers, op. cit., p. 75.
Training for Ethical Discrimination

The programs of these youth organizations are built upon a sort of secular ethics centering around the old-fashioned virtues of honesty, loyalty, and integrity, for which there are no substitutes. Ethics is the foundation of both character and democracy, and schools should no longer "view character education and the development of good citizenship as incidental products but as specific a situation as any other problem of learning."

"Not education, but character, is man's greatest need and man's greatest safeguard."

The chief objective of most of the youth-serving agencies is to build character, and other contributions they make to the lives of boys and girls are incidental or supplementary.

The impressionable years of boyhood are the most important in character building. The boy who is following the Scout ideal in performing a good deed each day has found an entirely new attitude toward life. There is no wide gulf between

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15 Pringle, op. cit., p. 225.
16 Francis F. Powers, Character Training, p. 124.
boyhood and manhood. The same basic qualities that make a boy a good Scout spell success later in life.\textsuperscript{18}

True morality is not possible until adolescence when the period of habitual morality has closed and the individual becomes a moral agent capable of settling questions concerning his own conduct.

\textit{Morals are social in their origin. A social individual has within him conflicting lines of spiritual force all having their source in other social individuals and groups.}\textsuperscript{19}

The ability to control and direct these lines of spiritual force requires a social environment which promotes good character and practice in the intelligent application of moral principles to the varied situations of modern life. Such practice is part of the programs of the recognized youth groups.

They will convert a restless, irresponsible, self-centered boy into a straightforward, dependable, helpful young citizen. The fundamental in all character education may be expressed as the creation of an attitude, a desire on the part of a boy or a girl to acquire certain qualities or traits and the sufficient practice of it to make it a habit of conduct. Without the attitude or desire, the practice might be the exact opposite of what is intended.\textsuperscript{20}

Alice R. Ireys, Girl Scout Council member, says: "Our plan is to make the wholesome, purposeful, co-operative

\textsuperscript{18}Ibid. \hspace{1cm} \textsuperscript{19}Pringle, op. cit., p. 336.

\textsuperscript{20}West, op. cit., p. 219.
life so attractive that it will be preferred; to afford that kind of education which Aristotle said "makes one do by choice what others do by force." There is no such thing as character without inner controls. What these character-building agencies do is to establish inner controls by "sharpening ethical discrimination and establishing individual and group conduct based upon consciously-chosen social ideals." This they do in several ways. First, they train each member to systematically study moral problems. Then, they help him to formulate his moral principles as he discusses and memorizes the code of the organization. Finally, they make it a point to create situations in which members can apply the principles. In this manner they aid the youth in developing a philosophy of life and in acquiring high standards that will enable him to make wise choices when he is confronted with perplexing alternatives and no adult counselor is at hand.

Adolescents desire activity and want to participate in varied forms of social living without too close supervision. Any boy or girl who wants to be with others of his own age should be encouraged to participate in the activities that are organized by youth under the guiding hand of able adult leadership.

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22 Henry M. Busch, Leadership in Group Life, p. 2.
23 Crow and Crow, op. cit., p. 278.
"We must not forget that if we do not provide organizations that are social, moral, and beneficial, young people will invariably drift into gangs and cliques of their own creation. 24 The increase in juvenile delinquency during the past quarter of a century is evidence that the adolescent, left too much to his own devices, is not capable of setting up worth-while objectives or not able to accomplish them. "Not even well-born boys and girls grow into men and women who will be boons to the community except as they develop under the influences which all history attests essential to the growth of sound character—right influence of homes, schools, churches, and community agencies. 25 Boys taken into clubs and provided with constructive, well-rounded health and character-building programs do not become delinquent. The warden of a well-known penitentiary states that ninety-five per cent of the prison's population has never belonged to a young people's club, and a prominent judge in the juvenile court of a large western city reports that he has tried approximately eleven thousand cases of juvenile delinquency and that among them there was never a Boy Scout. 26

24 Sadler, op. cit., p. 190.
26 Rudolph R. Reeder, Training Youth for the New Social Order, p. 135.
Wholesome Group Influences

As they gradually grow away from parental controls, the security of the adolescents within the family which has been sufficient in earlier years becomes only a background for new social relationships.

The voluntary one-sex group, such as the club or gang, has two major values to personality development. First, such a group continues the process of becoming at one with other people, which was begun in the family. Its importance, however, lies in the fact that these identifications take the direction away from the family.27

In the coming together of the group the gregarious instincts are gratified, and in the approval of the group the youthful love of approbation is appealed to. Social approval, according to eminent psychiatrists, constitutes the most important single factor in personality development.28 Since group influence is such a powerful force in controlling the conduct of the individual, the best place at which to begin the work in improving standards is with the group of which the individual is a member.

Fortunate is the adolescent who is surrounded by boys and girls of his age that are wholesome, enthusiastic, and right-minded. When this is the case, he is quite safe, and his environment is his salvation.29

27Slavson, op. cit., p. 39.
28Busch, op. cit., p. 38.
29Pringle, op. cit., p. 92.
The guidance of youth by command must yield to more subtle means of control. If he feels that he is a part of a co-operating group and that on him rests a social responsibility, his loyalty to the group and its ideals will both restrain and stimulate a young person.

