

A SURVEY OF THE TREND OF PRESENT DAY THOUGHT
CONCERNING YOUTH AS INDICATED IN
CURRENT PERIODICAL LITERATURE

by
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CHAPTER I.

INTRODUCTION.

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CHAPTER I.

INTRODUCTION

Purpose of Thesis.

One need only to pick up a modern periodical to realize that the present day thought concerning the youth of the land is voluminous and varied. All men, from educators well versed in the field of adolescence to those people only slightly acquainted with one phase of the subject, feel free to voice their opinions concerning youth. Accordingly, the pendulum of criticism, ideas, and actual facts about these young people swings from one extreme contention to the other. However, amidst this great mass of material, it does seem probable that there should be some phases receiving more attention than others, and that some opinions should be more dominant than others. In view of this fact, it is the purpose of this thesis to discover what material is being written about adolescence in representative, present day periodicals. The survey of this current literature will result in determining the leading subjects written about in this field and in analyzing the main points of each topic as it is found discussed in the

periodicals. Conclusions may be drawn concerning the trend of thought in so far as it is pertinent to the subject of adolescence.

Delimitation.

It will be necessary to limit this survey to cover only the material printed in one year. From it, a representative idea of the trend of thought concerning youth may be obtained. The year beginning July 1930 and ending June 1931 will be selected, because it is desirable to study the most recent contributions in this field. At the time of the writing of this thesis, the latest periodicals, which were obtainable to be used, were those which were published from July 1930 to June 1931.

In dealing with this subject, it also will be necessary to consider only those articles which are found in the magazine "proper". Therefore, this means that the columns commonly found in women's magazines, known as "departments", which advise concerning the newest findings in child psychology, solutions to problems of parenthood, answers to questions concerning movies, vacations, books and play; book reviews; technical articles; articles dealing with the problems and progress of education of youth, but not actually youth itself; and the like, will be omitted from any consideration.

Sources.

The magazines used for this survey are only those which

are to be found listed in the Readers' Guide.¹ The ones listed there will be considered as representative of the entire field of modern day periodical literature. Out of the number of magazines catalogued in the Readers' Guide, only those will be surveyed which have articles dealing with the subject. As many articles, as it is possible to find, contributing to the modern day thought will be read. The choice of articles dealing with the subject of youth will be limited to those listed in the Readers' Guide of July 1930 to June 1931.

Method of Procedure.

The first step of this study will be to go through the Readers' Guide, choosing those topics which may contain opinions concerning youth. Such topics as are undoubtedly related to the subject, for instance adolescence, college, college students, universities, education, girls, high school, delinquency, and youth, will be used as guides in finding other correlated topics. The choice of magazine articles will then be made from the list found under these topics. Once the articles are selected, the next step will be to read all of them, and carefully make notes of each point pertaining to the subject.

1. Readers' Guide, July 1930 to June 1931.
H. W. Wilson Company, New York, 1931.

The material obtained in this manner will then be organized. The method employed will be to discriminate the points, placing those together that relate to the same topic. This will necessitate the charting of all these related points to determine the leading topics. Once the main topics are determined, the next step will then be to analyze all the material in each leading topic, respectively, and resolve it into a concise summary to make apparent the opinions expressed concerning that particular topic. The analyses of each of these topics, written up in consecutive form, will compose the main body of the thesis. The results of this analysis will be the basis for making conclusions concerning the subject of youth as it is treated and written about in current periodical literature.

Value of Study.

The value of this survey of present day periodical literature concerning the trend of thought about youth will be in acquiring information concerning the actual content of the material that is being published in present day periodicals about youth; in knowing what phases of the life and characteristics of youth are the most under discussion; in finding out whether youth is more condemned or praised; in discovering whether the opinions expressed tend to be similar or divergent; in drawing up conclusions concerning the trend of thought regarding youth based on this survey; and in determining the actual value of opinion as it is expressed.

CHAPTER II.

THE CHOOSING AND ANALYSIS OF PERIODICAL ARTICLES
ACCORDING TO TOPICS

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ACCORDING TO TOPICS

In the light of the stated purpose of ascertaining the current periodical opinion concerning adolescence, certain topics were selected as a working basis in examining the Readers' Guide for the year, June to July, 1930-1931. The preliminary topics, upon referring to the Readers' Guide, led to other related topics. In this way an inclusive list of subjects, which adequately covered the period of adolescence, was built up. The list of topics is as follows:

Adolescence	religious life
Boy	social life
Christian Endeavor	Education
College:	Girls:
athletics	camps
chapel	employment
debating	recreation
degrees	High School:
dormitories	curriculum
education	home economics
fraternities	junior high schools
girls	junior league
graduates	personnel service
health	students
professors	Juvenile delinquency:
religion	big brother movement
statistics	detention homes
students	delinquent girls
student life	problem children
women students	reformatories
value of education	Moral education
Universities:	Marriage
colleges for women	Recreation
denominational colleges	Religion
junior colleges	Vocational guidance

Young men
Young women

Youth
Youth movement

The next step in the procedure was to make a careful selection of the magazine articles listed under the above topics. Practically all of these articles were accepted for study. Those articles, the titles of which indicated that they had no bearing on the general topic of adolescence, were omitted. Whenever there was doubt as to whether an article was pertinent to the study it was accepted for further analysis.

The number of articles thus carefully selected amounted approximately to two hundred and seventy-five. These were organized according to the periodicals in which they appeared. The total number of magazines found to be represented was forty-eight. These articles were then read carefully, note being taken of every point which had any relation to the field of study. Articles which were found to have no bearing on the subject were culled out. Of the original three hundred articles, ninety, or thirty per cent, were found to contain material which did not contribute to this field. These articles were ruled out because the content was concerned not with youth itself but with methods of education, technicalities of education, statistics unrelated, experimental work, various investigations of one report or another, courses and curricula for the college or the high school, reports of addresses

made at one educational convention or another, and book reviews.² In no instance were the articles considered which are to be found in those sections of the magazines known as "departments". These "departments", for the most part, appear in magazines for women. They are concerned with the latest psychological findings as regards the child; the task of the parent who must know how properly to feed the child, and how to meet his questions and needs. The articles which appear from month to month in these sections are not listed in the Readers' Guide. Although they show an interesting trend in the efforts which are being made to educate the parents to give their children the best possible training and care, according to the latest psychological and approved methods, nevertheless they are not representative of the thought concerning adolescence, which is being placed before the public.

In order that no articles, which might have material relating to the subject be neglected, each magazine was carefully looked over to see whether there were any other articles dealing with the topic of youth. In this way, some sixty-five articles were added to the list. Therefore, the total number of magazine articles found to be related to

2. Seven or eight articles were found to be book reviews of Abner Flexner's book, Universities English, German, and American. The book is being widely discussed and is stirring up educators to give even more attention to the real purpose of education.

the topic amounted to two hundred and fifty articles. Of this number, twenty-five were not read, because magazines were unavailable (in some instances the magazines were in the bindery). Finally, two hundred and twenty-five articles, or about eighty-nine per cent of the material, were read and their content analyzed for points contributing to the thought concerning adolescents.³ Because of the method employed and the care with which the magazines and articles were analyzed, it is believed that this group of articles is fairly representative of the material which is being written today concerning adolescence.

Once this process of selection, reading, and note-taking was completed, the next step was to organize the notes, placing all those together which dealt with similar subjects. This step was preliminary to the making of a chart, by which all the material was analyzed and synthesized.

The method of procedure used in plotting the material in chart form was as follows: eight sheets of paper, approximately eight feet long by a foot and a half wide, were taken and parallel columns were ruled off perpendicularly. The first sentence of the first card of notes was

3. These articles with complete references are to be found in the bibliography, listed according to the magazines in which each article is found.

written down in the first column of one of the sheets of paper. The next sentence was then read and the context of thought was placed at the head of the second column. Each new point made in the article, as recorded in the notes, was treated in this manner. If a sentence developed further the idea already stated in a column, it was placed as a second sentence in that column. Thus the first sentence of each column automatically became the topic of that respective column, and every idea bearing on that subject was placed in that column. All the material was gone through in this fashion. In setting down the sentences in the columns, no mention of the particular magazine article in which the thought appeared was made, except that each sentence was carefully footnoted, so that no single thought was placed on the chart without a footnote giving its source.

The object of charting all the material in this manner, was to get it before one in such a graphic way as to enable one to determine the leading subjects under discussion; to discover which topics are the most popular and of the most import; and to find out which topics are dealt with by the greatest number of magazines.

After all the material had been analyzed and set down in this manner, nearly two hundred columns resulted. Each one dealt with a different phase of the subject. Some of the columns were very long, containing many points, while

others were short. The material, although all laid out, was still in too massive a form to enable one to see easily which topics were relatively most important. Therefore, it was necessary to organize the material further. Wherever it was found that two or more columns treated subjects which were very closely related, these columns were combined. The number was reduced, in this way, to nearly half of the original number.

After the distinct subjects of discussion were decided on, the next step was to determine the leading topics. To do this, the following method was employed: All the sentences contributing to each subject were carefully analyzed. One single developed idea was counted as one point. Where several substantiating facts contributed to form one main idea, only one point was counted. If there were two ideas which were the same in content, these two were counted as two points, because they were contributed by two distinct sources.

Then these points under each respective topic were counted. The topic having the greatest number of points was considered the leading subject, and so respectively until the last topic. The computation of these was carefully carried out to the best of the writer's judgment. At the same time that the number of ideas was being counted, the number of magazine articles and different periodicals contributing to each subject was also counted, to discover

the relation between the respective order of the leading topics, the number of magazine articles contributing to them, and the number of representative periodicals dealing with them.

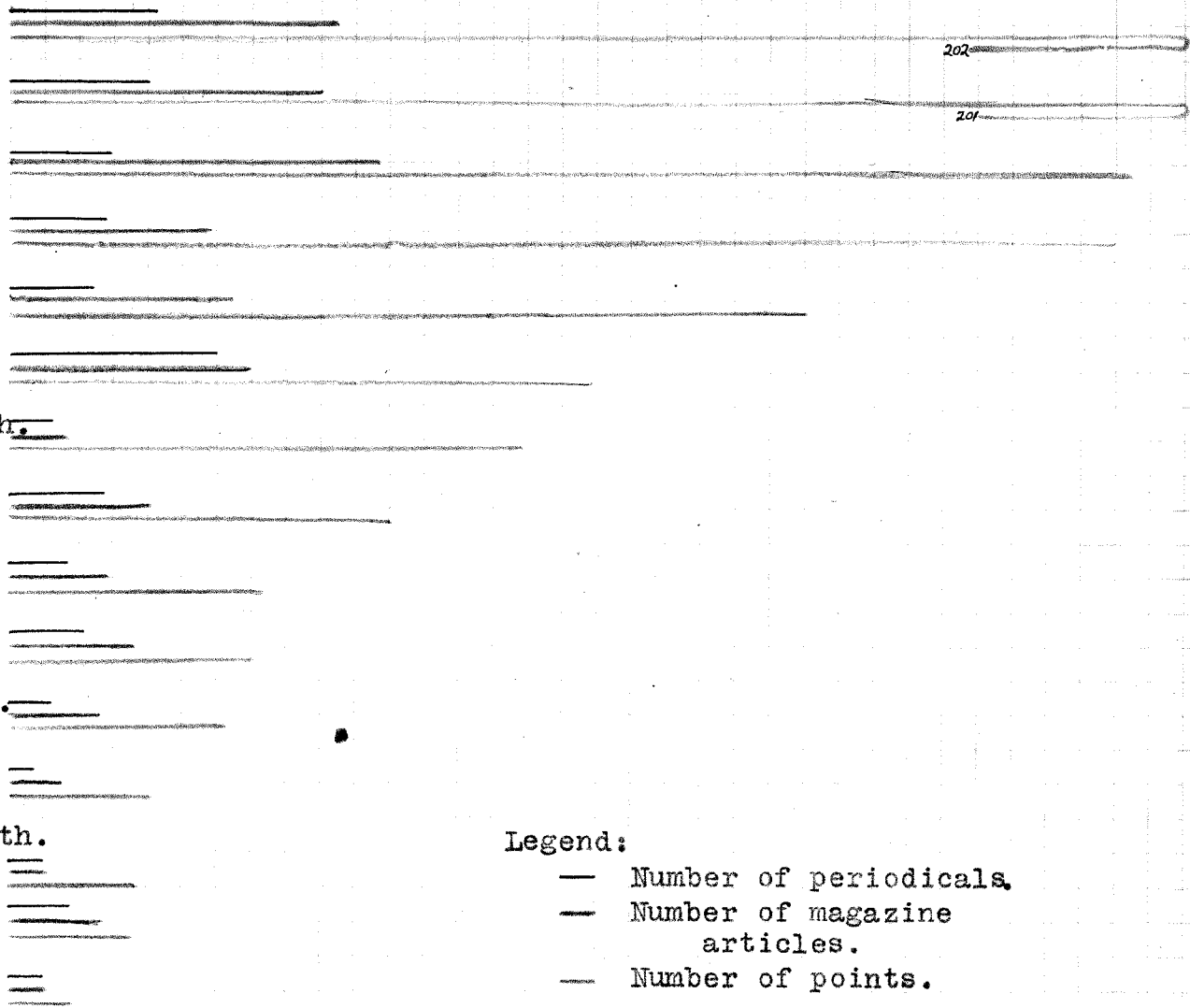
These subjects of discussion were further related to each other, some becoming sub-heads under a more general head. The resulting topics, into which all the content of the material was organized, were listed numerically according to the respective number of points in each topic.

The next step was to place the resulting list of topics on a graph, plotting for the relative number of ideas per subject, for the number of magazine articles and periodicals contributing to each subject.

The leading topics, finally chosen as representing the leading thought of current periodical views on adolescence, were fifteen. These topics, with their respective number of magazine articles, number of periodicals, and points made concerning them, are indicated on the accompanying graph. Each square on the graph paper represents five points. Once these leading topics were graphed, the relative order of importance could be determined. The topic was judged to be the most important, which had the greatest number of points made concerning it.

The topic to which the greatest amount of material is being contributed was found to be concerned with the undergraduate student. The Traits of Modern Youth, by virtue of

- I The Undergraduate Student.
- II Traits of Modern Youth.
- III Education of Youth in the Colleges.
- IV Education of Youth in the High School.
- V Parents and Their Relation to Youth.
- VI An Evaluation of Youth.
- VII Opinions Expressed by Youth.
- VIII Marriage and Youth.
- IX Young Women and Jobs.
- X Delinquency of Youth.
- XI Homes in Relation to Youth.
- XII The Health of Youth.
- XIII Vocational Guidance of Youth.
- XIV The Problems of Today in Relation to Youth.
- XV The Religious Education of Youth.



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Legend:

- Number of periodicals.
- Number of magazine articles.
- Number of points.

the great amount of opinions made concerning the nature of youth, became the second leading topic. The next two topics following in importance were found to be concerned with the education of youth, one topic being concerned particularly with the education of youth as found in the colleges, the other with his education as it is found in the high schools. These two last topics might well be taken together as one single head, The Education of Youth, and as such, this combined topic would be the most outstanding and most discussed topic dealt with in the current periodicals. Even the first topic, The Undergraduate Student, and one sub-head under The Traits of Modern Youth, which deals with the characteristics of the student, may be considered in this category. Therefore, from this point of view, it may be concluded, that the main topic indicated as the most outstanding, is the very broad one, The Education of Youth. Popular opinion is greatly concerned with the educational system, as to whether it is meeting its obligations and taking advantage of its opportunities in educating youth. The youth, as the product of this system, is most widely talked about from every angle. But because this topic of education is very broad, including a great many phases and branches, it has been disregarded as a single main topic, and accordingly, has been broken up into the smaller single limits as presented above.

The next phase of the life of youth, which is being considered from many view points and angles, is concerned

with youth and the family relationship. This topic was again considered as too broad in scope to be used as a unit for study. In like manner, the more specific topics were retained, and were not grouped into one large head. The following topics relate to this main heading, but are distinctly dealt with by themselves and in the following order: the parents of youth and their relation to their children, which takes its place as the fifth topic of importance in the discussion carried on by the magazines; marriage and youth (topic number eight); and homes and their relation to youth (topic number eleven).