It is a rather odd omission in the education given to our young people in their schools that their teachers seldom mention the vital role played in our great democracy by expertly and devotedly conducted group life. The youngsters themselves, with a sure folk instinct, spontaneously begin in their adolescence to study and practice the vital skill of managing group life, to acquire the democratic ability to be alternately leader and led, to subordinate, of their own accord, individual whims and notions to a common purpose. One of the great educational values of high-school life is this vivid personal experience of organized effort-in-common, this practice in the skill of working and playing with others. 30

Through these various organizations the individual can experience the maturing and sobering effect of socially placed responsibility and form the habit of co-operation that will carry over into the business world.

Constructive Pastime and Recreational Activities

The organized youth clubs try to help the adolescent to an intelligent and satisfying adjustment to life by utilizing rather than wasting his enthusiasms. "They furnish

a means of teaching first hand the relation of the individual to society and of society to the individual; they may even give a foretaste of the ideals and joys of social service. Their programs are planned to "encourage and hold the flickering attention to the prosaic tasks of realizing worthy ideals" throughout a prolonged period of preparation for maturity. Unattained ideals may give rise to a sense of incompleteness and discontent. Active participation in youth movements affords the boy or girl a means of expression and a field of practice in a realm that belongs to youth, thereby conserving and directing the splendid idealism and energy of youth.

These numerous objectives are achieved through a program of recreation that is attractive and pleasant. "The task of social and educational work is to set up a system of recreation so that every group and every activity shall give support to high standards of action." It is a well-established psychological fact that the keenest pleasure experienced by human beings is always in some way related to the activities of others. Group work may fulfill

31 Pringle, op. cit., p. 120.
32 Ibid.
33 Busch, op. cit., p. 219.
34 Pringle, op. cit., p. 220.
two functions: "It may provide opportunity for people to utilize leisure in ways so genuinely recreational that personal growth ensues," and it may teach ways of having wholesome associations and pleasures and fix habits pertaining to these.\textsuperscript{35}

The top dozen problems in order of importance that adolescents want help with are: vocational choice; ability to get along with people; health; sex problems; relationships with the opposite sex; finances; plans for marriage and family life; a philosophy of life; relationships with their families; leisure time and recreation; morals; and religion.\textsuperscript{36}

If properly managed, the youth-serving agencies can help in the solution of several of these problems. They provide a bridge between the early security of the family group and the essential security of the peer group. They satisfy the craving for youthful companionship in a most desirable manner. They give skill in the interpretation of social situations, particularly with respect to the place of youth in an adult world.

At this age when the individual is sustained and nourished by the social medium in which he is placed, these activities provide safe channels for adolescent impulses, furnish training in leadership, help to form right attitudes and habits of co-operation, aid in developing the intellect, supply a motive for loyalty, create

\textsuperscript{35}Busch, \textit{op. cit.}, p. 37.

\textsuperscript{36}Frances V. Runnell, "What's Wrong with Our High Schools?" \textit{Good Housekeeping}, CXXIX (November, 1945), 106.
a moral atmosphere, develop moral habits, and give real joy and satisfaction.37

They bring their members joy and love of beauty; give them understanding and practical demonstrations of the meaning of service to others; encourage in them a sense of responsibility; develop their ability to live happily with family, friends, and neighbors; supply an ethical standard for which the adolescent is instinctively searching--honor, loyalty, friendliness, courtesy, cheerful obedience, thrift, cleanliness in thought and deed--traits which have been the basis of sterling character in all ages. Character is more than the adoption of a personal standard. It has social implications, and this aspect of its development is provided for in the various group activities.38

Youth groups supply a link between the three major influences of adolescence--the church, the home, and the school. They supplement the work of these agencies by affording "wider horizons in which to practice the basic teachings of these institutions,"39 and by making a strong social appeal in the interest of strong character and right living.

Church Organizations for High-school Youth

Many adolescents have derived great benefits from membership in young people's religious societies and from the opportunities they offer for spiritual self-expression. The power to do right

37Pringle, op. cit., p. 223.
38Katharine O. Wright, Twenty-five Years of Girl Scouting, p. 12.
39Dunlop, op. cit., p. 11.
in the presence of great provocation and temptation is derived from spiritual sources and religion is an essential element in the development of character and citizenship. 40

Most churches today have youth organizations and meetings are held weekly for study, worship, and discussion. The various denominations that sponsor these groups have the same objectives and carry on similar activities. Their purpose is to build Christian character by promoting Christian living among the members and by training them for a life of service. The church and its leaders are aware of their responsibility to youth and the necessity of building religious and moral character during the formative years of life. They realize, too, that the church has some responsibility for the social development of its young members.

Churches are doing more for the social welfare of young people than they have in the past.

The religious and ethical values of church attendance should not be minimized; but the functions of church leaders must include that of providing for their young people one or more desirable outlets for their natural urge to be with people and make friends. In what better environment can this be done than through church affiliations? Young people's service groups and discussion groups, led by adolescents, are a few of the means that are most effective. 41

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40 Sadler, op. cit., p. 383.

41 Crow and Crow, op. cit., p. 284.
In these organizations the young people find opportunity to develop friendships, to increase their mutual acquaintances, to have wholesome recreation, and to express themselves. Most of them provide social activities during the week for members and their friends.

Religious leaders are conscious that religious education and character formation do not end with the weekly sermon, the Sunday School, or the classroom in which religion is taught. They know that in some instances the most lasting and penetrating lessons of religion and life are taught informally during the so-called "free" hours of the youth's day.\(^2\)

Tendencies toward Too Much or Too Little Participation

Neither the church nor the secular organizations reach anything like a majority of the high-school boys and girls. "Their contribution to character-building could be greatly enhanced if a larger proportion of the youth were attracted to their programs."\(^3\)

At present organized group life is for the most part open to those boys and girls who need it least, whose family background is superior, and who already have good educational and social opportunities, and also to a relatively small number of others who are individuals unusually gifted, energetic, or fortunate. It is not open to the great mass of forgotten young people whose families cannot help them much longer than through their childhood, to those for whom the natural social contacts of former pre-industrial days have been destroyed by moving from

\(^{2}\)Ibid., p. 321.  
\(^{3}\)Rainey, op. cit., p. 89.
town to town, by the dispersal of the family and neighborhood clan.  

Large numbers have never been asked to become members of any respected group with social standing. "They straggle forward toward maturity in silence unobserved and unhelped." In sofar as it is practical it is the responsibility of the school, the church, and other agencies to see that every adolescent feels that he is wanted, to give him a sense of belonging." 

On the other hand, it is possible to influence the youth to participate in too many activities and cause him to lose his power to choose and discriminate.

In recent years there has been considerable effort to get every youth to participate in a number of social activities, the assumption being that the more activities in which the young person engages, the richer his personal experience will become. There is considerable merit in this approach; too much introversion and too much isolation are not wholesome to development of a person. However, many of the struggles of young people are undoubtedly caused by their attempts to participate too widely, with resulting conflict, maladjustment, and loss of goal. It is important that young people learn early to participate selectively in activities and interest groups that are most meaningful.

The town adolescent is frequently so overloaded that he has little time for school and home activities and so over-stimulated that he loses much of the sheer joy of social participation and

44Fisher, op. cit., p. 280.  
46Landis, op. cit., p. 97.  
47Ibid., p. 397.
becomes weary of many things because of an over-enrichment of experience. It would seem that such activities should be increased for some and decreased for others, or at least spread among a greater number in the interest of better balance. 48

Summary

1. The home and the school are only two of the many agencies constructively concerned with the welfare of young people.

2. Various nationally known youth-serving organizations carry on programs that incorporate a variety of projects which closely relate the home, the school, the church, and the community.

3. Most of these programs follow a common pattern and are built around a system of ethics which aids members in developing inner controls and moral judgment.

4. Organized primarily for the improvement of personality and the development of character, these organizations also offer opportunities for proper social relations, usually with those of the same sex.

5. Participation in these programs makes the young person more capable of selecting from his environment those elements that are most desirable socially.

6. Activities of the youth-serving agencies are designed to produce a clarifying influence upon the adolescent's

48 Ibid., p. 398.
thinking concerning himself, his relationships with others, and his role in life.

7. Social experiences in social settings during the formative years will enable the youth later in life to make adjustments to new situations and to new people.

8. The sense of belonging to a peer group affords a young person emotional contentment, moral courage, and peace of mind.

9. Activities sponsored by helpful character-building agencies have immediate value and also have lasting effects on individual members when school life is over.

10. Constructive occupation of his leisure time may prevent the adolescent from engaging in activities that lead to delinquency.

11. Often young people who participate freely in the youth organizations are the socially well-adjusted; whereas the ones who really need the services of these agencies are never reached.

12. Attempts to participate in too many activities may overload the high-school boy or girl and do more harm than good.

13. Character depends somewhat upon religious convictions. The churches can help the adolescent to develop acceptable ideals of conduct and offer him the security of an absolute trust.
14. Churches are planning their programs to give their young members opportunities through the week to practice what they learn on Sunday.
CHAPTER IV

A SURVEY OF THE OUT-OF-SCHOOL CHARACTER-BUILDING ORGANIZATIONS FOR HIGH-SCHOOL YOUTH IN ARLINGTON, TEXAS

The foregoing general discussions of the objectives, values, and range of the youth-serving agencies of this country may well be supplemented by the study of a particular situation made in a selected locality. In an attempt to determine the extent to which high-school students participate in the out-of-school programs for youth, a survey of the Arlington High School, Arlington, Texas, was made during the early part of 1950. The purpose of this chapter is to tabulate and discuss the findings of that survey, after giving a description of the community setting. Perhaps this study will add concreteness to the thinking concerning the influence of these organizations upon the lives of high-school boys and girls.

Community Background

Every community has human and material resources, human needs and wants, and capacities for bringing to itself a more humane and satisfactory culture. . . . Every community has its young people. The care and education of the young is a major matter of solicitude and a prime responsibility. In these young people the
community places most of its hopes, and toward them it directs most of its good will.\(^1\)

Since his behavior conforms largely to the patterns of social morality set up by his adult associates, community life has a strong influence upon the socialization of an adolescent. It is in the community that he receives his formal education and carries on his various activities—religious, fraternal, and recreational. Many of the problems of youth are created by, intensified by, or solved by local factors, and the number and force of the youth organizations in a community depend upon these factors. The most important of these is an awareness on the part of the adult members of the importance of the young people and of the community's obligation to these young people.

The real needs of youth can only be known directly by local people and, in the last analysis, can only be met locally. Regardless of whatever programs for youth may be instituted by the state and national governments, such programs must essentially depend for their success or failure on local interest and local effort.\(^2\)

In order that the statistics presented later may be more meaningful, a few of the background factors present in the Arlington community are noted here.