Articles continually appear in the periodicals which give very definite remarks for or against youth. These opinions have been grouped together under the topic, an evaluation of youth, which takes its place as number six. Youth itself is often found contributing its own opinions concerning education, life, and other topics. These statements of youth form the seventh leading topic, namely: opinions expressed by youth itself.

Other topics to which contributions are being made by periodical writers, are those concerned with young women and the jobs they hold, delinquency and youth, the health of youth, the vocational guidance of youth, the problems of today which are related to youth, and the religious education of youth.

This process of analytical charting determined the fifteen final outstanding topics. These leading topics are listed below, in order of their importance. A few sub-heads are included to indicate briefly the scope of material covered by the topic.

I. THE UNDERGRADUATE STUDENT.

- A. The Admission of Students to College.
- B. The Successful Student at College.
- C. The Failure of Students in College.
- D. The Membership of College Students in Fraternities.
- E. The Beliefs Held by Undergraduate Students.
- F. The Interests Engaging the Attention of Undergraduate Students.
- G. The Mental Adjustments of Undergraduate Students.
- H. The Support of the Undergraduate at College.
- I. The Relationship of Men and Women Students.
- J. The Student in the Library.
- K. The Student Participation in Athletics.
- L. The Religion of the Undergraduate.
- M. The Presence of the Undergraduate in the Business World.

II. THE TRAITS OF MODERN YOUTH.

- A. Youth Characterized as a Student.
- B. Youth Characterized as a Modern Girl.
- C. Youth Characterized as a Modern Young Man.
- D. Youth Characterized as a Typical Adolescent.
- E. General Characteristics of Youth.
- F. Youth Characterized as Having Definite Needs.

III. THE EDUCATION OF YOUTH IN THE COLLEGES.

- A. The Importance of the Education of Youth.
- B. Values of Education to the Students.
- C. The Problems of Education as Related to the Student.
- D. The Faults of the Modern University.
- E. Methods Employed by the University in Achieving Its Aims in Educating Youth.
- F. The University as Duly Organized and Equipped to Meet the Aims of Education.
- G. Criticisms of the University.

IV. THE EDUCATION OF YOUTH IN THE HIGH SCHOOLS.

- A. The High School Student.
- B. The High School's Method of Dealing with the Student.
- C. The Criticism of Secondary Schools.

V. THE PARENTS AND THEIR RELATION TO YOUTH.

- A. The Ambition of the Parents for Their Children.
- B. The Question of the Failure of Parents in Bringing up Their Children.
- C. The Preparation of the Parent Today to Bring up Children.
- D. The Attitudes of Parents Today Toward Their Children.
- E. The Responsibility of the Parents in Bringing up Their Children.
- F. Practical Methods Which May Be Used by the Parents in Dealing with Adolescence.

VI. AN EVALUATION OF YOUTH.

- A. The Indictment of Youth by the Older Generation.

- B. The Correction of False Condemnations Regarding Youth.
- C. The Reasons for the Indictment of Youth.
- D. Optimistic View Point Concerning Youth.
- E. The Relationship of the Younger Generation to the Older Generation.
- F. Comparison between the Youth of Today and the Youth of Yesterday.
- G. The Revolt of the American Youth.
- H. The Morality of the Age.

VII. OPINIONS EXPRESSED BY YOUTH.

- A. Concerning His Own Education.
- B. Concerning His College Professors.
- C. Concerning Himself as a College Student.
- D. As Regards His Opinion of the Older Generation.
- E. Concerning His Religion.
- F. Concerning Athletics.

VIII. MARRIAGE AND YOUTH.

- A. A Description.
- B. As Concerns Adolescence.
- C. As Concerns the College Graduate.
- D. Concerning the Education of Youth for Marriage and Parenthood.

IX. YOUNG WOMEN AND JOBS.

- A. A Problem.
- B. The Motive of Young Women in Desiring Jobs.
- C. The Employment of Women.
- D. Concerning the College Graduate in Jobs.

E. Solutions to the Problem of Women and Jobs.

X. DELINQUENCY AND YOUTH.

A. The Causes Contributing to Delinquency.

B. Preventative Measures of Crime.

XI. HOMES AND THEIR RELATION TO YOUTH.

A. The Values of the Home to Youth.

B. Characteristics of the Normal Home.

C. The Indictment of the Homes.

D. The Attitude of Youth Toward Home.

E. The Maintenance of the Home.

XII. THE HEALTH OF THE YOUTH OF TODAY.

A. As Concerns the Health of the College Students.

B. As Concerns the Health of the Adolescent.

XIII. VOCATIONAL GUIDANCE OF YOUTH.

A. The Working Basis of Vocational Guidance.

B. Requisites of Vocational Guidance.

C. The Functions of Vocational Guidance.

D. The Child's Choice of Occupations.

E. The Counselors of Vocational Guidance.

F. The Criticism of Vocational Guidance.

XIV. PROBLEMS OF TODAY RELATED TO YOUTH.

A. Problems Concerning Youth Itself.

B. Problems Concerning the Religion of Youth.

C. Problems Concerning the Education of Youth.

D. Problems Concerning the Maintenance of the Home.

E. Problems Concerning the Use of Leisure Time.

F. Problems Related to the Modern Woman.

XV. RELIGIOUS EDUCATION OF YOUTH.

A. The Value of Religious Education and the Instruction of Youth.

B. The Criticism of Religious Education.

In conclusion, we have presented in this chapter, by a process of analysis, the leading topics under which all the surveyed material relating to modern youth, published in current periodicals for the year July 1930 to June 1931, has been resolved.

In the next chapter, the actual contributions made to the subject of youth by the magazines will be analyzed and presented in a summarized form.

CHAPTER III.

CONTENT ANALYSIS OF THE ARTICLES OF THE MODERN
PERIODICAL LITERATURE

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CONTENT ANALYSIS OF THE ARTICLES
OF THE MODERN PERIODICAL LITERATURE

In this chapter, an analysis of the content of the articles of the modern periodicals will be presented. The arrangement of the material will be according to the relative importance of the leading topics. The topic on which the greatest amount of material has been written will be presented first, the topic with the next greatest amount of material will follow, and so consecutively until the end. The fifteen topics, into which the material has been organized, come from the topical analysis presented in the preceding chapter. The material pertaining to each specific topic will be carefully analyzed and outlined to show how it relates to that respective topic. In order to present all the material in a clear and related manner, an outline form has been used. In this analysis, similar ideas were brought together and correlated, irrespective of magazine articles. However, no statement is made without the authority of the current periodicals. In a bracket following the assertion will be found the reference for it. As a matter of convenience, the following system of reference will be used: an abbreviation for the magazine is given, followed by a number, which is the key to the specific

article to which reference is made. If the number is looked up in the bibliography, the complete reference will be found.

The following outline presents in analyzed form, the content of the articles dealing with youth:

I. THE UNDERGRADUATE STUDENT.

A. Concerning admission of students to college:

1. The actual situation is a distinct problem; because
 - a. Anybody can enter; (Natn 96; S E P 156; S E P 158)
 - b. Too many people go without a purpose. (Atlan 12)
2. The problem has many suggested solutions.
 - a. It would be half way met if the college was stripped of its social prestige. (Natn 96)
 - b. Requisites of entrance are set up, (Natn 100) demanding on the part of the student;
 - 1) An adequate intellectual capacity to carry college work,
 - 2) An indication of a desire to do independent work,
 - 3) Sufficient maturity of character to assume social responsibility.

B. Concerning the successful student at college:

1. Traits of the successful student:
 - a. He must have innate ability. (S E P 152; Natn 96)
 - b. He must have moral character. (S E P 152)
 - c. He must have mental initiative and curiosity. (Natn 96)
2. The opportunities of the successful student are both financial and physical. (Natn 96)
3. Mental attitude of the successful student:
 - a. He should consider his education a beginning, and not an end. (No Am 111)
 - b. He must have an interest in his work. (Natn 96)

c. He must be willing to work. (S E P 152)

C. The failure of students in college;

1. The facts of the case:

a. The situation:

- 1) One-half to three-quarters of all those who matriculate fail. (S E P 156; S E P 158)
- 2) It is most acute at the tax supported colleges and universities. (S E P 156; S E P 158)

b. As indicated by this situation, something is wrong. (S E P 156)

c. The results of this situation:

- 1) Each failure necessitates adjustment at home. (S E P 158)
- 2) The boy or girl who has failed is impressed by enormity of crime, until he or she often becomes a failure in life. (S E P 158)

2. Reasons contributing to failure;

a. Reasons contributing to failure which inhere in the character of the student:

- 1) Lack of personal ability, (S E P 156; S & S 189)
- 2) Lack of self-control and discipline, (S E P 156; S & S 179)
- 3) Lack of will, (S E P 156)
- 4) Insufficient character, (S E P 156)
Restlessness,
Immaturity,
Ease of discouragement,
- 5) Self-sufficiency, (S & S 179)
- 6) Lack of adjustment, (S E P 156)
- 7) Indifferent attitude, (S & S 179)
- 8) Personal likes and dislikes, (S E P 156; S & S 179; S E P 158)

b. Reasons contributing to failure, external to college:

- 1) Preparation inadequate; (S E P 156; S & S 179)
- 2) Abnormal conditions; (S & S 179; S E P 156)
 - a) Broken homes,
 - b) Financial difficulties,
 - c) Poor health.

c. Reasons contributing to failure within the college:

- 1) The student allows too much of his time to be absorbed by outside activities.
(S E P 156; S & S 179)
 - 2) The system of admission is inadequate because many enter who should not. (S E P 156)
 - 3) The requirements of the diploma are too heavy for some students to meet. (S E P 155)
 - 4) It is the fault of the professor.
 - a) He does not pay attention to the individual. (S E P 156)
 - b) His teaching is poor. (S & S 179; S E P 156)
 - c) He is uncongenial. (S & S 179)
 - 5) Conditions in college bring disillusionment.
 - a) The real did not live up to the ideal. (S E P 158)
 - b) College hampered the student's attempts to attain new standards of independence, originality, imagination, responsibility, and reason. (S E P 158)
 - c) The college did not give the student enough to make it worthwhile for him to remain. (S E P 158)
 - d) The alumni were found to be weak personalities, not attractive to the undergraduates. (S E P 158)
3. Harmful effects to the student who fails:
- a. He does himself a real injury.
 - 1) The psychological effect on him is bad. (S & S 162)
 - 2) At college, finding himself out of place, he becomes demoralized. (S & S 162)
 - 3) Once he has failed in college, through a series of unfortunate circumstances, he often becomes a liability to himself and society. (S E P 156, 155; S & S 162)
 - b. He is a menace to the college.
 - 1) He is a bad influence to the other students there.
 - a) The poor students hold back class work. (S E P 156; S & S 162)
 - b) Poor students deaden the other students who want to think.
 - 2) He definitely lowers the standards of scholarship.
 - a) Such students refuse to think.
 - b) Their failure pervades the atmosphere. (S & S 162)

- c) They bring the standards down to their mediocre level of thought.
- 3) Poor students have a detrimental effect on the professor's ideals. (S & S 162)
- 4) As regards the reputation of the college, they are the cause of much of the scorching criticism leveled against it. (S & S 162)

D. The membership of college students in fraternities.

1. Characteristics of the fraternity man.

- a. Certain requirements of the individual are made by the fraternity. (Am Merc 6)
 - 1) Ideal ones are vaguely proposed: that he must be a sport; that he must be loyal; that he must have intellectual ability, character, and idealism.
 - 2) The real ones are money, relatives, and the student's own prominence in activities.
 - 3) Scholarship is rarely considered.
- b. Changes on the personality of the student are made by the fraternity. (Am Merc 6)
 - 1) The talented boy may be ruined.
 - 2) The stupid boy may be helped.
 - 3) A fraternity man tends to be a little more intellectual and more agreeable.
 - 4) He becomes a type, being told what to do, and what not to do.

2. Advantages of the fraternity. (G H 49)

- a. It contributes to the campus of the university.
 - 1) It solves the housing problem of a large university.
 - 2) Problems may be worked out in its groups.
 - 3) It creates atmosphere.
 - a) It is an aid to scholarship.
 - b) It tends to raise moral tone of the campus life.
 - 4) It is a distinct social asset to the university.
 - a) It fosters new friendships to members as a group.
 - b) It makes for harmony between men and women of different universities.
 - c) It trains for harmony between groups.

- b. The individual member derives many benefits from the fraternity.
 - 1) It discovers and develops talents and qualities.
 - 2) It gives a home, with a friendly atmosphere.
 - 3) It affords an opportunity to learn etiquette of life for those who are provincial or unfortunate.

- 3. Derogatory effects of the fraternity. (G H 49)
 - a. It creates an artificially superior group.
 - b. It encourages extravagances.
 - c. It wields unfair political advantage.
 - d. The evils of the rushing season are unmitigated.
 - e. It standardizes the individual.

- 4. The accomplishments of the fraternities.
 - a. Up to the present time, many distinct accomplishments have been achieved by the fraternity.
 - 1) It has solved the housing plan. (G H 49)
 - 2) It has become a focus for centering interest and loyalty. (G H 49)
 - 3) It aims to raise scholarship. (S & S 169)
 - 4) It has made itself valuable. (S & S 169)
 - a) It is educative and desirable.
 - b) It is a social unit.
 - 5) It has been very popular with the students.
 - b. Ultimately, the fraternity hopes to eradicate all evils; and to be able to offer its advantages to all who earn them by right of achievement and distinction. (G H 49)

- 5. Students' attitude toward the fraternity. (S & S 169)
 - a. They clamor for admittance, believing that membership is necessary for social prestige.
 - b. They claim it means more to them than their college.

- E. The beliefs held by undergraduate students.
 - 1. Moral and popular beliefs accepted by students. (S & S 167)
 - a. Freshmen have convictions.
 - b. Their outstanding beliefs are:
 - 1) It is one's duty to lead a clean, personal life.

- 2) One should have respect for public property.
- 3) They do not believe in luck.

2. Social beliefs accepted by students. (S & S 168)

- a. They have respect for the home, marriage, and the church.
- b. They have no faith in companionate marriage, socialism, equal distribution of the world's wealth, or radicalism.
- c. They show evidence of patriotism.
- d. They have a conservative attitude, and are not sentimental.

F. The interests engaging the attention of the undergraduate.

1. Concerning the conversation of the undergraduate student. (S & S 186)

- a. The following subjects claim the attention of the undergraduate student:
 - 1) The greatest topic of general interest is sex.
 - 2) Subjects classified as intellectual or artistic are of interest to them.
 - 3) Social problems of a personal nature are provocative.
- b. There is a difference in topics because of sex; women are more interested in people and personalities; men in things.
- c. The conversation of the student is compared with other groups.
 - 1) With business men: students talk shop only 8% of the time, while business men do so 70% of the time.
 - 2) With the pre-war youth: primarily, there is no difference today. (BKmn 15)
 - a) The youth in 1914 did not 'guy' over love affairs, or write books today.
 - b) Young men and women today think that they have no illusions.
- d. Conclusions are reached concerning their conversation.
 - 1) Homogeneous groups engaging in discussion do not discuss their beliefs as much as heterogeneous ones.

- 2) Certain attitudes of the undergraduate students are revealed.
 - a) The college student is little interested in experiments of the world.
 - b) The college student's world is narrow, and in it his own ideas predominate.
 - 3) The value of conversation is considered.
 - a) These are the negative values:
 1. The bulk of material does not contribute to their intellectual lives;
 2. Conversation is only a minor educational force, not one of the most efficient processes.
 - b) These are the positive values:
 1. It may contribute to the development of leadership;
 2. It is a means for making social adaptations;
 3. It has value as a recreation.
2. Concerning the reflection and informal discussion of the undergraduate student. (Educ 28)
- a. The college student is interested in worthwhile discussion.
 - b. He finds obstacles in his way.
 - 1) The college campus is not conducive to voluntary good reading.
 - 2) His life is concerned more with gay social activity.
 - c. Therefore, literature courses supply this need for good reading, reflection and discussion.
3. Concerning the cultural activities of students.
- a. These activities include religion, lectures, intellectual reading.
 - b. Students exhibit no enthusiasm for these activities because these subjects do not offer the sensations which students demand.
- G. The mental adjustment of the undergraduate students. (S & S 159)
1. As concerns the possibilities of mental adjustment in the students themselves.
 - a. Their mental condition, upon entrance, is fairly well fixed, provided their heredity and environment have been normal.
 - b. The normal student can orient himself.