Arlington is located on one of the state's busiest highways, eighteen miles west of Dallas, and fourteen

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1Chambers, *op. cit.*, p. 3.
2Mathewson, *op. cit.*, p. 5.
miles east of Fort Worth. Because of its location the community has the advantages of both the small town and the city. Low commutation rates and the fact that there are thirty-six daily bus schedules between Fort Worth and Dallas, with from two to five buses on each schedule, make it very easy for residents of Arlington to take advantage of the cultural and educational activities of the two nearby cities. These same factors also make it possible for the people who are so inclined to participate in the less desirable activities of the larger cities.

The population of Arlington has almost doubled since 1946. The estimated population is 12,500, with 5,000 persons in the immediate outskirts and an additional 12,000 within a five-mile trading area. The key to its growth is in its residential expansion. An increasing number of people are making their homes in Arlington, although their business or employment is in one of the neighboring cities. The establishment of industrial plants in Fort Worth and Dallas has brought many new residents into the community from all parts of the country. These people, most of whom have come from the northern states during the last three years, are finding their places in the religious, social, and educational life of the town. This influx of industrial workers is chiefly responsible for the building of approximately three hundred new homes each year, and for the
doubling of the valuation of taxable property within the city limits since 1945.³

There are seventeen small manufacturers in Arlington, most of whom have been in operation for many years and have well-established plants. However, the proximity of the larger cities with their large department stores has kept the business section from growing in proportion to the residential section. The business concerns make it a practice to employ local youth when they can do so. This accounts for the fact that a high percentage of the high-school boys are working part of the time while in school.

The several service clubs of the town work together for the welfare of the young people. They have united their efforts to purchase and equip playgrounds in all parts of the town and during the summer months they pay trained personnel to supervise these grounds. One club has bought an acreage and built a barn for the vocational agriculture classes of the high school. The members are now planning to build a boys' club building on the same ground so that they may serve more boys. Another service club has donated apparatus to the schools for checking the eyes and ears of all children in the schools. Medical

treatment is furnished to any who are in need of it and not able to pay. Still another club emphasizes scholarship and character by inviting high-school boys as guests at the regular meetings and by conferring a scholarship on an outstanding high-school graduate each year. Since this study was started, the American Legion has rented and equipped a hall for meeting purposes and has invited the young people to use the place for their supervised club or recreational activities. The women's clubs are in the process of arranging a section in the city hall for their meetings. When this is completed, it, too, will be open to the youth of the community.

Located in the city hall is an up-to-date public library sponsored jointly by the city, the local clubs, and the county. A municipal golf course and a swimming pool are maintained in connection with the city park, where picnic grounds, a Girl Scout club house, and other recreational facilities are provided for all who care to use them.

There are thirteen churches within the city limits of Arlington. Five of the oldest and largest are near the downtown business section, whereas the others are scattered throughout the town. More than eight thousand people belong to these churches and the average attendance per Sunday
is approximately six thousand. Every church has organized Sunday School classes for high-school boys and girls, and most of them have a Sunday evening training and fellowship service for young people.

There are 1,600 names on the census rolls of the Arlington School District and ninety-five per cent of those enumerated are in attendance. Sixty-nine teachers are employed to teach the 1,680 students enrolled in the three grade schools and the one high school. About one fourth of the 424 students in the high school are transfers from neighboring districts, since there is no other senior high school in the eastern part of the county. Approximately one hundred students finish their work and graduate from the high school each year and eighty per cent of them enroll in college. The fact that there is a state-supported junior college in Arlington makes it possible for any of the boys and girls to attend college with little financial outlay. In addition to the regular academic work leading to a degree, the college offers terminal industrial courses designed to equip the student for immediate entry into industry at the end of two years. High-school students are allowed to enroll in special college courses during the

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4 Interview with Dorothy Wallace, Secretary of the Chamber of Commerce, Arlington, Texas, January 10, 1950.

5 Interview with James W. Martin, Principal of the Arlington High School, March 12, 1950.
summer session, and many of the college facilities, including the athletic field, are open to the high-school students at all times.

"A community which utilizes its total resources—schools, churches, agencies, municipal facilities—for the common good builds a democracy that is real."  

The cultivation of a capacity to take an active and constructive part in the social, religious, economic, and political life of a community and nation is an end of all meaningful education. No single agency or institution can hope to do this job alone. It is simply too big. It calls for the persistent collaboration of all agencies and institutions that are properly concerned with the business of preparing each rising generation to meet the inescapable problems of living.

The Survey

The subjects of this study, made during the months of January and February, 1950, were the students of the Arlington High School, one hundred of whom were seniors, 119 juniors, seventy-eight sophomores, and 126 freshmen. At that time there were five active, non-sectarian youth organizations operating in the community—Boy Scouts, De-Molay, and Junior Optimists for the boys of high-school age, and Girl Scouts and the Order of the Rainbow for the girls. All data were collected from questionnaires which

6Chambers, op. cit., p. 34.
7Bell, Matching Youth and Jobs, p. 1.
were mimeographed and presented to students in each home room during the daily thirty-minute activity period. The usual procedure was to confer with the home-room teacher in advance, gaining her co-operation in the project. She then presented the matter to her group with a word of explanation as to what was desired and to what use the information would be put. Replies were received from ninety-five per cent of the students and if, when checking later, any question was unanswered or any essential information was omitted, the individual was asked about that specific item.

The questionnaires first distributed were those relative to the club activities of the 198 boys enrolled in the high school. Table 1 sets forth the data regarding the participation in club activities by classes.

Data listed in Table 1 show that fifteen freshman boys belonged to one club and three belonged to two clubs. Forty-nine of the sixty-four boys in that class were not included in any youth organization and twenty-two of that number indicated that they had no desire to be. Twenty of the thirty-nine sophomores were not members of any of the groups; twelve belonged to one group; and seven belonged to two organizations. Only eight of the twenty expressed a wish to be included in any of the groups. While seventeen junior boys belonged to at least one of the groups,
TABLE 1

GENERAL CHARACTER-BUILDING ORGANIZATIONS FOR HIGH-SCHOOL BOYS: MEMBERSHIP ACCORDING TO CLASSES

<table>
<thead>
<tr>
<th>Organization</th>
<th>Class</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freshmen</td>
<td>Sophomores</td>
</tr>
<tr>
<td>Boy Scouts</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>DeMolay</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Junior Optimist</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>None</td>
<td>49</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>46</td>
</tr>
</tbody>
</table>

seventeen others signified that they did not care to belong to any of them. The remaining fourteen denoted that they would like to join a suitable organization. The senior class included forty-seven boys and only twenty of these reported that they were club members. Twenty of the other twenty-seven senior boys expressed a desire to belong to some club.

It will be noted that the percentage of senior boys desiring membership in a club is greater than in the other classes. This might indicate that the clubs become more popular as the boys grow older. The increasing desire of
the adolescent for social connections outside the family group probably accounts for that. The fact that one hundred and twenty-three of the one hundred and ninety-eight boys, or sixty-two and one-half per cent, belong to no club tends to verify the statement that "nothing like a majority of American youth are actually reached and served by the character-building associations for young people." ⁸

The preceding statistics take on more meaning and comparisons are made easier when the same information is expressed in percentages. Table 2 gives the percentages of the class memberships enrolled in the various clubs for boys. The total of these percentages in each class exceeds one hundred. This is due to the fact that in several cases the same boy was counted more than once because he was a member of more than one organization. The low percentage shown in the freshman class may be due to the fact that a large number of these boys were new transfers and had not yet become oriented in the school, or that they had not reached the age when strong social impulses would draw them into group activities. It will be observed that the percentage of members in each of the other three classes is approximately the same. In these classes about forty-five per cent of the members were affiliated

⁸Chambers, op. cit., p. 19.
TABLE 2
PERCENTAGE DISTRIBUTION OF MEMBERSHIPS IN BOYS' CLUBS

<table>
<thead>
<tr>
<th>Organization</th>
<th>Percentage in Each Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freshmen</td>
</tr>
<tr>
<td>Boy Scouts</td>
<td>14.0</td>
</tr>
<tr>
<td>DeMolays</td>
<td>6.25</td>
</tr>
<tr>
<td>Junior Optimists</td>
<td>7.8</td>
</tr>
<tr>
<td>None</td>
<td>76.6</td>
</tr>
</tbody>
</table>

with the various youth groups. It is interesting to compare that figure with that quoted by Sayre, citing a nationwide survey which revealed that hardly twenty-five per cent of the youth of this country are members of a youth organization.⁹

Seventy-two of the boys who were not participating in any of the young people's programs declared that they would like to do so. Each of these boys was asked to name the group with which he would like to become affiliated. The replies to that question are tabulated in Table 3. The information contained in this table indicates a possible

⁹Sayre, op. cit., p. 5.
need for the extension of the services of the youth groups to include more young people of the community. From the tabulation it will be noted that there may be sufficient demand for the initiation of one or two more programs for high-school boys.

Several individuals indicated on the questionnaire that a lack of time prevented them from taking part in club activities. These boys had part-time jobs. Seventy-four
per cent of the high-school boys earned part or all of their spending money. Approximately fifty-five per cent of the freshmen, seventy-four per cent of the sophomores, eighty-six per cent of the juniors, and eighty-five per cent of the seniors worked part of the time. Table 4 shows the number of hours per week spent by the average boy class member on projects outside the classroom proper.

TABLE 4

HOURS SPENT PER WEEK BY HIGH-SCHOOL BOYS ON OUT-OF-CLASS ACTIVITIES

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number in Each Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freshmen</td>
</tr>
<tr>
<td>&quot;Extracurricular&quot;</td>
<td>5.5</td>
</tr>
<tr>
<td>Clubs</td>
<td>2</td>
</tr>
<tr>
<td>Work</td>
<td>10</td>
</tr>
<tr>
<td>Church</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>19.5</td>
</tr>
</tbody>
</table>

A study of the totals in the foregoing table, remembering that these are averages and that in individual cases the figures were much higher, will verify the fact that a lack of time may well be a determining factor in the group
affiliations of high-school youth. When the time spent on the regular school studies and on the performance of home duties is added to the above totals, the time element becomes even more significant.

A few days after the first questionnaire was given to the students, a second one having to do with their church activities was handed them. Table 5 summarizes the information concerning the high-school boys as gleaned from that questionnaire.