- c. The exceptional student, who cannot adapt himself, is likely to make no mark in the world.
2. The problems involved in the mental adjustment of students include homesickness, depression, and relationship between the sexes.
 3. As concerns the provisions for making their mental adjustment.
 - a. The situation in college is well adapted for adjusting the student.
 - 1) College provides more stimulation than any other place.
 - 2) Compared with the helps given the previous generation, college offers five times as many means of adjustment.
 - b. Specific agencies in college are fitted to meet the requirements of mental adjustment.
 - 1) They consist of the faculty, the administrative officers, the directors of the extra curricular activities, religious organizations, the housekeepers, and the students.
 - 2) They do all in their power to adjust the student.
 - c. There should be no fixed standards.
 - d. The personality must be preserved.
- H. As concerns the self-support of the undergraduate at college.
1. Various types of employment possible.
 - a. General:
 - 1) Many college boys are summer salesmen. (Otlk 112)
 - 2) A college girl may be employed as an apprentice to do light housework for a woman of refinement. (G H 51)
 - b. As filled by students at Yale: (S & S 183)

accountant	pall-bearer
artist's model	photographer
blood transfusion donor	radio repair man
chauffer	stereoptician
entertainer	teacher
gardener	telephone operator
guide	translator
	tutor

- c. Students at Denver, numbering 1600, support themselves. (Survey 206)
2. The advisability of self-support. (Otlk 113)
 - a. It is a false notion that working one's way through college is an infallible road to success. Shorn of its glamor, it is a hard ordeal.
 - b. It is not a wise procedure, because it is harmful to the student.
 - 1) It curtails his social, scholastic, and physical life.
 - 2) It may develop in him unfortunate attitudes and complexes.
- I. As concerns the relationship of men and women students. (S E P 154)
 1. In men's and women's colleges, men and women now visit freely each week-end between their respective colleges, so that the man or woman's college is no longer a place of segregation. (Harper 52)
 2. As concerns the individual:
 - a. His behavior is not merely a matter of petting and necking, but it has reached extreme instances of "shocking delinquency".
 - b. His attitudes toward the relationship of men and women:
 - 1) As indicated by his behavior, he possesses the ultra-modern attitude of matter-of-factness.
 - 2) Love and romance are disappearing, giving place to unsublimated sensuality.
 - J. As concerns the student in the library. (L J 77)
 1. As a patron, he is delightful.
 2. As a student, he is a problem.
 - a. The causes of the problem:
 - 1) He makes too many demands upon the public library and the services of the librarian.
 - 2) He increases wear on the books.
 - b. A possible solution to the problem:
 - 1) His attitude will change if he is regarded as an individual guest.

2. The needs of the student can be supplied if the public library and university library will cooperate.

K. As concerns student participation in athletics.
(Forum 47)

1. As it is today, the students have no part in controlling the athletic situation. "Policy" runs the athletic situation between the universities.
2. Ideally, the student should be given charge over the athletics, for he would find it to be a valuable experience.
 - a. It develops favorable personal traits:
 - 1) Executive ability,
 - 2) Sportsmanlike attitude,
 - 3) A forward look.
 - b. It is a preparation in solving life problems after college.

L. As concerns the religion of the undergraduate.

1. Concerning religion as it is considered by the student. (Xn Cent 16)
 - a. It is of real concern to very few.
 - 1) College chapels meet with indifference from the student.
 - 2) As a way of life, few students find religion to be a reality.
 - b. It is disregarded by the student, along with other cultural aspects.
2. Concerning forces making for student apathy toward religion. (Xn Cent 16)
 - a. On the college campus:
 - 1) The Christian Associations have failed, trying to maintain religious motives from the two aspects of sociology and historical development.
 - 2) The atmosphere of the campus, composed of carefree fellowship, of social leisures, is not conducive to the presentation and consideration of the deep problems of religion.
 - 3) The professors do not know how to introduce religion.
 - 4) The students dread to be peculiar, and conform to the prevalent ideas against religion.

- b. In the outside world:
 - 1) The teachings of the church and its leaders:
 - a) The doctrines taught by the church (old concept of God, the meaning of life, sin, marriage, salvation) are confused in themselves and meaningless to young people.
 - b) The leaders are behind the times, as regards the trend of science.
 - 2) Civilization itself with its externalism of the twentieth century, and its emphasis on practicality, leaves no time for meditation.

3. Concerning the recapture of the student on the campus by religion.

a. Religion cannot recapture the student. (Xn Cent 18)

- 1) These are the reasons on which the above assertion is based:
 - a) The present student is not faced with the facts and problems of life.
 - b) The presentation of it to the student:
 - 1. He has never had it taught to him as a transformer of life.
 - 2. He has never seen it lived vitally.
 - 3. The faculty have only dead Christianity to show him.
 - c) Life on campus:
 - 1. The social activities are anti-religious in nature.
 - 2. There is no fellowship of learning necessary for a religious experience.
- 2) The solution of the problem is uncertain.
 - a) There is practically no solution.
 - b) The only possible ones are repentance and a revolution making fellowship possible.
 - c) The question is whether any solution is desired.

b. Religion may be revitalized to the students. (Xn Cent 16)

- 1) The aim is
 - a) To bring religion into everyday life experience,
 - b) To make students feel its need.
- 2) The process:
 - a) There must be a new spirit of love of truth at "no-matter-what-the-cost", and of endless experiment on an intellectual plane.
 - b) Religion must be made real and concrete.
 - c) The students must be tuned to a spiritual sensitiveness.

- 3) The greatest forces to bring about this process are radiant personalities.
 - 4) The development among the students will be naturally slow.
4. Concerning the attitudes of the students toward religion.
- a. As concerns their general convictions;
 - 1) They think of God, not as a friend, but as an undefined something at work on Sunday and in churches. (Xn Cent 16)
 - 2) They try to square economic problems with their convictions, which make them tend toward a political and economical radicalism. (Xn Cent 17)
 - b. As concerns their interests;
 - 1) They do not attend religious meetings.
 - 2) They are more concerned over personal matters and not world problems. (Mis R 93)
 - c. As compared with former times, they recognize true spiritual values more than ever before. (Lit D 84)
 - d. As related to themselves;
 - 1) They consider religion a personal matter.
 - 2) They desire the real thing in religion and not an anemic Christianity. (Lit D 84)
5. Concerning the relationship of students to the church. (Mis R 92)
- a. As regards their own part in the church, there is an increase of college bred young people training in social service and religious education. (Mis R 92)
 - b. As regards the churches' attitude toward young people;
 - 1) Positive - the churches recognize the importance of youth,
 - 2) Negative - young people are misunderstood by the pastor.
 - c. As concerns the program of the church for them:
 - 1) It is unorganized,
 - 2) It should be carefully coordinated.
- M. As concerns the presence of the undergraduate in the Business World.
1. Value of college preparation to the student in entering business.
 - a. As judged by the business world:

- 1) College does not prepare men for business. (S E P 153)
 - 2) The college man must unlearn all that he has learned. (Educ 36)
 - b. As considered from the college viewpoint:
 - 1) The aim is not to prepare for business, but for life. (S E P 153)
 - 2) He is prepared.
 - a) On condition that the college's purpose is instruction, he will be ready to go into business. (Educ 36)
 - b) College prepares for professions. (Li Age 86)
 - c) College makes men of action. (Liv Age 86)
 - c. As an aid in training for positions: Original preference and preparation had no correlation with positions former students are now holding. (Bus Wk 14)
 - d. As a determinant of success;
 - 1) College education does not assure financial success. (Bus Wk 14)
 - 2) It is not a guarantee of advancement. (No Am 109; Atlan 12)
 - e. As a necessary preparation;
 - 1) The non-college man is not doomed to clerkship, but may advance if he has the ability. (Pop Sci 139; S E P 153)
 - 2) Personal qualities are the big factor in the long run, not a college education. (S E P 153; Pop Sci 139)
2. As concerns the qualifications of the college man who enters business.
- a. Concerning his training, all the cultural training possible is of value. (S E P 153; No Am 109)
 - b. Concerning personal traits, to succeed, he should possess personality, enthusiasm, courage, capacity to work, intelligence, and an inquiring type of mind. (No Am 109; S E P 153)
3. As concerns the place of the college man in the business world.
- a. He has advanced. (S E P 153)
 - b. He has difficulty in finding a position, because of the great number of applicants. (Atlan 12)
 - c. He is being demanded in the business world because of its increasing complications. (S E P 153)
 - d. There is room for him if he is willing to work hard and prove himself valuable. (No Am 109)

4. As concerns the positions open to the college graduate. They are, as listed below: (Pa M 6; No Am 3)

Professional

Law
Architecture
Music
Aviation
Theatre
Journalism
Medicine
Engineering
Ministry
Agriculture
Research

Business

Brokerage
Radio
Auto industry
Life insurance
Stenography and
Secretarial work
Department stores
Publicity and advertising
Publishing

II. THE TRAITS OF MODERN YOUTH.

A. Youth characterized as a student.

1. General statements about students.

- a. They have deep and generous loyalties and an uncommon store of common sense. (S E P 155; Lit D 83)
- b. They are careless, heedless, and shiftless. These traits are given as natural to youth. (S E P 155)
- c. They are conservative. (Del 25)
- d. They are increasingly liberal towards arts and letters in general. (Lit D 83)
- e. They are subject to the "warring chaos" of present day society. (No Am 111)
- f. They are pragmatic. (No Am 111)
 - 1) They are not attracted by speculation. Everything must be concrete.
 - 2) They are eye and ear minded.
 - 3) They think objectively.
 - 4) They only want to know knowledge for what they can do with it.
- g. They are intellectually alert, living in an intellectual atmosphere, and they have a new and growing awareness of intellectual things. (Lit D 83)
- h. Their knowledge of books, classics, and history is less (No Am 111), but they have traveled and have a knowledge of art, music, and literature. (Del 24)

2. The development of the student shows a change from an awkward pollywog stage during his freshman year, to one of social maturity and attitude in his senior year. (S E P 155)

3. The abilities learned by students.

- a. They have learned to think and to feel.
- b. They are able to communicate these feelings and thoughts. (Q J Speech 140)

4. The peculiarities of students. (S E P 155)

- a. They have "college spirit", a natural outbreak in a healthy, spirited, youthful group.
- b. They have idiosyncrasies which campus life permits.

- c. They do not have to conform to a routine because their life is not according to regular hours of work.
 - d. Each college man has his own individual differences.
 - e. Students in college are only concerned with their own comfort.
 - f. They are careless about the rights of the outsider.
 - g. They, of necessity, must measure up to a certain standard, if a college diploma is to mean anything.
5. The good points of students.
- a. They are full of confidence, lacking humility and awe. (No Am 111)
 - b. They are well informed. (No Am 111)
 - c. They are extremely practical. (No Am 111)
 - d. They are straightforward, frank and honest. (Del 24; Pa M 123)
 - e. They are healthy. (Del 25)
 - f. Their personal habits of drinking are lessened by the athletic program. (Del 24)
 - g. They find moral refreshment in sports. (Lit D 83)
 - h. They are well groomed and they make good company. (Del 25; Lit D 83)
6. The bad points of students:
- a. They cheat commonly.
 - 1) They do not regard it seriously, not realizing that they are sinning against their own consciences. (Lit D 79; S E P 155)
 - 2) The introduction of the honor system has changed the student's conception of cheating to some degree. (S E P 155)
 - 3) They do not steal. (S E P 155)
 - 4) The poor student is more willing to cheat. (S & S 163)
 - b. Students loaf on campus; some because they have the art; others, because of intellectual incapacity, acquire the habit; and still others, because they think it smart. (S E P 155)
 - c. The extent of their learning is impoverished. They really know nothing. Their general information is picked up hear-say. (Scrib 199)
7. The attitudes of students toward education and life.

- a. They no longer regard education as a privilege. They are glad and grateful to go to college, but not exalted. (No Am 111)
 - b. They live too intensely to desire to sit at the feet of their elders to learn. (Del 25)
 - c. They think of the class group as having fraternal spirit. (No Am 111)
 - d. They go to college to work hard, not to have a good time. (S & S 182)
 - e. Scorning selfishness, they desire to be of real public service. (Del 24, 25)
 - f. Accepting the challenge of the sacrificial and the difficult, they respond readily to the worthwhile. (Pa M 123)
 - g. Once the student is in the world, he will consider life seriously, and will be loyal to the "purposes of mankind". (S E P 155)
8. The student as he is compared with other groups.
- a. They are unsympathetic toward their predecessors of twenty years ago. (No Am 111)
 - b. The spirit of youth will never be the spirit of old age. (Del 24)
 - c. Although he is not as intellectually mature as the European student, yet he will hold positions of responsibility, while the European student is still discussing. (Del 25)
9. America desires its young men to be men of action, not of personality. To accomplish this aim, their education becomes an instrument for a "special and precise end". (Liv Age 86)
- B. Youth characterized as a modern girl.
1. The characteristics of any representative modern girl.
 - a. General traits of a modern girl:
 - 1) Her girlish simplicity has gone. (Scrib 198)
 - 2) She has no fear of public opinion. (Scrib 198)
 - 3) She has lost her sentimentality. (Scrib 198)
 - 4) She is ingenious. (Scrib 198)
 - 5) She is not fearful of losing her gentility by getting a job. (Scrib 198)

- 6) If she is a belle, she will attract men. (S E P 157)
- 7) She is not emotionally stable. (S E P 157)
- 8) She has built up a mask to hide her real self. (New Rep 102)
- 9) There is present in her "whatever has always been the core of human life and destiny". (New Rep 102)

b. Undesirable traits of a modern girl.

- 1) She is restless and unsatisfied. (New Rep 102)
- 2) She is a bluff, and could easily be "knocked off her props" by a few pointed words. (New Rep 102)
- 3) She is open concerning sex. (No Am 107)
- 4) Her taste in dress is extremely poor. (No Am 107)
- 5) She is extravagant, demanding expensive entertainment. (Pic R 132)

c. Her desirable traits. (Pic R 132)

- 1) She, being pretty and fascinating, has personal charm.
- 2) She is economical and self-supporting.
- 3) She is helpful.

2. The characteristics of the debutante. (Pic R 135)

- a. Any debutante aims to have a good time.
- b. She may be divided into three classes:
 - 1) The beautiful and dumb type,
 - 2) The unpopular and unattractive girl,
 - 3) The popular all-around girl.
- c. Traits of the all-around popular girl:
 - 1) She is good-looking and graceful,
 - 2) She is fairly intelligent and witty,
 - 3) She is a good sport.

3. The characteristics of the college girl. (Harper 52)

- a. She is thoroughly practical as regards every phase of her life.
 - 1) She knows how to select her men and how to go after them.
 - 2) She turns everything of her undergraduate days into practical account.

- b. She enjoys living.
 - c. She is efficient.
 - d. She knows how to develop herself, stamping out qualities which interfere with her scheme of life.
 - e. She is tenacious of purpose.
 - f. She possesses personal assets of intelligence, wit and charm.
 - g. Her mind is well-developed as to its powers of concentration, selection, and rejection of material.
 - h. She is not disillusioned.
 - i. She capably manages her social life.
 - j. She does not like to do original thinking.
4. The interests of the modern girl.
- a. The average modern girl prefers action and execution, to thought and speculation. (Harper 52)
 - b. Interests of the debutante. (Pic R 135)
 - 1) Her chief end is to be married.
 - 2) Failing marriage, she enters social service work.
 - 3) She enjoys diversion from the social butterfly life.
 - c. Interests of the college girl. (Harper 52)
 - 1) The majority of college girls are most interested in their popularity with men and the accompanying social life.
 - 2) The college girls only take interest in those friendships, amusements, sports, and studies which will be useful to them after college, and during week-ends.
 - 3) The week-end has become the "focal point about which college life revolves for these girls".
 - 4) Some girls are still interested in college activities.
5. The attitudes of the modern girl.
- a. General attitudes of the modern girl.
 - 1) Life, to the modern young woman, is clear, rid of the "bunk". (New Rep 102)

- 2) She attempts to humiliate, confuse, and soften men. (No Am 107)
- 3) She insists that the privileges of the old courtesies be given her. (No Am 107)
- 4) Chafing against narrow confines, she demands adventure. (Scribner 198)

b. Attitudes of the college girl.