**TABLE 5**

**CHURCH ACTIVITIES OF HIGH-SCHOOL BOYS**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number in Each Class</th>
<th>Total</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freshmen</td>
<td>Sophomore</td>
<td>Junior</td>
</tr>
<tr>
<td>Church membership . . . . .</td>
<td>50</td>
<td>35</td>
<td>44</td>
</tr>
<tr>
<td>Sunday School attendance .</td>
<td>48</td>
<td>28</td>
<td>41</td>
</tr>
<tr>
<td>Youth service attendance .</td>
<td>13</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Recreational-social activities .</td>
<td>24</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>No affiliations</td>
<td>6</td>
<td>8</td>
<td>4</td>
</tr>
</tbody>
</table>
Reference to Table 5 will show that seven out of eight of the boys in the Arlington High School participated in some form of church activity. This ratio is far above the national ratio of one out of two as reported by Bell. However, the percentage of boys who were church members is almost exactly the same as the Maryland study revealed for urban youth. The Sunday School, which enrolls almost three fourths of these students, seems to be much more effective than the other two programs which the churches maintain for the young people. The Sunday evening service attracts less than one fourth of the boys and the social and recreational activities, less than one half.

Data gathered from the questionnaires filled out by the girls are tabulated in the following tables. Table 6 gives the figures on club membership, or non-membership, by classes. A comparison of the results tabulated here

| Table 6 |
| CHARACTER-BUILDING ORGANIZATIONS FOR HIGH-SCHOOL GIRLS: MEMBERSHIP ACCORDING TO CLASSES |

<table>
<thead>
<tr>
<th>Group</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rainbows</td>
<td>11</td>
<td>12</td>
<td>26</td>
<td>11</td>
<td>60</td>
</tr>
<tr>
<td>Scouts</td>
<td>10</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>None</td>
<td>41</td>
<td>21</td>
<td>41</td>
<td>43</td>
<td>146</td>
</tr>
</tbody>
</table>

10 Bell, Youth Tell Their Story, p. 199.
with the similar figures given for the boys in Table 1 brings out some interesting differences. The girls during the first years of high school show more interest in clubs than during the last year, whereas with the boys the reverse is true. Table 7 translates the data in Table 6 into percentages. There is very little difference between the percentages for the sophomores and juniors for both boys and girls, as a comparison of Tables 2 and 7 will show.

TABLE 7
PERCENTAGE DISTRIBUTION OF MEMBERSHIP IN GIRLS' CLUBS

<table>
<thead>
<tr>
<th>Organizations</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rainbow Girls</td>
<td>17.7</td>
<td>30.7</td>
<td>36.7</td>
<td>20.4</td>
</tr>
<tr>
<td>Girl Scouts</td>
<td>16.0</td>
<td>15.4</td>
<td>5.6</td>
<td>0</td>
</tr>
<tr>
<td>None</td>
<td>66.3</td>
<td>53.1</td>
<td>57.7</td>
<td>79.6</td>
</tr>
</tbody>
</table>

The over-all percentage for the girls is about two per cent below that of the boys, but it is twenty per cent above the figures given in a survey of eight thousand girls in California, only fifteen per cent of whom were members of a youth organization.\(^{11}\)

\(^{11}\text{Fisher, op. cit., p. 284.}\)
Of the 146 girls who were not members of a girls' organization, only thirty-two admitted that they had no desire to belong to one. Approximately one third of the girls enrolled in school earned part or all of their expenses, working on the average six hours per week. The average time each girl devoted to club work per week was one and one-half hours. The so-called extracurricular activities of the school took approximately four and one-half hours of her time. All of these figures are lower than the corresponding figures for the boys, but that is to be expected because of the greater number of boys who work and because of the athletic program of the school.

The questionnaires regarding their church activities reveal that the girls participated more fully than did the boys. Table 8 sets forth the data concerning the religious activities of the girls.

As in each of the preceding tabulations, the totals arrived at in this table are above the nation-wide averages in other surveys as previously cited. However, a national survey conducted now might show that the averages have risen generally in regard to many of the items ordinarily contained in such studies, for the public is becoming increasingly aware of the various manifestations of the youth problem.
TABLE 8
CHURCH ACTIVITIES OF HIGH-SCHOOL GIRLS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Freshmen</th>
<th>Sophomore</th>
<th>Juniors</th>
<th>Seniors</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Church membership . . .</td>
<td>52</td>
<td>33</td>
<td>64</td>
<td>49</td>
<td>198</td>
<td>87.6</td>
</tr>
<tr>
<td>Sunday School</td>
<td>52</td>
<td>32</td>
<td>67</td>
<td>40</td>
<td>191</td>
<td>84.5</td>
</tr>
<tr>
<td>Youth services</td>
<td>22</td>
<td>13</td>
<td>35</td>
<td>18</td>
<td>88</td>
<td>39.0</td>
</tr>
<tr>
<td>Recreational-social</td>
<td>34</td>
<td>16</td>
<td>39</td>
<td>24</td>
<td>113</td>
<td>50.0</td>
</tr>
<tr>
<td>activities . .</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No affiliation</td>
<td>10</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>28</td>
<td>12.4</td>
</tr>
</tbody>
</table>

Leaders in School Activities

After statistics for the entire high-school population had been compiled, the students were classified as participants and non-participants in out-of-school organizations. Those who held membership in such organizations were then studied as a group. The purpose of this further investigation was to determine whether these students were demonstrating qualities of good citizenship and capacities for leadership in classroom and organization work. Most of the attention was centered on the members of the junior and senior classes, since they had been in the school long enough to give evidence of any such qualities that they might possess.
Records in the office of the high-school principal were checked to find how well these juniors and seniors had conducted themselves during the three or four years that they had been attending the school. The records showed that only ten of the seventy-one students had a breach of conduct of any kind recorded against them. Five of the ten had committed only minor offenses. In other words, ninety-three per cent of these students had excellent records as far as discipline was concerned, and eighty-six per cent had perfect records. Throughout their high-school years these boys and girls had consistently demonstrated a readiness to comply with school regulations and to uphold principles of morality and ethics.

Sixty-eight, or more than ninety-five per cent of the seventy-one juniors and seniors in the group being studied were actively engaged in some extra-class activity. Approximately half of them belonged to the National Honor Society. At the time this study was made sixty-three members of the two classes were members of that organization. These boys and girls had maintained a high scholastic record during the preceding semester and had displayed a willingness to render service to the school and the community. They had also exemplified desirable qualities of personality such as friendliness, poise, stability, and tolerance.
At the beginning of the school year a scholastic eligibility list was arranged alphabetically and a mimeographed copy carrying four columns headed "Service," "Leadership," "Character," and "Remarks" was given to each teacher. The teachers then checked opposite the names the ratings they placed on the students. This information was assembled and the students ranked according to the composite reports of the teachers. Those who ranked highest were given the privilege of joining the society. Thirty-four, or fifty-four per cent, of those selected were active in youth organizations outside the school. It should be pointed out that less than one third of the juniors and seniors belonged to an out-of-school club, and from that small group came over one half of the members of the National Honor Society.

The most influential organization in the school at the time this study was made was the student council, composed of respective presidents and vice-presidents of the various clubs and classes of the school. These individuals had been elected to responsible positions by the other students, and they directed the activities of all the extracurricular organizations. It was their duty to "foster a spirit of co-operation among students and faculty, to assist in the co-ordination of student activities, to promote and encourage activities for the best interest of the
school through open discussion of school problems." The council met once a week and was responsible for the student calendar, for student entertainments, for school assemblies, for student elections, and the like. Fourteen of the twenty-one members who made up this group came from the thirty-five per cent of the student body who were participating in out-of-school organizations for youth.

Two school publications, a bi-weekly newspaper and the school annual, were edited by the members of the senior class. Approximately fifty per cent of the staff members of these publications were active in the youth clubs of the community. This fact takes on more significance when it is pointed out that only thirty-one out of 101 seniors did take part in the youth clubs.

During the year both the junior and senior classes put on the traditional class plays. In addition to selecting the casts for these plays, the director selected the more capable and dependable class members for stage managers, business managers, publicity agents, and the like. Fifty individuals had some part in the staging of these two functions and approximately two thirds of them belonged to the youth-serving organizations outside the school.

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Each class in the school selected from its members a favorite boy and a favorite girl to be given special prominence as such in the school yearbook. These individuals were elected by secret balloting in class meetings called especially for that purpose. All of the students selected in these popularity contests during the year were individuals who were affiliated with out-of-school youth groups.

While only about one third of the students of Arlington High School were connected with the character-building societies at the time this survey was made, that small minority was carrying on more than half of the worthy activities sponsored by the school. Whether these students were functioning in responsible positions because they had those out-of-school associations, or whether they engaged in all young people's activities because they were capable and eager to be a part of things may be a question. Nevertheless, the survey showed that the same boys and girls who were interested in the character-building programs for youth were much more active in school affairs than were the others who had never been affiliated with such programs.

It is very probable that the community-sponsored youth-serving agencies did touch and influence the lives of the high-school students in such a way as to be a contributing factor to their satisfactory social adjustment.
and to their development as leaders. The Arlington community is striving to provide an adequate program for the social, recreational, and moral welfare of its young people. The inauguration of additional playground, social, and community programs for youth and the expansion of existing programs are being considered at this time. Some of these are mentioned in the introductory paragraphs of this chapter. This study made in a selected Texas town may be of sufficient significance to justify its duplication in other communities.

Summary

1. General observations concerning the significance of out-of-school organizations for youth become more meaningful when supplemented by a study made of a specific situation.

2. Community factors have a strong influence upon the personality development of the high-school boys and girls who are growing up in the community.

3. Approximately one third of the students enrolled in the Arlington High School at the time this study was conducted belonged to out-of-school character-building organizations, and seven eighths of them belonged to a church organization for young people.
4. Those students who participated most widely in out-of-school activities were the ones most active in extra-class school activities.

5. It seems evident that the community's youth-serving organizations are making a positive contribution to the social development of the adolescent boys and girls who participate in the activities of those organizations.
CHAPTER V

SUMMARY AND RECOMMENDATIONS

Every serious and thoughtful parent, teacher, and vocational or social leader is giving considerable thought to the future of young America. Singly and in groups, these leaders are attempting to analyze the attitudes and behavior of teen-age boys and girls and to organize ways and means of combating any adolescent tendencies that may interfere with desirable adult adjustment.¹

This study is an attempt to analyze the attitudes and behavior of high-school boys and girls, and then to determine whether the out-of-school character-building organizations for youth are effectively combating tendencies that might interfere with satisfactory adult adjustment.