- 1) Toward her education;
 - a) She takes her work seriously, and makes it an important part of her college life. (Harper 52; S E P 152)
 - b) She selects her work for its definite preparation for her life after college. (Harper 52)
- 2) Toward life:
 - a) She has a definite scheme of life. (Harper 52)
 - b) She knows what she wants from the social world, men, and friends. (Harper 52)
 - c) She accepts life at its face value. (Harper 52)

6. The relationship of the modern girl to society.

- a. As an economic factor, she is a menace. (No Am 107)
- b. She has completed her emancipation in the athletic realm. (Scrib 198; No Am 107)
- c. Accustomed to domination in the business world, she marries a second-rate man to continue exercising this ability. (No Am 107)
- d. She is now invading the business world. (Scrib. 198)
- e. She may enter any college. (Scrib 198)
- f. The debutante's real value is still an open question, whether she is a liability or an asset. (Pic R 135)
 - 1) She takes active part in the working world.
 - 2) She influences styles and customs of all girls.
 - 3) Occasionally she writes a book.
- g. The ideal type of girl is an inspiration, and shapes destiny. (Pic R 132)

7. Factors shaping her new slant on life.
(Scrib 198)

- a. Not finding a modern fiction heroine complementary to herself, she does not like to read.
- b. She is acquainted with the handling of money.
- c. She is affected by big business and prosperity.
- d. She is changed by the progress of science, in the realm of autos, radios, movies and airplanes.

8. The remedy for the modern young woman is time alone. (No Am 107)

C. Youth characterized as the modern young man.

1. General characteristics of the modern young man.

- a. He is benumbed and in a state of atrophy. (No Am 110)
- b. He is personally conceited. (No Am 110)
 - 1) He is vain. (Scrib 203)
 - 2) He feeds his ego. (No Am 110)
 - 3) He likes flattery. (Scrib 203)
- c. His speech is platitudinous, a repetition of the press, and full of wit and humor. (No Am 110; Scrib 203)
- d. He is a "Peter Pan." (No Am 110)

2. The modern young man in comparison with his grandfather.

- a. He is more coddled. (No Am 110)
- b. He is careless where his grandfather was reckless. (Scrib 203)
- c. He shows consideration, and not the aggressiveness of his grandfather. (Scrib 203)
- d. His taste is not for horses but for art. (Scrib 203)
- e. He is not the romantic figure of the aristocrat. (Scrib 203)
- f. He has no intentions of being the head of a large family. (Scrib 203)

3. The modern young man in relation to the young woman.

- a. Comparing the young woman and the young man:
 - 1) At twenty-one, she is ready to dig in, while he is only a parasite. (No Am 110)
 - 2) He is not satisfying to the young woman. (No Am 110)
 - 3) He is a good match for an intelligent woman. (Scrib 203)
 - 4. The following is the attitude of the modern young man toward the modern young woman:
 - 1) He refuses to be made inferior to her. (No Am 110)
 - 2) He has disregard of sex distinctions in the office. (Scrib 203)
 - 3) He does not mind if a woman is receiving more salary than he. (Scrib 203)
 - 4) He is willing to share informally the cost of living with a girl of his acquaintance. (Scrib 203)
 - 5) He is willing to fight with a girl in art of conversation. (Scrib 203)
 - 6) He will not demand of his wife the labor of many children. (Scrib 203)
4. The ideas of the modern young man.
- a. Toward life;
 - 1) He prefers living independently as he personally desires. (Scrib 203)
 - 2) He has high ideals. (Scrib 198)
 - 3) He wants to have a good time. (No Am 110)
 - b. Toward a family;
 - 1) he has no intention of raising a large one. (Scrib 203)
5. Faults of the young man.
- a. The modern debonair young man is scarce. (Scrib 202)
 - b. All these favorable qualities cannot be found in one man. (Scrib 203)
 - c. He is impervious to vamping and hard to catch. (Scrib 203)
6. The chances of the young man in the business world are very few, because of his high ideals, which will come crashing down when he comes in contact with business and politics. (Scrib 198)

D. Youth characterized as a typical adolescent.

1. Traits of the adolescent period.
 - a. It contains the dynamics of future development. (L J 77)
 - b. It is a period of stress and upheaval. (Pa M 126)
 - c. It is the time when the youth steps from the protection of his childhood to the responsibilities of his adulthood. (Pa M 126)
2. General traits of the adolescent himself.
 - a. He is shy, awkward, reserved. (L J 77)
 - b. He is cocksure. (J H Ec 66)
3. The developments of the adolescent.
 - a. Within him is growing a new self-consciousness, new interests, new curiosities, and new questionings. (Del 23)
 - b. He is changing in his ability of concentration. (Del 23)
4. Attitudes of the adolescent toward other people.
 - a. He turns to himself, because people misunderstand him. (L J 77)
 - b. He puts forth a defense mechanism to shield himself. (J H Ec 66)
5. The demands of the adolescent.
 - a. He seeks the sources of belief, in the spirit of inquiry. (L J 77)
 - b. He wants facts. (L J 77)
 - c. He is developing self-consciousness, and therefore he appears dull mentally. (L J 77)
 - d. He strives to achieve before he is able. (L J 77)
 - e. He is irresponsible. (Del 23)
6. Forces thwarting the adolescent. (Educ 41)
 - a. Outside attitudes affect the adolescent:
 - 1) Family discord with its unwholesome parental attitudes;
 - 2) The community's attitude toward health;
 - 3) The bigotry and narrow provincialism of adults.

- b. Physical defects of hearing and sight hinder development.

E. General characteristics of youth.

1. As regards their relation to the older generation.

- a. Their attitude is to shock them. (W H C 209)
- b. The method they employ is to smoke and paint their faces. (W H C 209; New Rep 102)
- c. The reason for shocking the older generation is for effect. (W H C 209)

2. Traits attributed to youth.

- a. Young people will conform to the family patterns, which they have learned. (J H Ec 73; Pa M 119)
- b. They have great lack of interest in social and public questions, social reform, and progress. (Sci Mthly 197)
- c. They approve mediocrity. (Sci Mthly 197)
- d. They show apathy in the realm of ideas and ideals. (Sci Mthly 197)

F. Youth characterized as having definite needs.

1. The needs of youth as concerns his mental equipment:

- a. In order that he may face life courageously,
 - 1) He needs freedom to develop, discuss, think and make mistakes. (S & S 159)
 - 2) He needs an interpretation of life, science, social theory, ethics, religion, and an understanding of sex, and human behavior. (S & S 159)
 - 3) He needs an understanding of the customs of mankind, concerning marriage and parenthood. (Pa M 124; J H Ec 73)
- b. In order that he may supply his aesthetic need, he should have ideals of beauty. (I A & V E 60)
- c. In order that he may not be starved for good reading, he needs red-blooded books. (Pa M 128)
- d. In order that he may excel in one thing, he needs to develop a special talent. (Pa M 119)

2. The needs of youth concerns the social side of his life:

- a. As regards his behavior in the social group;

- 1) He needs to discover how to behave in various situations. (J H Ec 73)
 - 2) He needs to achieve standards of behavior, appropriate to age, sex, social and economic character. (J H Ec 73)
 - 3) He needs good patterns. (J H Ec 73)
- b. As regards his acquaintance with the opposite sex:
- 1) He needs to meet the right kind of girls. (Pa M 119)
- c. As regards his adjustment in the family group, he needs to understand the part he will have to take in mating and in life. (Pa M 124; J H Ec 73)
- d. As regards the attitude of the older generation toward him;
- 1) He needs their understanding and sympathy. (Harper 55; Del 24; S E P 157)
 - 2) He needs their respect.
 - 3) He needs intelligent parents to provide him opportunities for outdoor, vocational, and cultural life. (Plgrd 136)
 - 4) He needs to be recognized as an individual of peculiar emotional problems, needing advice. (J H Ec 66)
- e. As regards fitting himself for life;
- 1) He needs a variety of experiences to establish a goal for his future activities. (I A & V E 60)
 - 2) He needs to use his leisure time profitably; in reading good books and in creative activities of music and art. (Plgrd 136)
- f. As regards the demands that he is making on society, (J H Ec 66)
- 1) He wants goals of achievement.
 - 2) He must have challenging standards of conduct.
 - 3) He is asking for a purpose to fire the imagination.
3. The needs of youth as concerns his religious nature:
- a. He requires a vital, living and real Christianity. (Lit D 84; Xn Cent 18)
 - b. He needs an understanding of the world's problems and conditions, which the older generation is bequeathing to him. (Pa M 115)
 - c. He needs to be given tools with which to attack these problems. (Pa M 115)
4. The needs of youth as concerns his physical nature:

- a. The general physical needs of the adolescent demand sleep, food, outdoor exercise, and adjustment to environment. (Pa M 117)
 - b. A specific need of the boy is for the help of his parents in facing the experiences of boyhood and manhood. (Pa M 119)
 - c. The specific needs of the girl are essentially the same, but in one particular--she needs to overcome the "teen-age slouch". (Pa M 114, 118)
5. The needs of youth as concerns ways by which they may be met:
- a. Methods which may be employed;
 - 1) Through personal experience with families, neighbors, friends, boys and girls may meet each other. (J H Ec 66)
 - 2) By teaching, the importance of posture in relation to personality, may be shown. (Pa M 114)
 - b. Agencies which may meet the needs:
 - 1) The church and college must recognize and meet the religious needs of youth. (J H Ec 66)
 - 2) Parents may meet the needs of their adolescent children;
 - a) by setting standards for children that they wish them to follow; (J H Ec 66)
 - b) by supplying tools to youth which will enable them to solve religious problems. (Pa M 115)
 - 3) Informal reading clubs may be organized. (Pa M 128)
 - 4) Institutions concerned with Family Relations have been organized for consultation purposes. (Pa M 124)

III. EDUCATION OF YOUTH IN COLLEGES AND UNIVERSITIES.

A. The aims of education for youth.

- 1. As concerns the development of the whole individual.
 - a. The personality of the child from kindergarten to college is the soul of modern education technique. (Natn 94)
 - b. Education must offer the means and stimulation to the development of any individual's personality. (Natn 100; Cur Hist 22; S & S 161)
 - c. It is important that individual character be developed. (Lit D 79; Educ 31)

2. As concerns the preparation of youth for living his own life.
 - a. Its efforts to develop the individual personalities are directed to the goal of equipping the young man and woman to live fully as they meet the demands and opportunities of life. (Cur Hist 22; J H Ec 66; Natn 95; Natn 100; Educ 27)
 - b. It aims to set up standards for youth to follow. (Educ 27)
 - c. It strives to give goals of achievement to which youth may dedicate himself. (J H Ec 66)

3. As concerns preparing youth to serve mankind.
 - a. Education aims to develop youth for leadership and service. (S & S 182)
 - b. Education aims to send young creative men out into all fields that they may lead mankind to higher intellectual levels and superior modes of life. (Natn 98; Otlk 114)
 - c. By giving women in colleges the richest opportunities, education means that they should give their contribution to mankind. (S & S 160)

4. As concerns the place of knowledge in the education of youth.
 - a. It is the aim of education to make the process of learning vital to students. (Natn 95)
 - b. It is the aim of education to make the store of facts develop the reasoning ability of the student. (Pop Sci 139)
 - c. It is the aim of education to make knowledge serve man through youth. (S & S 189)

5. As concerns the main objectives of education in training youth.
 - a. The ends are utility, culture, character. (Educ 38)
 - b. The broad scope signifies a change, for education now includes as aims, (S & S 162)

health	citizenship
command of fundamental processes	worthy use of leisure
worthy home companionship	ethical character
	vocational training

- c. One main purpose of education is to train for a democracy that will demand the participation by all and realization of the potentialities of all. (Educ 32)

B. Values of education to the student.

- 1. Education is a guardian of ideals.
 - a. It gives value to the graces of life. (Educ 38)
 - b. It preserves beauty, freedom, intelligence and religion. (S & S 174)
- 2. Education develops the student.
 - a. It equips him for the professions. (S & S 189)
 - b. It enables him to live life more fully. (Educ 30)
 - c. It develops his mental faculties. (Educ 38)
 - d. The student with the greatest talent derives the greatest value. (Natn 96)
 - e. It necessitates a decision concerning the use to which the student will put it. (Harper 25)

C. The problems of education as related to the student.

- 1. As concerns the students who attend college.
 - a. It is a question of importance as to who should go to college. Too few of the right type go, and too many of the wrong type. (Natn 96; S & S 162)
 - b. The youth sent for social reasons creates a problem. (S E P 152)
- 2. As concerns the control of students by adults: the closer and closer control of the youth by the adult will bring about stagnation. (Plgrd 136)
- 3. As concerns the education of the individual student.
 - a. There should be some system to integrate the personality of the individual. (Natn 100)
 - b. There should be opportunity for mental exploration by the student who can only attend college two years. (Natn 100)

4. As concerns the education of women.

a. The needs of education of women:

The woman needs

- a knowledge of the English language, .
- a knowledge of health in all respects,
- a knowledge of child psychology and behavior,
- a knowledge of economic consumption,
- a knowledge of the creation and conservation of beauty,
- a knowledge of citizenship, (W J 216)
- a knowledge of home economics,
- a knowledge of professional opportunities,
- a broad education, and
- a good faculty. (S & S 160)

b. The constituents of a good college for women.

- 1) The college is a good college for women, if it has courses which prepare them for life,--courses which are not limited to the acquisition of skills, but which give breadth of background, beauty and culture. (S & S 160)
- 2) The good college for women has a faculty who believe in women, their activities, interests, and possibilities. (S & S 160)

c. The ideal education for women.

- 1) It should be based on woman's needs, teaching her how to live. (W J 216)
- 2) It should place her on a cooperative scheme with men and not competitive. (W J 216)
- 3) It should be one of refocusing, redirecting, and reemphasizing the content of the curriculum. (W J 216)
- 4) The ideal education for women should consist in (W J 221)
 - a) Giving them and developing in them the ability to recognize the spirit in a real human being,
 - b) Showing them the various types of life which make up the outside world,
 - c) Giving them vision and curiosity,
 - d) Building their character,
 - e) Giving them a real joy in books,
 - f) Introducing them to vivid personalities.

d. The value of a college education for women.

- 1) General statements concerning the worth of a college education for women.

- a) It teaches her how to live, not how to make a living. (W J 217)
- b) It trains her so that she can build a better home. (W J 221)
- c) It gives her a background of general knowledge and culture. (W J 217)
- d) It provides, in concentration, all the factors favoring a happy marriage. (G H 50)
- e) The value of it, to them, in the business world, comes in the long run when they are able to correlate their practical experience and the quality of their personality. (W H C 210; W J 222)
- f) College education is a distinct loss both financially and intellectually, if one holds to the contention that the home is merely a way station of a woman's intellectual life.

2) The assets of a college education for women. (W H C 210)

- a) She develops physical fitness and learns how to maintain it.
- b) She develops a trained mind with initiative, responsibility.
- c) She assumes poise and sportsmanship.
- d) She possesses an ambition to serve and the quality of idealism.

3) The liabilities of a college education for women. (W H C 210)

- a) As concerns her equipment to go out into the world;
 - 1. She is only prepared for teaching.
 - 2. She has no skill for other pursuits.
 - 3. She has to compete with those who have been working for several years.
- b) As concerns her personal traits;
 - 1. Her appearance is untidy.
 - 2. She is sensitive and thin-skinned.
 - 3. She is impractical concerning money.
 - 4. She has an over-estimated idea of her ability and earning power.

e. Criticism of education for women as it is today.

- 1) The education of men and women is identical.
 - a) It is only natural that women should want to use it. (W J 216)
 - b) It may well be the same if the idea of the home is given up. (Pic R 133)

- 2) Coeducation is desirable to bring out the respective traits of each sex, but not to make the man and woman alike. (Pa M 124)

D. The faults of the modern university.

1. The teaching of the university is at fault,
 - a. The method of class room lecture is boring, repetitious, mechanical, and a waste of time. (No Am 104)
 - b. The content is not adequate to meet the needs of the student. (S E P 158)
 - 1) The material is not suited to the intellect of the students.
 - a) The material is fitted for the men and women of the sixteenth century, and not for those who must take their place today. (S E P 158)
 - b) The standard of work has been lowered to suit the students of low intellect. (Atlan 12)
 - 2) The amount and kind of content is poorly organized and not relatively valued.
 - a) The causes for this situation are:
 1. The machine age does not permit the college time to develop personality. (S E P 158)
 2. The professors are too poorly paid to give much. (S E P 158)
 - b) The result is that the student can get all that the college can offer in two years. (S E P 158)
2. The effect of the university on the student is not desirable.
 - a. It moulds the student into a pattern of conformity. (Educ 33)
 - b. It hampers his development of originality, responsibility, independence, criticism, and reason. (S E P 158)
 - c. It does not fit him for satisfactory and efficient service in the business world. (Educ 32)
3. The social life of the university has many weaknesses.

- a. There is no intimacy between the faculty and the students. (No Am 104)
 - b. The students do not participate in the student activities. (No Am 104)
- E. Methods employed by the universities in achieving its aims in educating youth.
- 1. As concerns methods relating to general aims of education:
 - a. It aims to bridge the gap between the old generation and the new, thus preparing for life. (No Am 111)
 - b. It aims to develop an attitude toward scholarship and research for its own sake. (Natn 98)
 - c. It aims to improve the modes of instruction. (Educ 27)
 - 2. As concerns methods relating to the individual.
 - a. As regards the development of the individual student:
 - 1) The student should be given responsibility.
 - a) The responsibility may be shifted from the faculty to the student. (Natn 95, 97, 100)
 - b) The student must be made to feel that he is capable of responsibility. (S & S 177)
 - c) It is the only method by which young men and women can acquire the experience necessary to face life and make contributions. (Plygrd 136)
 - 2) The student should be given opportunity for active participation. (Natn 95, 100; Atlan 12; Educ 32)
 - 3) The individual should be instructed. (Atlan 12)
 - 4) The program of education should be based on his fundamental needs.
 - a) He needs courses where he can show his initiative and his ability. (Educ 32)
 - b) He requires programs which develop his intellect, cultural tastes, and physical fitness.
 - b. As regards the adjustment of the individual to the university:
 - 1) The student should become acquainted with himself. (Natn 94; S & S 182)
 - 2) He should be given personnel service. (Educ 33; Natn 94)
 - 3) Each student should be considered as an individual. (Natn 94; Educ 33)
 - 4) An atmosphere should be created in which the faculty and student treat each other with respect. (Natn 94)

- 5) The curriculum should be developed so that it may be a solid foundation for the student. (Natn 94)
3. As concerns methods of solving the problem of who should attend college. (S & S 162)
 - a. The selection process should begin in the grades.
 - b. Careful records should be kept, giving in detail the development and ability of the individual.
 4. As concerns the selection of the faculty: the teachers should be the most outstanding, inasmuch as the greatest inspiration comes from personalities. (Educ 27; Natn 100)
- F. The university as ideally organized and equipped to meet the aims of education of youth.
1. Concerning the life of the students at the university. (No Am 104)
 - a. They would have a social life of an intimate sort, living together in small groups.
 - b. Everyone would participate in every athletic activity.
 - c. Students desiring only atmosphere could attend.
 2. Concerning the attitude of the university toward the students. (Atlan 12)
 - a. The university would be concerned with the development of the individual; the physical and social life would take their respective place.
 - b. More attention would be given to the good student and less to the poor.
 3. Concerning the organization of the university.
 - a. The large university would be made up of a body of small colleges. (No Am 104)
 - b. The curricula would consist only of those subjects which have been tried and proved. (No Am 104)
 - c. There would be a better body of professors. (Atlan 12)
- G. Criticism of the university.
1. Concerning the purpose of the university. (Atlan 13)

- a. "Colleges exist for the purpose of promoting intellectual training for the advancement of training."
 - b. It is beginning to fulfill its purpose by demanding intellectual activity.
 - c. As it now stands, it admits the mentally unfit, who do not belong in college.
 - d. The effects of this changing the demand for intellectual activity will be:
 - 1) America will change her belief that everybody is mentally equipped to go to college.
 - 2) The secondary schools will no longer be just for college preparation, but they will have a purpose of their own.
2. Concerning the attitude of America toward the university: (Atlan 13)
- a. America is in favor of her graduates.
 - b. It believes that everybody should go to college.
3. Concerning the moral influences of the university. (S & S 166)
- a. The faculty are of mental and moral worth, being of high mental calibre and pleasing personality.
 - b. The students themselves are of high mental and moral type.
 - c. The conclusion is that the university has favorable moral influences.
4. Concerning the needs of the university.
- a. As regards a new program:
 - 1) The university needs to change the program to cull out those who do not belong at college. (S & S 170)
 - 2) It needs to meet the demands made by the students who cannot intellectually and economically meet the requirements of admission into college. (S & S 173)
 - 3) It needs courses for women that will broaden them and equip them for life. (S & S 160)
 - 4) It needs to educate workers for all kinds of occupation, and not a few half-interested workers for the overcrowded fields. (Educ 35)

- b. As regards the encouragement of culture.
(S & S 178)

IV. THE EDUCATION OF YOUTH IN THE HIGH SCHOOLS.

A. As concerns the high school student.

1. The reflections of the mind of the high school student.
 - a. The reflections of the mind of the high school student may be discovered from their debates, response to standards of behavior, and poetry. (Sch Life 192; Ind Ed M 61; No Am 108)
 - b. The reflections of the minds of the students reveal their attitude.
 - 1) The high school students have no chasm between themselves and their parents. (No Am 108)
 - 2) They are unselfish, tender, sympathetic, tolerant, and unprejudiced toward other people. (No Am 108)
 - 3) They desire bonds of friendship between countries. (No Am 108)
 - 4) They do not glorify war. (No Am 108)
 - 5) Concerning life:
 - a) They love it, finding joy in the small homely things of it. (No Am 108)
 - b) They have a conception of a better way to work and live than they are. (Ind Ed M 61)
 - c) Success is their dominating ideal. (Ind Ed M 61)
 - d) "They see life steadily as a whole."
(No Am 108)
 - c. The reflections of the mind of the students reveal their natures. (No Am 108)
 - 1) Emotionally, they have deep, sincere feelings.
 - 2) Their aesthetic nature is shown by their love of beauty for nature, human beings, art, ideas, little things of conduct and courtesy, and good living.
 - 3) Their mentality is keener than that of the preceding generations.
 - 4) Their morality is based on health and not fear.
 - 5) In their religion, they are not atheistic nor do they challenge God. They are "cheerfully skeptic" toward dogma.

d. As concerns their mental interests, indicated by the topics for discussion for debates, they deal with economics, politics, governments, civic questions and disarmament. (Sch Life 192)

2. The interests of the high school students.

a. High school seniors indicate their reading interests.

1) Books they enjoy reading. (Sch R 196)

a) The titles, as voted upon in a questionnaire by high school seniors indicate their preference in reading.

b) The most outstanding ones liked were:
The Tale of Two Cities,
Macbeth,
Silas Marner,
Ivanhoe,
Hamlet.

c) The popular books liked were:
The Magnificent Ambersons,
The Count of Monte Cristo.

d) Modern fiction liked was:
The Bridge of San Luis Rey,
Sorrel and Son.

e) Non-fiction books liked were:
Wings, We, Sesame and Lillies.

2) This indication of preference showed no correlation between the choice of those with high intelligent quotients and those of low.

3) Sex made little difference in choice. Boys tend to prefer adventure, girls like romance.

4) High school students like sensational magazines. (Pa M 128)

a) These factors lead them to choose this type of magazine.

1. They are starved for good literature, the classics are denied them.

2. They must have exciting reading material.

b) These features in the magazines appeal to them.

1. The pictures are of good-looking, snappy people, which attract their attention.

2. Subject matter of emotional, thrilling and adventurous nature interests them.

3. A solution to the problem was the organization of an informal reading club.

a. It stimulated a great interest in the reading of the classics.

b. It succeeded well, drawing the interest of many students.

- b. The interests of high school students as shown by their use of leisure time. (Plgrd 136)
- 1) They like educational, creative, and constructive activities.
 - 2) They prefer organized athletics and outdoor sports.
 - 3) They enjoy the general social and passive forms of pleasurable entertainment.
 - 4) Social or economic background does not affect their choices.
 - 5) The type liked, is wholesome and desirable activities, on the whole.

- c. The interests of the high school students as indicated by the extra-curricular activities in which high school students may be engaged.

- 1) The extra-curricular activities are a fairly accurate indicator of what values youth holds and what he is seeking. (J H Ec 66)
- 2) Belonging to youth, they should not be under adult domination, which condition, continually on the increase, forms a serious danger to future generations. (Plgrd 136)
- 3) They are a legitimate part of the school program, seeking as they do to develop the individual to take responsibility and to be leaders of influence in the community. (S & S 162)
- 4) The participants in the activities were found to be above the average in intelligence, scholarship, character, and home background. (J H Ec 66)

3. The extra-curricular activities of high school students.

- a. The types participated in. (Sch R 193)

- 1) General statements.
 - a) The participation varies with the kind of classes of people.
 - b) There is probably correlation between the activity participated in and the educational needs of the individual.
 - c) School activities are monopolized by school children of the laboring classes.

- 2) There are five general groups into which participants fall according to their respective type of activity:
 - a) Those who work for wages;
 - b) Those who perform home duties;
 - c) Those who do voluntary school activities;
 - d) Those who do voluntary community activities;
 - e) Those who prefer solitary recreation.
 - 3) Specific types of activities are debating and departmental clubs. (Sch Life 192; Ind Ed M 61, 63)
- b. The values of participation to the students.
- 1) They are of an educational nature. (Ind Ed M 61, 63; Sch Life 192)
 - 2) They develop qualities of leadership in the individual.
 - a) The young student may express himself more freely in these activities than in the curriculum. (Sch Life 192)
 - b) He learns to respect the rights of others. (Ind Ed M 63)
 - c) He learns the value of self-discipline.
 - 3) They influence the formation of personalities. (Sch R 193; Sch Life 192)
 - 4) They make effective and informed citizens. (Sch Life 192)
 - 5) They advance social contacts between boys of common interests. (Ind Ed Mag 63)
 - 6) They serve as one agency of crime preventative by occupying the boy's free time and giving him a hobby. (Ind Ed Mag 61)
4. Concerning the vocational choices of high school students.
- a. The choice of occupations by high school students is reliable. A questionnaire taken showed that the choices of present students agree with those positions now held by former students. (S & S 164)
 - b. Preferences of young people: (Lit D 81)
 - 1) The girl of 18 wants to be a stenographer.

- 2) The boy of 18 elects aviation, architecture, law, football, music, civil engineering and the army. At 15 the boy discards the cowboy idea; at 13 the sailor is out.
5. Concerning the failures of high school students. (Educ 26)
 - a. It is a great problem to reduce the failures.
 - b. A possible method to remedy this situation is to reduce all outside assignments and to lengthen school days accordingly to provide for study at school.
 - c. The cause for the failure of students is with the home.
 - 1) The atmosphere is not conducive to study.
 - 2) The parents are often not able to guide the study of their children.
 - 3) The parents cannot keep the students at home.
 6. Concerning student control of the library.
 - a. It has reduced the loss of books more than ninety per cent.
 - b. It has solved the discipline problem.
 - c. It has discovered and helped the poor students. (L J 78)
 7. Concerning the movies and youth. (S & S 188)
 - a. The predominating elements vary with the respective grades,

10th grade	- emotional
11th	- transitional
12th	- variety
 - b. Preferences of youth.
 - 1) The types most liked are those dealing with mystery, war, comedy, and love.
 - 2) There is slight difference in tastes between the sexes.
 - a) Girls prefer a cleaner type.
 - b) The boys and girls like their own sex better in the actors and actresses.
- B. Concerning the high schools' method of dealing with the student.
 1. There are certain needs to be met in training the child. (S & S 189)
 - a. The program must take into consideration the education of the whole child.

- b. The child will need counselling guidance.
 - c. Opportunity must be made for contact with the home.
 - d. The personality and behavior of young people must be studied.
 - e. The desires of young people to specialize before completing the high school course must be met. (Ind Ed M 64)
2. The high school is endeavoring to meet the needs.
- a. By sending out questionnaires to students concerning vocational choices; (S & S 160)
 - b. By introducing courses on family adjustment and relationships, (J H Ec 67, 75, 72) preparation for parenthood, (J H Ec 73) character education, (J H Ec 66) miscellaneous extension courses, industrial art orientation courses; (I A & V E 59; Sch R 194)
 - c. By establishing in practical ways contacts for students with the industrial world. (Ind Ed M 62)
 - d. The purposes involved in meeting these needs are:
 - 1) To develop an integrated personality, bringing out innate qualities of character and talent; (J H Ec 67, 72, 73, 66; Sch R 194)
 - 2) To educate for home making; (J H Ec 75)
 - 3) To adjust student to school, that he may take advantage of opportunities;
 - 4) To produce more efficient workers, with a chance for them to prove their worth to the business world. (Ind Ed M 62, 64; Sch R 194)
3. Concerning the ideal way of meeting these needs.
- a. It necessitates changing the popular opinion. (Atlan 13)
 - 1) People should recognize that there are as great mental differences in adolescents as there are physical.
 - 2) People should understand that a boy is capable and bright, even though his intelligence is not of the intellectual order of college entrance requirements and tests.
 - 3) They should understand that there is no disgrace in these differences.
 - 4) They should realize that it is not advisable that everybody should go to college. (S E P 158, 156)

- b. It requires a change in the purposes of the secondary school. (Atlan 13)
 - 1) Its reason for existence should essentially not be college preparation, but it should be an institution with a program of its own to give to the community. (Atlan 13; Ind Ed M 62)
 - 2) It should aim at preparation for life, as to vocation, civic relations, family responsibilities and recreational activities. (Atlan 13)

- c. It involves a change in curricula to meet purposes.
 - 1) The program should be organized to follow the main trunk lines of experience of the adolescent. There would be departments of health, vocations, leisure, home participation, citizenship and philosophy.
 - 2) The nature of courses should be such as to require that everybody puts all that he has in his lessons and not to ask that he do anything for which nature has not intended him. (Atlan 13)
 - a) For mental development, the backbone should consist of language, science, art, mathematics, and history. (Atlan 13)
 - b) For citizenship, courses preparing boys for the activities involved. (I A & V E 59)
 - c) For the use of leisure time, courses providing music rooms, work shops, studios, and reading rooms. (Atlan 13)
 - d) For conduct in life, ethics and euthe- nics. (Atlan 13; J H Ec 74)
 - e) Courses covering these general fields,-- academic, agricultural, commercial, industrial, technical, vocational⁴ and home econimics. (I A & V E 59; J H Ec 74)
 - 3) It should aim to develop the individual.
 - a) It should train his mind to think effectively. (Atlan 13)
 - b) It should develop personal talents.

4. Mr. Winsor in The Unintellectual Boy, Atlantic Monthly 147: 487-97, states that there is no place in secondary schools for vocational training.