Summary

The following observations are rather well indicated from the material presented in the foregoing chapters. The high-school years coincide with a period of unusual physical, emotional, and social development in the life of an individual. Changes in social attitudes during these years are fraught with great possibilities for individual growth and character, or for individual turmoil and frustration. The days of the traditional, homogeneous community, in

¹Crow and Crow, op. cit., p. 350.
which similar standards and ideals prevailed and could be taken for granted, are over. Young people of today have more freedom, and consequently must make more choices, than any past generation in America, or in any other place. Basically, however, they want the fundamental security that young people have always wanted—they still want to maintain certain moral and social standards. No young person can achieve a wholesome and desirable life pattern until he recognizes his responsibilities to and for himself and others. It is natural and right that boys and girls should want to be with others of their own age, and this yearning must be met by proper social responses if its educational possibilities are to be utilized. Careful use of leisure and wholesome environment for recreational purposes deters many adolescents from delinquency—attractions that degrade are always so available. Our industrial society forces an abnormally long period of economic dependence on vigorous, ambitious young people. Directing and conserving their energies and potentialities pose a problem for these young people and for adults who are concerned with their welfare.

Moral growth and maturity of character come about by exercise. All efforts to help mentally, physically, and morally, must be given a social setting. If a teen-age boy or girl is to acquire social ease and efficiency, he
must be given opportunities for participation in social activities. Reputable youth organizations operating outside the school are designed to advance the social, cultural, physical, religious, and intellectual well-being of adolescents and to help them to acquire the attitudes, appreciations, and values that are essential for happy and useful lives in a democracy. The programs of these organizations provide a fellowship of youth for social, recreational, and benevolent purposes. The emphasis of these programs in the lives of the individuals who have participated in them is clearly indicated by the study made in the preceding chapter, by the estimates of value made by prominent and successful business men, and by the records of our criminal courts. The boy or girl who reaches maturity without ever having actively participated in one of the youth programs has missed a special kind of training that no other agency can give.

Recommendations

In the light of the information and opinions gathered in this study, the following recommendations are made:

1. First and foremost, youth organizations should be available to all young people, so that any individual has

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2 Dunlop, op. cit., p. 11.  
3 Ibid.
only to ask to join and a place is found for him in an established group, or, if there is no such group at hand, a new one is formed.

2. Adults should talk less about juvenile delinquency and other anti-social products of the unsupervised leisure hours of the adolescent and do more to see that he is given a chance to spend those hours constructively.

3. Each community should organize and conduct a survey to determine the needs of its young people—social, cultural, and recreational—that are not being met by agencies already existing in the community. The survey might also include a study of the programs of these existing agencies and of their value as a social force.

4. Schools, churches, service clubs, and other civic organizations should join in sponsoring and developing wholesome programs for youth. There should be closer cooperation between these institutions so that there will be less duplication of effort and greater co-ordination in their functioning.

5. When a student enrolls in school he should be asked to fill out a questionnaire relative to his interests, talents, church preference, and the like. This information should be used to assimilate individuals into well-organized groups and to give each of them a sense of belonging.
6. Special effort should be made to reach students not already active in some organization. Mere stimulation of greater activity on the part of students already over-loaded is futile.

7. Some method of financing these youth groups should be worked out so that economic barriers or economic prestige would be eliminated.

8. A well-kept, attractive place in a respectable, centrally located district should be provided for the meetings of the youth-serving organizations of a community. Schools and churches should open their buildings to the young people, if no other place is available.

9. More intelligence should be cultivated in regard to public attitudes toward youth problems, and more capable and upright adults in every community should offer their services as leaders of the organizations for youth.

10. Every teacher and social leader should try to discover the talents or potentialities of each individual and see that he is given an opportunity to develop those qualities. Leadership of the highest type is highly essential in a democracy.

"The true test of civilization is, not the census, nor the size of the cities, nor the crops--no, but the kind of man the country turns out."\(^4\)

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\(^4\)Herbert E. Hawkes and Anna Rose Hawkes, *Through a Dean's Open Door*, p. 245, quoting Ralph Waldo Emerson.
APPENDIX

STUDENT QUESTIONNAIRE

1. Name ____________________________  2. Age____
3. Classification_________  4. Place of birth__________
5. Address______________________________
6. How long have you attended this school?__________
7. In what school activities do you take part?__________

8. About how many hours per week do you spend on these activities?

9. Do you earn all or part of your spending money? If so, how?

10. How many hours per week do you spend working? ______

11. Name in order of greatest participation the clubs or organizations of which you are at present a member.

12. Do you hold an office in any of these clubs? If so, what?

13. What club offices have you held in the past?____

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14. How many hours per week do you spend doing club work?

______________________

15. If you do not belong to an organized club for young people, would you like to? ___________________

16. What organizations would you like to belong to that you do not now belong to? ___________________

17. Have you suggestions for other clubs that you would like to have organized in this community? ___________________
STUDENT QUESTIONNAIRE (RELIGIOUS)

1. To what church do you belong?

2. If you do not belong to a church, what is your church preference?

3. Do you belong to a young people's Sunday School class?

4. What is the name of this class?

5. Are the members boys? girls? both?

6. If you do not belong to such a class, would you like to?

7. Does your church have a Sunday evening service especially for young people?

8. What is this service called?

9. Do you attend this evening service regularly? occasionally?

10. In what phase of a church's social or recreational program do you participate?

11. Are you a member of a church choir? Would you like to be?

12. How many hours per week do you spend doing church work?

13. Do you think there is anything your church could do to help young people more than they are now?

14. Classification (at school)
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