- c) It should form character through presentation of worthy habits, attitudes, and responses. (I A & V E 59)
- d) To this end, it should give cultural and technical information to form an adequate background on which to base opinions and conclusions.
- 4) It should aim to prepare him for vocations.
 - a) By giving him technical, industrial, and occupational information. (I A & V E 59)
 - b) By teaching him skills of manipulation. (I A & V E 59)
 - c) By establishing contacts with industry that student may find place in outside world. (Ind Ed M 64)
- d. The effect of bringing the secondary school to a standard, as suggested above, would be to change life, socially, politically, and economically. (Atlan 13)

C. Concerning the criticism of secondary schools:

1. The secondary school is a slave to college entrance requirements. (Atlan 13)
2. The secondary schools neglect the training of their students.
 - a. Through lack of proper influence and sound civic training, they fail to make the students conscious of their relation to society, their rights of others, and of obedience and respect of law. (S & S 180)
 - 1) They do not make effective citizens.
 - 2) The schools acknowledge this fault but "pass the buck" to the public, and modern literature.
 - b. They do not provide "for training of the mind, but only in athletics". (Atlan 13)
3. It is undemocratic, in that it does not offer an equal opportunity to all the youth. (S & S 161)

4. It should promise the betterment of each individual youth, no matter what his characteristics. (S & S 161)

V. PARENTS AND THEIR RELATION TO YOUTH.

A. As concerns the ambitions of parents for their children.

1. They want them to go to college because:
 - a. A college education affords a wealth of knowledge; (S E P 158; S & S 161)
 - b. It is the cloak of culture; (S & S 161)
 - c. Ispo facto, it starts children off on road to success; (S & S 161)
 - d. It means a trained mind, life long friendships and social prowess. (S & S 161)
2. They want social advantage for their children. (R of Rs 149)

B. As concerns the question of the failure of parents in bringing up their children.

1. The general attitude toward parents is one of blame. (Hyg 57)
2. Parents have failed.
 - a. They have not prepared youth for the responsibilities of life. (Forum 45)
(Forum 46)
 - 1) They spare them from all difficulties and spoil them.
 - 2) They sentimentalize the golden age of youth.
 - 3) They have not fitted them for marriage.
 - b. Their unwise attitudes and interference cause unfortunate results. (Pa M 115)
(Pa M 127)
 - 1) They force children into a mould.
 - 2) They often develop in their children inferiority complexes by snubbing, laughing, scolding, and lack of understanding.

3. Parents have not failed.

- a. They have met their responsibilities.
(Hyg 57)
- b. They make every effort to keep the family a social unit. (Hyg 57)
- c. They have great concern for the education of their children. (Hyg 57)
 - 1) They sacrifice to give it to them.
 - 2) They try to improve their own education.
- d. They are trying to make the change from old ideas to new ones. (Hyg 57)

C. As concerns the preparation of the parent today to bring up the children. (Pa M 118)

1. Actual preparation;

- a. The modern parent is the flapper of yesterday. She brings her children up according to books. (W J 213)
- b. The parents are not ready to meet the problems of childhood according to the last theories of the school and youth. (J H Ec 73)

2. Advisable preparation;

- a. They must know the adolescent needs, problems, problems, and interests.
(Pa M 119)
(J H Ec 69)
- b. They must be educated so that they can develop the child's personality and thus fit him for life.
(J H Ec 66)
- c. In themselves, they must lead a high type of life to form the correct attitudes in the child.
(J H Ec 66)
(Del 24)

- D. As concerns the attitudes of parents today toward their children.
1. The enthusiasm of the parents is lessened when the child reaches adolescence. (L J 76)
 2. The mother worries about her child's adolescent problems ten years before. (W J 213)
 3. The modern mother will let her daughter lead her own life, hoping it will be better than her own. (W J 213)
 4. The parents are interested in the training of their child. (Hyg 57)
- E. As concerns the responsibility of the parents in raising their children.
1. General duties owed the children by parents.
 - a. The attitude toward life held by parents, definitely moulds the desires of the children. (Pa M 125; Pa M 119)
 - b. The child's success in the future depends directly on his own parents, the training and environment that they give to him. (Pa M 119; Pa M 125)
 - c. Their responsibility cannot be shifted. (Pa M 125)
 2. The responsibilities of parents in guiding their children in selecting a vocation.
 - a. The dominating influence of the parents.
 - 1) They interfere to such an extent that they hinder the work of vocational guidance counselors in universities. (Educ 35)
 - 2) More often than not, they force children into fields in which they are not interested. (Educ 33)
 - a) A few rare parents allow the adolescent to follow his own desire.
 - b) Some children manage to be what they want to in spite of parents.
 - b. Actual methods of guiding choices.
 - 1) The parents may make a systematic, exhaustive and intelligent study of the abilities of the child to guide him in the right direction. (W J 217)

- 2) Parents may supply the child with information concerning the job or jobs in which he is interested. (Collier 19)
 - 3) Parents must advise and cooperate with the child in his choosing. (Pa M 128; Educ 33)
- c. The actual jobs chosen for the youth by the ambitious parent demand college and professional training. (Pa M 121)
3. The responsibilities of the parents in the religious education of their children.
 - a. The importance of religious training. (Wo To 223)
 - 1) It must be given if it means honesty, decency, and chastity.
 - 2) It can be omitted if it means dogma.
 - b. Attitude of parents concerning religious training.
 - 1) They are afraid of religion. (W J 214)
 - 2) They do not want to confuse children, with bewildering doctrines. (Wo To 223)
 - c. The meeting of the situation by the parents.
 - 1) As concerns the actual methods they are now employing.
 - a) They give him more religious instruction. (W T 223)
 - b) They let the child work it out for himself as an individual matter. (W J 214; Pa M 115)
 - c) They may send him to church, with the following results: (Wo To 223)
 1. He may become cowed into a system of dogma.
 2. He may become a hypocrite.
 - 2) As concerns the necessary obligations of the parents regarding religious education.
 - a) They must supply a religion.
 1. The churches are not meeting the needs. (Wo To 223)

2. It must be a religion that will fit life, as it will be lived. (Wo To 223; Pa M 115)
- b) They must be prepared themselves in order to meet the religious needs of youth.
1. As to decisions, they must make them as to what they believe concerning the ultimate ideas of religion- a conception of God, the meaning of life, the reality of spiritual values- before they can present religion to their children. (Pa M 115; Wo To 223; W J 214)
 2. They must lead the kind of an ethical life they wish their children to follow. (Wo To 223)
- F. As concerns practical methods which may be used by the parents in dealing with adolescents.
1. General principles to be followed in dealing with the adolescent group:
 - a. As regards the individual.
 - 1) The adolescent must be recognized as an individual. (Del 23)
 - 2) The adolescent must be allowed to lead his own life. (Pa M 119; Del 23; Pa M 128)
 - a) Give him responsibility.
 - b) Allow him independence in making decisions and experiments.
 - c) Let him use his own initiative.
 - 3) The adolescent should be taught to be honest with himself. (Pa M 119)
 - b. As regards the parents' own attitude toward the adolescent.
 - 1) Parents should not expect too much from the youth. (Pa M 128; Pa M 119)
 - 2) Parents should give the adolescent a sense of sympathy, security, confidence, understanding, and faith. (Pa M 119; Del 23; Pa M 128)

- 3) Parents must recognize that times have changed, leaving a discrepancy between the ages. (J H Ec 69; Pa M 119; Del 23)
 - 4) Parents must regard the training of emotions as important as that of the intellect. (Pa M 119)
- c. As regards concrete ways of developing the adolescent.
- 1) On the part of the parents, as concerning themselves; (Pa M 119)
 - a) Parents should solve own life problems, making for a harmonious atmosphere.
 - b) They should see and admit mistakes, and accordingly seek advice.
 - c) Father should share in bringing up.
 - 2) On the part of the parents, as concerns the adolescent; (Pa M 119)
 - a) Parents should send him to camp.
 - b) Parents should send him to college.
 - c) Parents should provide opportunity for acquaintance of one sex with the other.
2. Additional principles in dealing with the adolescent girl.
- a. Parents should be interested in her friends. (Pa M 119)
 - 1) They should make the home a place for her to feel free to bring her friends.
 - 2) They should provide opportunity to widen her acquaintance. (Del 23)
 - b. They should deal wisely in matters concerning sex. (Pa M 119; Del 23)
 - c. They should trust her. (Pa M 119)
3. Further principles in dealing with the adolescent boy. (Pa M 119)
- a. Parent must recognize types of boys and thus meet their respective needs. (Del 23)
 - 1) The lateral, broad, stocky type needs to be encouraged in sports.
 - 2) The lanky type needs a quieting influence.
 - b. Parents must give him adequate explanation concerning his physical self and conditions. (Pa M 119)

c. Parents must be real friends to their son.
(Pa M 119)

- 1) There should be an ideal relation between father and son.
- 2) Through such understanding affection, they can lead him into manliness.

VI. AN EVALUATION OF YOUTH AS EXPRESSED BY PERIODICAL WRITERS.

A. The indictment of youth by the older generation.

1. Youth has always been considered a problem.
(Mis R 93)
2. Youth is charged with needing discipline and conformity. (L J 77)
3. The commonness of cheating in our universities reveals the moral training of the younger generation.
4. Growing up in an atmosphere of self-expression, youth has been looked upon with anxiety. (Survey 207)
5. Students are "hard-headed and hard-hearted dumb-bells." (R of Rs 149)
6. The young mind of America is scholastically ruined. (Forum 45)
7. Modern youth wears a mask grinning at everything that is solemn. (Bkman 15)

B. Concerning the correction of false condemnations of youth,

1. It is false that children shun their homes because of the autos, movies and other attractions. They do it because there is a definite lack in the home. (J H Ec 69)
2. It is false to say that marriage is decreasing because of the extravagance of women. This complaint has been made in every age. (Pic R 132)
3. Inasmuch as there are extremes in every generation, the condemnations should be no cause for worry. (Pic R 132)
4. It is false that the attitude of young people toward our sacred institutions is one of contempt. (S & S 168)
5. It is not fair to youth to call them lazy, irresponsible, and not serious. When the war came, their only fear was that they would not get across in time. (Del 24)

6. The moral divagations of youth are ^{not} imperceptibly different from former times. It is the moralists and parents who are making all the discussion. (Am Merc 7)
7. Close acquaintance with youth reveals that they are fine in morals and attitudes. (Commonweal 20; Pa M 123)

C. Reasons for the indictment of youth.

1. The great gap between the older and younger generations.
 - a. They forget their own youth. (Del 24; Pic R 132)
 - b. They are jealous. (Del 24)
 - c. They do not try to understand youth. (Del 24; Survey 207)
 - d. They assume the attitude that youth is wild, and needs to be tamed. (Harper 55)
 - e. They do not keep up with the change, but cling to their old methods. (Pa M 125; Del 24)
2. Fault with the young people.
 - a. The many heterogeneous students in the university evoke criticism. (S & S 162)
 - b. There are a few delinquents among groups at college, from which false conclusions are drawn. (Natn 94; Pa M 123)

D. Optimistic viewpoint concerning youth.

1. Concerning the place of youth in the world in the future.
 - a. He will be loyal to the purpose of mankind. (S E P 155)
 - b. The college man will lead the greatest era of thought. (S & S 174)
 - c. The leader of tomorrow will not be necessarily the intellectual man, but the man of character. (Atlan 13)
 - d. Out of college classes come deans, bishops, clergymen, settlement workers, and foreign missionaries. (Del 25)
 - e. He will vindicate the faith placed in him if he is given a fair start. (Pa M 123)
2. Concerning the promising traits of youth.

- a. The ideals of youth are high. (Del 24)
 - 1) Youth has visions. (Scrib 200)
 - 2) Youth recognizes true values. (Lit D 84)
 - b. The abilities of youth, of creation, intellect, initiative, and originality, promise much. (No Am 108)
 - c. Youth is free from prejudice, so that world peace will be safe in his hands. (No Am 108)
- E. The relationship of the younger generation to the older generation.
1. The generations are more irrelevant to each other than they are hostile. (Survey 207)
 2. The older generation must make an effort to keep in touch with the following generation.
 - a. The old generation must endeavor to see youth as it is, and to see its problems from its viewpoint. (Pa M 123; Survey 207)
 - b. The older generation has the least claim of any on this new generation, because of their own failure with the world war. (Survey 207)
 3. The influence of the older generation on youth.
 - a. Youth is afraid to express itself, fearing the effect on its elders. (Survey 207)
 - b. Youth is conscious of being a problem, because it has been considered such for so long a time. (Mis R 93)
- F. Comparison between the youth of today and of yesterday.
1. The graduates of today compare favorably with the graduates of yesterday. (W J 220)
 2. As concerns the modern girl and the girl of yesterday.
 - a. The modern girl has training and ability to earn her own way. (Pic R 132)
 - b. She has had to change to keep pace with the trend of the times. (Commonweal 20; Del 24)
 - c. Only the surface has changed, but not the fundamentals. (Commonweal 20)
 - d. She may be characterized as being honorable; loyal; helpful; clean of word, thought, and deed. (Commonweal 20)
 - e. She is athletic. (AmJ Pub H 4)

3. As concerns the modern college girl and the girl of yesterday. (Harper 52)
 - a. The college girl of today in a woman's college has contact with men. Yesterday she sought her companionship with educated people.
 - b. Today she waits only for telephone calls and is not attune to "Brahms".
 - c. As to their respective preparation for life, the girl of yesterday was educated for a general enjoyment of life. Today the girl fits and equips herself for that kind of a specific life that she has chosen to enter.
 - d. The education of the girl of yesterday had no immediate connection with her next step.
 - e. The knowledge of the world of the girl of yesterday was childish and ignorant compared to the sophistication of the girl today.
 - f. The final product of yesterday's method of education was a woman of responsibility and independence.

4. As concerns the individual young person of today and the one of yesterday.
 - a. Mentally the young person of today is older and has a broader outlook. (Del 24; L J 77)
 - b. Morally, the divagations of the youth today do not differ three per cent from yesterday. (Am Merc 7)
 - c. In conduct, young people are better than their grandparents.⁵ (Pa M 125)
 - d. Drinking in the eighteenth century was between the faculty and students. Today, personal habits in this respect have improved. (Am Merc 7; Del 24)
 - e. Not quite as religious, yet the youth of today is eager to find out the truth. (Del 24)

5. As concerns this generation and former generations.
 - a. The members of this generation are more fluent, adaptable, and alive, than their parents. (No Am 108)

5. Conclusions on this point are judged on the general trend of juvenile delinquency, marriage, promiscuous mating, and the like.

b. They are more sensitive to a "nascent world consciousness" than the older ones. (Survey 207)

6. As concerns the "contrasts to be found in the post war generation". (Survey 207)

a. The changes in youth.

- 1) Their thoughts are different.
- 2) They lack independence.
- 3) They show a spirit of conformity.
 - a) It is alarming.
 - b) It is a protective coloring.
 - c) The spirit of conformity has been intensified by various circumstances.
 1. Many students have been going to institutions of higher learning.
 2. Obsolete standards have been forced upon them which they are trying to defy.
 3. Youth is carrying about with him a certain amount of "fear-control" that he will not succeed.
 4. They are anxious to do things properly. There is no intensive thought in the university.
- 4) They are interested in the intimacies of life.
- 5) In a spirit of demanding happiness as a right, belonging to them, they decry sentimentalism and exalt sex, opposing all hampering social customs.
- 6) They show no self-control.
- 7) They have a task awaiting them to outlaw war.

b. Forces bringing about the change.

- 1) Psychologies have been advancing theories concerning the development of personality until youth has taken it to mean the free self-expression.
- 2) The war changed the conception of social institutions.
- 3) The unmarried woman began to play a new and unique role in the social system.
- 4) The emphasis for too long had been placed on the betterment of the masses, so that it became natural that youth should choose new interests.

G. Concerning the revolt of American youth.

1. In nature, the revolt is serious, and quite as startling as the one of five years ago leveled against the parents and customs. (S & S 191)
2. The characteristics of youth taking part in it.
 - a. They have no sentiment and softness. (Sci Mthy 197)
 - b. They are the critics of customs, social institutions, and codes. (Sci Mthy 197)
 - c. They demand freedom from restraint; wanting less protection and security against adventure and spontaneity. (Sci Mthy 197)
 - d. They approach life in an attitude of adventure, with the tireless energy of youth. (Survey 207)
 - e. They are eager to try new social situations. (Survey 207)
3. The objectives of youth in the revolt. (Pa M 127)
 - a. They are against parental authority. (Pa M 127)
 - b. They want an interpretation of life. (Pa M 127)
 - c. They want solutions to their problems. (Pa M 127)
 - d. They want to know the correct attitudes concerning world movements and their own personal pleasures and tastes. (Pa M 127)
 - e. They are revolting against Victorian prudery. (Survey 207)
4. The grounds on which the revolt may be explained.
 - a. The revolt shows that the youth wants to live his own life, unhampered by the parental interference. (Pa M 127)
 - b. The revolt is an effort on the part of youth to shake off his environment, because he is beginning to feel that he is only a cog in the universe. (L J 77)
5. As youth expressed itself in revolt, (Survey 207)
 - a. Youth has made an open cult of frankness.
 - b. Young people have decided that self-expression is the only real thing.
 - c. Self-discipline and self-control came to have no value to them.
 - d. Duty could no longer bind them.
 - e. Toward sex, they gave all their time and attention.

- f. They developed new interests.
 - 1) They tried for improvement of relationships between the sexes.
 - 2) They became aware of other people.
 - 3) They demanded political action concerning world peace.

H. Concerning the morality of this age. (Mentor 69)

- 1. Although this generation takes pride in being the most immoral, it is the most moral, because
 - a. There is less violence between the man and woman, the parent and child, and the teacher and pupil.
 - b. The murders in the paper represent life falsely.
 - c. Love has reached a more elevated plane.
- 2. This free generation is un-moral. It is alive with giving and creative philanthropy, good sportsmanship, democratic chivalry, intellectual eagerness, and audacity.

VII. OPINIONS EXPRESSED BY YOUTH.

A. Opinions expressed by youth concerning the education of youth.

- 1. As regards the purpose of youth in continuing his education beyond high school.
 - a. The young people believe that it will supply specific needs. (S & S 185)
 - 1) They have a restless desire for freedom and tolerance.
 - 2) They are aware of an incompleteness of knowledge and experience.
 - 3) They need someone to understand them, to develop their personalities, and to help them in discovering their life aims.
 - b. Young people believe that college will prepare them for a successful life.
 - 1) They believe that it is a means of equipping themselves to meet their fellow students on an equal basis economically and socially. (S & S 185)
 - 2) They believe that it will enable them to learn to go forth to serve. (S & S 176)
- 2. As regards the failure of the university and college to meet these needs from the point of view of youth.

- a. Colleges sacrifice the personality, so that the student must fight to preserve his own individuality against conforming to a pattern. (S & S 185; 176)
 - b. College does not develop the individual that he may meet life.
 - 1) College is too far behind the times to help the student meet his fellow men on an equal footing. (S & S 185)
 - 2) It develops in him an inferiority complex instead of making him become master of his environment, and an equal to his fellow men. (S & S 185)
 - 3) The student never has had to face any problems in college. (S & S 176)
 - 4) The college makes no attempt to correlate the content of the curriculum to equip the student for his meeting life satisfactorily. (S & S 176)
 - a) The student cannot choose the subjects he feels will meet his needs. (S & S 185)
 - b) Many of the courses are worthless, contributing nothing to help him understand life and the organization of society. (S & S 176)
 - c) The student rarely finds it necessary to apply any acquired knowledge of facts to experience or solution of life. (S & S 176)
 - 5) Once the student finds himself in the world, he takes his place as an automaton, and is forced to watch the uneducated man forge ahead into positions he himself desires. (S & S 176)
3. As regards the statements made by youth concerning the attitudes which he has developed as a result of this failure of the colleges.
- a. The youth is keenly disappointed that he is hindered in using the materials at hand. (S & S 185)
 - b. He resents that the university is not meeting his needs. (S & S 185)
 - c. He is insulted by the childish treatment he receives at the hands of the educators. (S & S 185)
 - d. He is beginning to be intolerant of this situation. (S & S 176)

- e. Discovering that his education has not equipped him to meet the problems of life, the student is forced to introspection; criticizing himself, the college, and the world at large to determine where the fault lies. (S & S 176)
4. As regards the judgment made by the students,
- a. Youth has outgrown the university, because the institution has become one concerned with methods of domination and has not made the necessary adjustments to meet the student's present needs. (S & S 185)
 - b. The university would be appreciated if it made a contribution to daily living. (S & S 185)
 - c. The most retrogressive step of the university was its admission of women. (S & S 176)
 - d. Three years spent at college resulted in a futile attempt to find knowledge. (S & S 176)
 - e. The purpose of the college is an enigma to the student. (S & S 176)
 - 1) It is impossible to determine it.
 - 2) If it is to educate, that is one thing it does not do.
 - 3) The college has gone far away from its original purpose, for which it was founded.
 - 4) Something should be done to bring the college back to its original purpose.
 - f. College is a good investment, only not as remunerative as stocks and bonds. (S & S 176)
- B. Opinions expressed by youth concerning his college professors.
- 1. Toward athletics, the professor is not antagonistic; he has been satiated with them. (Del 24)
 - 2. In outside activities the professor has control trying to form and mould the character of the student into some preconceived ideal. (Del 24)
 - 3. The teaching methods of the professors are criticized as most inadequate.
 - a. The professors completely dominate the student and use him most unfairly by refusing to discuss subjects brought up "until a more advanced course", by assigning themes, and by employing the flunking system. (S & S 176)
 - b. The professors present the pseudo-scientific courses with a disproportioned sense of values. (S & S 176)
 - c. Professors do not use creative thinking in presenting courses. (S & S 176)

- 1) They hand out stereotyped criticism concerning classics.
 - 2) They are confused in their own knowledge of pseudo-scientific courses.
4. The professor may be a firm friend of the student.
 - a. He searches for the companionship of youth with the desire to contribute to the general welfare. (Del 24)
 - b. The influence of a fine professor can be such that the student will be inspired to lead a happy, worthwhile life. (S & S 185)
 5. On the whole, the professor has been misjudged. (Del 24)
- C. Opinions expressed by youth concerning themselves as college students.
1. Their difficulties, as judged by themselves. (S & S 184)
 - a. They place the bulk of the blame on the professors.
 - b. They recognize their personal defects in physique and mental ability.
 2. Their failure in college: it is felt by them to be such a disgrace to themselves and their parents that they fail in life. (S & S 185)
 3. Their attitude of radicalism and insurgency. (New Rep 101)
 - a. Compared with the graduate of ten years ago, the college senior is conservative.
 - b. They have completely revolted against the post-war revolt, morals, and thought.
 - c. They can no more be termed collegiate.
 - d. They show absolutely no progressiveness in interests or even in their college publications.
 - e. This attitude is an indication of a new tendency in American society. It may mean that leaders will have to come from a different strata of society.
 - f. The solution is not in housing where leaders must conform to conventions, but in the introduction of controversial lectures.
 4. The task which the students are placing before education. (S & S 185)

- a. They clamor for personal attention and consideration of their specific problems.
- b. They want self-realization.
- c. They are asking for a curriculum to correspond to their life activities and problems.
- d. They demand active and creative activity in which they may use their energies.
- e. They require a faculty of fine personality to give them common-sense in solution of problems, to release them from their fear complexes, and to deal cooperatively with them.

D. Opinions expressed by youth regarding their criticism of the older generation.

- 1. The indictment made by the older generation, that youth is going "to the devil", may have kept youth from going there. (Del 24)
- 2. They have a part in the education of youth. (S&S 185)
 - a. Older people have always been of the opinion that it is their privilege to educate youth, for they believe that they know youth. (S & S 185)
 - b. Older people are running the universities according to their adult ideals. (S & S 185)
 - 1) They aim to take from youth all abilities which would make him superior to themselves.
 - 2) They indoctrinate youth with hard ideals and castrate vital learning.
 - c. The ignorance and prejudice of adults drive youth to college. (S & S 185)
- 3. The present attitudes of older people lead youth to distrust them. (S & S 185)
 - a. Elders amuse themselves at the expense of youth's mistakes.
 - b. They dominate and prevent activities by virtue of their eldership.
 - c. They hinder the development of youth's personalities.
- 4. The older generation should adopt the following attitudes, if they would be of value to youth: (S & S 185)
 - a. Older people must understand youth and not cling to the ideals of their own generation.
 - b. Youth must place confidence in the life forces.

E. Opinions expressed by youth concerning religion.

- 1. As he regards religion in college. (Lit D 84)
 - a. The college chapel has nothing to offer to youth.
 - b. The religious courses are traditional and biased

- c. The situation seems hopeless to him and he sees a return to Roman Catholicism, in view of the weakness of Protestantism.
- 2. As he regards the church. (S & S 185)
 - a. He feels that he has outgrown the church.
 - b. He still feels the need of the religion that church should offer him.
 - c. He considers the fault of the church to be its failure to make the necessary adjustments to meet the present needs of youth.
- F. Concerning athletics of the college. (R of Rs 151)
 - 1. There is as much emphasis on studies as there is on athletics.
 - 2. Glorification of football is not done at Harvard.
 - a. Schedules are not made for proselyting purposes.
 - b. There are no long practice periods.
- G. Concerning war, youth has determined to outlaw and abolish it. (Survey 207)

VIII MARRIAGE AND YOUTH.

- A. Marriage is described as being too unselfish, as a partnership, as well as a lottery, and as having too much value to risk on the grounds of personal liberty. (W J 212; No Am 104)
- B. As concerns adolescents.
 - 1. The adolescent marries at 15, 16, 17, because he thinks this is the only way to find the happiness he seeks. When his passion has run out, he must seek an attorney. (W J 215)
 - 2. The lengthening of the adolescent period is a contributing cause to the deferment of marriage, the limitation of the family, and the frequency of divorce. (Mentor 88)
 - 3. Young people's opinion concerning marriage, as they look back on the custom, will be that it was a most amusing arrangement, contemptuous and foolish, an insult to their pride. (Mentor 90)
- C. As concerns the college graduate.
 - 1. The statement of the situation. (Harper 53; S E P 152; Scrib 200, 202; No Am 105)

- a. The race of college graduates is dying out, the leader class being threatened with extermination, while the ignorant multiply.
 - b. The college graduates marry late.
 - c. Concerning the college woman, the problem takes issue about
 - 1) Whether she marries;
 - 2) Whether she has children;
 - 3) What she does if she fails to marry;
 - 4) What is she to do with her education?
2. An examination of the situation:
- a. The race of college graduates is dying out.
 - 1) College graduates are threatened with extermination. (No Am 105)
 - 2) They are failing to have the allotted number of 5.5 children apiece. (Scrib 200)
 - 3) The average number of children for the college woman is 1.6. (S E P 152; Scrib 200)
 - 4) Taking into account the two kinds of survival, the physical and spiritual, the college graduate "propagates" by educating the nation. (Harper 53)
 - 5) Meanwhile, the ignorant people are multiplying. (No Am 105)
 - b. College graduates marry late.
 - 1) The marriage rate among college graduates is low. (W J 218)
 - 2) These factors cause the situation.
 - a) College graduates cannot afford to marry early.
 1. The woman's first requisite is income. (W J 218)
 2. There is close relationship between the frequency of marriage and the size of income. (No Am 105)
 3. The professional class, doctors, lawyers, ministers and professors, have to wait the longest before they can earn a sufficient salary. (No Am 105)
 - b) The college girl has fewer suitors and marries late because: (Scrib 200)
 1. She is at college during her attractive years;
 2. The men are snapped up before she leaves;
 3. The men often fear her.
 - 3) Society's attitude toward the situation is one of alarm. (W J 218)
 - 4) The remedy is to advance early marriage. (No Am 105)
 - a) Parents, not too poor, should help.

- b) Some sort of an inverted form of insurance might be available.
 - c) A matrimonial scholarship might be formed.
- c. The college woman has particular problems related to marriage.
- 1) The answer to the question whether the college graduate marries or not is that she does marry. (Harper 53; Scrib 201; S E P 152)
 - a) Statistics show that at least forty-nine per cent marry.⁶
 - b) She marries sooner than formerly. (S E P 152)
 - 2) She has 1.6 children apiece. (S E P 152; Harper 53)
 - 3) If she fails to marry, she leads an interesting spinsterhood, either teaching, in business, managing tea rooms, welfare work, acting, commercial work. (Scrib 201)
 - 4) It is a question whether she is happy if she devotes herself exclusively to family life. (Wo To 224)
 - a) Family life is not a panacea for the intellectual woman. (Wo To 224)
 - b) There is a general idea that unmarried women are not happy, but it does not necessarily follow that all married women are happy.
 - c) The woman has cultivated her mind to such an extent that she is no longer happy. (Wo To 224)
 - d) There are three ways open for the woman to use her mind; to sacrifice on the altar, to hold a career, or to marry and have a career. (W J 218)
 - e) The modern woman's attitude toward marriage.
 - 1. The modern woman wants everything; love, marriage, children, romance, and career. (W J 218)
 - 2. She has an idea that by entering business she can better herself. (Pic R 131)
 - 3. She is frightened by the hazards of marriage. (W J 218)
-
6. The percentage varies according to articles. (Scrib 201)
 Other estimates given state 49%, 57%, and 66%. (Harper 53; S E P 152; Scrib 201)

- f) A woman does not sacrifice a career for her husband.
 - 1. Her earning power cannot exceed a certain point. (Forum 46)
 - 2. There is an age limit placed upon her. (Forum 46)
3. A consideration of college education as a preparation for matrimony.
- a. College training fits the woman to take her position at the head of the home.
 - 1) Since the woman must bring more to the home than formerly, she demands a college education even more than a man. (Pic R 131; G H 50)
 - 2) She has enriched her experiences by working with others, by making more friends, and developing new interests. (G H 50; S E P 152)
 - 3) The college education fosters in the woman, a favorable, and not a prejudiced, attitude toward marriage or motherhood.
 - b. Education contributes to a successful marriage.
 - 1) All the needs found favoring a happy marriage are to be had on campus. (G H 50)
 - a) The man and woman have congeniality of mind.
 - b) They have learned to have respect for each other's individualities.
 - c) They have had the opportunity of a great variety in contacts with people.
 - d) They have been able to compare one another against this background.
 - e) They have shared similar experiences, affording them pleasant memories in common.
 - 2) The divorce rate among college marriages is very low, one for the college graduate to seventy-five for the rest of the populace. (G H 50; S E P 152)
- D. The education of youth for marriage and parenthood.
- 1. Whether youth marries or not, he should be educated for the creation and maintenance of the home and family.
 - a. He should have placed before him all the facts which make for a happy home. (J H Ec 73)
 - b. He needs the best efforts of the educators. (J H Ec 73)
 - c. Such an education fosters good parenthood and makes for good citizenship. (J H Ec 66)

- d. Marriage is one of the responsibilities of life for which he must be educated. (Forum 45)
- 2. Certain experiences in childhood are necessary as a foundation to development of the individual adolescent for maturity and parenthood. (J H Ec 66)
 - a. He needs affection in childhood and youth.
 - b. He needs the feeling of assurance and of being able to give reassurance.
- 3. It is the duty and responsibility of the parents to educate for marriage. (Pa M 124)
- 4. Education of the young woman for marriage is a failure, because the fundamental concepts are wrong. (Forum 45)
 - a. True love should not be tramped on.
 - b. The daughter is given free will in the matter.
 - c. Other requirements, besides love, are pointed out too late.

IX. YOUNG WOMEN AND JOBS.

- A. Young women holding jobs is a distinct problem today. (Forum 48)
- B. The motive of young women in desiring jobs.
 - 1. The young girl thinks that by entering business she can better herself. (Pic R 131)
 - 2. All girls, married, rich, or college graduates, want a place in activities which are of value to the world. (Forum 48; Harper 52)
 - 3. They like the office and department store. (Forum 48)
 - a. They have free association with men.
 - b. Their social prestige is not hampered.
 - c. They feel they are making contact with the real.
- C. The employment of women.
 - 1. There is keen competition between the young men and women. (No Am 103)
 - a. At first, the girl is more successful because she can readily find a job in the factory.
 - b. At first, the earning power of the adolescent boy and girl is even.
 - c. In the long run, however, the man is more successful.

- 1) The woman must give more in every way to be successful.
 - 2) It is harder for the woman than the man to find concrete incentives which give inspiration to work.
 - 3) The woman has definite limitations in age and earning power. (Forum 46)
2. There is a definite place for the high school girl with a low intelligent quotient, provided other qualities of character and personality are there to be developed. (Sch R 194)
 3. Concerning the girl who is unemployed. (Survey 205)
 - a. The educational background of the girl seeking employment varies from high school to business college graduates.
 - b. The reason that many are thrown out of positions, that they are holding, is that they have not the technique necessary to meet the requirements of the changing business world.
 - c. In an effort to meet this need, the Y. W. C. A. has organized training and personality classes, as well as classes of interest (see gym, dancing) to fill up leisure time.
 - d. The benefits of this school for the girl are that she loses her introspective attitude, she finds it a substitute for her office, and she keeps that confidence which is necessary in finding another job.
 4. Married women are now freely employed and are even preferred, as teachers in the schools. (W J 218; W J 219)

D. The college graduate and jobs.

1. The value of her education in obtaining a position.
 - a. College degrees have value in cash as well as in culture. (R of Rs 147)
 - b. Her education has more liabilities than assets. (W H C 210)
 - c. In the long run, because of her education, she will be able to correlate between practical experience and the quality of her personality. (W H C 210)
 - d. She finds that she must have two years of extra training for every field in which the college graduate wishes to enter.

2. Her attitude toward getting a job.
 - a. Nearly every college girl intends to get a job, yet the novelty of holding one is not as attractive today as ten years ago. (Harper 52)
 - b. To get a job is her one solution, if she fails to get married, for she cannot settle down in the home. (W J 217)

3. Her opportunity to obtain positions.
 - a. While definite figures are not available, there is, apparently, no serious unemployment problem among the trained women of the country. (Survey 205)
 - b. For the college woman of ability there is a definite place in department stores. (R of Rs 147)
 - c. The sphere of the college woman and the possible jobs of which she may avail herself are nothing less than the world. (W H C 210)

4. The kind of jobs that the college woman is taking today.
 - a. The teaching profession continues to draw the majority of college women. (Scrib 201; S E P 152; W H C 210)
 - 1) It has many advantages. (S E P 152)
 - a) The profession is traditional, easy of entrance, the line of the least resistance.
 - b) It has the weight of social approval.
 - c) Guidance, its keynote, is in the young woman's sphere.
 - d) Teaching has not the strain involved in business.
 - e) The material advantages are that it has short hours and long vacations.
 - 2) Its defects lie in its lack of action and in its monotony. (S E P 152)
 - b. The following is a list of professions which are attracting college women: (S E P 152; Scrib 201; W H C 210; Forum 48; R of Rs 147)
 - **Teaching
 - **Business world
 - *Office work
 - *Department store work
 - Merchandizing
 - Manufacturing and retail
 - Personal

**mentioned in at least three articles.

*mentioned in more than one article.

Commercial fields	Scientific research
*Welfare work	Library
Probation work	Writing
Social service	Law
Tea room management	Engineering
Acting	Diplomacy
Health	Fine arts
Recreation	Farmers

E. Solutions to the problem of women and jobs. (Forum 48)

1. There are many fields rich with opportunity for the young men and women to enter. (Forum 44)
 - Teachers
 - Natural history research workers
 - Laboratory workers
 - Doctors in small towns
 - Editors of small town papers
2. For these fields to be attractive, the young men must enter them as well as the young women. (Forum 48)

X. DELINQUENCY AMONG YOUTH.

A. Contributing causes to delinquency:

1. Faults of the parents; (J H Ec 69)
 - a. They lack control over their children, (Hyg 57)
 - b. They have unwholesome attitudes, which develop unfortunate reactions in children:(Pa M 117)
 - 1) The intensity of their concern over the misdeeds make the child feel so worthless that he finally commits a crime,
 - 2) By impelling their children to beg for money they make them feel a sense of injustice,
 - 3) The inconsistency in methods of discipline, employed by parents, makes for disharmony,
 - 4) They fail to build up an adequate sense and feeling of being loved,
 - 5) They foster a feeling of inferiority in the child;
2. The broken home; (Commonweal 21; Mis R 91; Plgrd 37)
3. Lack of wholesome use of leisure time, when crime is taught as a natural part of human life; (Plgrd 137; R of Rs 150)

4. Environment; (Atlan 11)
5. Heredity; (Atlan 11; Am Merc 8)
6. Emotional states of fear, apprehension, and lack of affection promote vices and wickedness; (J H Ec 66)
7. Minor causes include social inadequacy, (Hyg 57) movies, and tabloids starring murders (Commonweal 20), slot machines where boys and girls congregate and are tempted to petty thievery, (Am City 1) lack of proper influence and sound civic training, (S & S 180), lack of religious education, (Mis R 91; Lit D 82) social maladjustment. (Educ 34)

B. Preventative measures of crime.

1. Schools of crime must be removed to do justice to the boy. (R of Rs 150)
2. Schools must be organized to combat crime.
 - a. Children must be trained in the proper civic and social attitudes.
 - b. Over-age children must be taken care of by the school so that they will not become a prey on society. (Educ 34)
3. The ideal environment is a happy home where the family are living together in wholesome, social, economical, and spiritual conditions. (Ann Am Acad 10)
4. Institutions for delinquents must maintain high standards. (Ann Am Acad 9)

XI. HOMES AND YOUTH.

A. The value of the home to youth.

1. The world feels that it is valuable. (Hyg 57)
2. The old idea of home will bring youth back to it. (Pic R 113)
3. The home ~~wields~~ more influence than the school. (W Jx221; Educ 27)
4. To protect homes is to safeguard civilization. (Pic R 131; Pic R 133)

B. Characteristics of the normal home.

1. The home should be a place for young people to bring their friends. (Pa M 118; W H C 209)
2. Homes should be "laboratories for experimentation in human relationships". (J H Ec 73)
3. They should provide companionship and social life for the child. (J H Ec 69)

C. The indictment of the homes.

1. The home is blamed for the condition of young people today. (Educ 27)
2. The home is part of the "character-forming environment that is failing to perform its function". (J H Ec 69; Educ 27)
3. Homes are failing to develop character, and to give the child responsibility for conduct and education. (J H Ec 69)
4. The home as it is today drives young people away.
 - a. Mothers lead too soft a life to make for influence.
 - b. Fathers and mothers have no time to exercise control over their children.
5. The home is broken down,
 - a. Secular and religious education have caused the break down of the home by failing to set up standards for the young people. (Educ 27)
 - b. The broken homes of the educated are less in proportion than the excessive number broken among the poor, mentally diseased, and mixed couples. (Pa M 125)

D. The attitude of youth toward its homes. (J H Ec 69)

1. Children like their homes,
 - a. They feel that they get companionship and social life there.
 - b. They like the spirit of appeal to responsibility and of inducement to creative arts which they find at home.
 - c. They feel they are less likely to get in trouble if they remain at home.
 - d. They fear new environment.
2. Children dislike homes,
 - a. Their parents are at fault.
 - 1) The children have no companionship with them.
 - 2) They find parental discipline too strict,
 - 3) They do not like the home chores placed upon them,
 - 4) They find friction between the members.

- b. The crowded housing condition bores them.
- c. They have more fun away from home, camping, hiking, reading in the library, etc.

E. The maintenance of the home.

1. New interest has developed in homemaking through girl scouting. (J H Ec 71)
 - a. In all of her activities, she is the potential home maker.
 - b. She learns to approach housework from a new angle of imagination and spirit.
2. To protect homes, it is necessary that homemaking be made a skilled profession and business, and homes be a vision. (Pic R 131; Pic R 133)
3. The older generation should share and cooperate with the younger generation. (J H Ec 73)
 - a. Parents should give children responsibility, confidence, and intelligent support.
 - b. Scientists should aid teachers and educators by giving results in any research relating to the topic.
4. Students should be agreed that the ideal of the home is worth striving for. (J H Ec 73)

XII. THE HEALTH OF THE YOUTH OF TODAY.

A. The health of college students.

1. College students have pulmonary tuberculosis. (Am J Pub H 3)
 - a. Factors in the student's life which develop tuberculosis are:
 - 1) The change in climate,
 - 2) Too strenuous and poorly regulated social life,
 - 3) Outside work too heavy,
 - 4) Poor health habits of eating, sleep, and work.
 - b. The method of eradicating it is:
 - 1) To procure the history of each individual,
 - 2) To give a thorough examination yearly,
 - 3) To watch those who have been in contact with it,
 - 4) To regulate the social life, the habits of sleep, part time work, and to readjust physical education.

2. Students who have been to college for four years show no perceptible change in height or weight. (Am J Pub H 4)
3. A system to promote the health of the college students, namely open air classes in rest and relaxation, was installed in one college to combat the fatigue and to forestall malnutrition, colds, and other physical ills. (Lit D 85)

B. The health of adolescents.

1. Habits of bad posture are formed during this time. (Pa M 114)
2. A nervous break down is a teen-age danger. (Pa M 126)
 - a. In nature, a nervous breakdown is an escape on the part of the adolescent from taking the step from the protection of his childhood to the assumption of adult responsibilities.
 - b. The symptoms of a nervous breakdown are over-consciousness, morbid and guilty reactions, model behavior, seclusive personality, attitudes of depression, feelings of inferiority; all of these reveal a tendency to cling to childish ways.
 - c. The causes are anything that make it difficult for him to break away from parental control.
 - d. The attitude which the parents must adopt to avoid this danger must be wholesome.
3. Concerning training for health: modern camps are teaching the principles of health and physical development. (Pa M 122)
 - a. This is the aim of many camps. (Hyg 56)
 - b. Life at a well organized camp gives the girl the right proportions of exercise, rest, and wholesome food,--all excellent forces for growth. (Pa M 122)
 - c. Camps are changing their morning program of speed and rush in the dip and drill to one of leisure and quiet to create poise, self-direction and control. (Pa M 122)

XIII. VOCATIONAL GUIDANCE OF YOUTH.

- A. The working basis of vocational guidance has been misconceived.

1. Vocational guidance has considered real life and school as two different things, when school is really a cross section of one phase of life.
 2. It believes that one person is uniquely fitted for one particular job, when the true situation is that a healthy minded individual can be happy in more than one occupation.
 3. It has the idea that some studies are intrinsically vocational and that others are not.
- B. Certain requisites are necessary to make progress in this field. (El S J 42)
1. A prolonged and careful follow-up study of the child is necessary to avoid speculation, and it must take into account:
 - a. The child's expression of his vocational preference;
 - b. The extent to which his choices are modified before maturity is reached.
 2. Efforts must be made to fit boys and girls into the right occupations; by presenting to them the training that is needed; by knowing and fitting together the abilities of the child and the prospects; and by telling the parents to keep out. (El S J 42; Collier 19)
- C. The following points should be fulfilled by vocational guidance leaders: (Educ 35)
1. The spontaneous interest of students must be capitalized;
 2. Students should be taught to analyze themselves and their every day activities;
 3. They should be supplied with information concerning the principal vocational occupations;
 4. Courses furnishing a basic training should be given;
 5. Assistance is needed by the students to aid them in finding the position suiting them;
 6. The function is not to classify youth and impose on them a fixed objective vocational guidance.
- D. The child chooses his own occupation. (El S J 42)
1. The factors influencing his choice were found after investigation:
 - a. The desire for money and respectability at the least possible expenditure of personal energy or sacrifice is the content of the bulk of influences listed;

- b. Personal ability and amount of service rendered through the particular profession considered as the last influences for choosing.
 - 2. Preference in choices due to sex differences were of minor import.
 - a. Money is preferred by older men as compared to the desires of women.
 - b. Social service is chosen by more girls.
 - c. An occupation is not considered permanent by the girls but inevitable by the boys.
 - 3. Children are misled in their choices.
 - a. They have illusory hopes.
 - b. They have no judgment, both because they lack information and because they have not reached maturity.
 - c. Therefore their choices are made in the dark.
- E. Experienced and well informed counselors should be those to guide vocational choices. (Educ 35)
 - 1. The need is greater than ever for full time counselors because the curriculum is increasingly complicated.
 - 2. Vocational guidance should be in the hands of those professors who have balanced opinions concerning the experiences of men and women in the working world.
 - 3. It is not advisable to have as counselor one man representing his respective profession because his viewpoint necessarily is one-sided.
- F. Vocational guidance is criticized.
 - 1. Education is placing value on vocational guidance. (J H Ec 73)
 - 2. Thus far there is little training for the home, marriage, and life. (J H Ec 73)
 - 3. The art of vocational guidance has found its most legitimate development a study of the occupations enabling the student to make his choice through knowledge. (Collier 19)
 - 4. Vocational guidance has no place in secondary education. (Atlan 13)

XIV. PROBLEMS OF TODAY RELATED TO YOUTH.

A. Problems concerning youth itself.

1. Youth manifests alarming restlessness. (Pic R 131)
2. Every age faces the adjustment of youth. (J H Ec 68)
3. Youth has been considered as a problem for so long it is conscious of being one. (Mis R 93)

B. Problems concerning the religion of youth.

1. It is a problem how to interest the youth in missions. (Mis R 93)
2. Youth's relation to the church is of national concern. (Mis R 92)

C. Problems concerning the education of youth.

1. The education of youth is of concern to the entire country. (Educ 32)
2. "Youth is denied its needs because of the tradition of conforming and discipline. This is really a problem concerning education with environment and the faults of our present structure and its effect on young people". (L J 77)

D. Problems concerned in the maintenance of the home, which is vital to the normal development of youth. (J H Ec 73)

1. The equality of men and women in industry was found to be a problem in this field.
2. The use of many labor saving devices in the home gives more leisure time than the woman knows how to handle.
3. The high cost of rent forces families into crowded housing conditions.
4. The introduction of cheap entertainment, the radio, the theatre, auto, dancing, is having a bad effect on the creative element.

E. The use of leisure time is an important problem because the occupation of the youth during that time is of lasting influence in moulding his character. (Rec 136)

7. As quoted in the Library Journal 55:911-14 N 15'30 from Schwab, S. I. and Veeder, B. S., The Adolescent, pg. 353 (New York and London: Appleton, 1929).

F. Problems confronting the modern young woman.

1. How can the modern woman make a career, marriage and motherhood, all a success? (W J 222)
2. What should her education be and to what useful purpose should she put it? (W J 214; W. T. 224)
3. What can she do with the modern young man who has not matured rapidly enough to keep pace with herself? (Pic R 132)

XV. RELIGIOUS EDUCATION OF YOUTH.

A. The value of religious education in the instruction of youth.

1. It is the most powerful force for the prevention of crime. (Lit D 82; Mis R 91)
2. It will train youth so that he will be able to vindicate the faith that is placed in him. (Pa M 123)

B. Criticism of religious education.

1. Religious education has failed to set up the standards of conduct for our youth. (Educ 27)
2. In it there is no self-activity. (Educ 27)
3. It has no educational value. (Educ 27)
 - a. It is in the hands of the clergy who do not understand education. (Educ 27)
 - b. The teachings of the Sunday School do not square with the realities of life, or spiritual life, or intellectual integrity. (Wo To 223)
4. The time given to the church for religious education is largely wasted. (Educ 27)
5. One half of the children of the United States do not get any religious education worthy of the name of either religion or education. (Educ 27)

CHAPTER IV.
CONCLUSIONS ON THE TREND OF THOUGHT
ABOUT YOUTH
DERIVED FROM THE SURVEY OF CURRENT PERIODICALS

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In making a survey of the trend of thought concerning youth as it is presented in current periodicals, it is necessary to consider the actual literature which must be dealt with. In reading, it was discovered that the articles appear in several different types of magazines. Each magazine, having a different principle, printed only articles in accordance with its purposes and correspondingly suited to its clientele of readers. The magazines containing the greatest number of articles concerning youth belong to those which may be classified as educational magazines. This would include such magazines as Education, the Journal of Home Economics, the Library Journal, Industrial Arts and Vocational Education Magazine, The Industrial Education Magazine, and School and Society. These deal with youth as concerns his education, presenting definitely the problems in educating youth, the progress that is being made in educational methods, and future plans to meet the needs of the youth. Of these, School and Society contained the greatest number of articles bearing on the subject of youth. These articles for the most part were not based on general notions and theories of opinion, but were based on actual research, questionnaires, and experiment. As such, they contributed valuable

constructive opinion.

Other magazines: Atlantic Monthly, Scribner's, Harper's the Forum, and the North American, compose a group of more literary type. The opinions expressed concerning youth in this group are often skeptical, cynical and ironic. They tend to condemn the characteristics of modern youth. They are, however, in a position to do this, because of the tastes of the people for whom they are writing. They do not have to please and conform with the general popular notions of the great mass of readers. The leading topic which these magazines particularly discuss is concerned with the problem of marriage, especially from the viewpoint of the college graduate. This group of magazines also contributes constructively to the criticism of education. Of this group, the North American contained the most fair-minded and constructive material covering more phases of youth, discussing the high school student, the college student, modern young men and women, and the university.

Occasionally a magazine specializing in a particular field will contain an article contributing to the discussion of youth. In such magazines as the Scientific Monthly, Popular Science, Mentor, World Traveler, Hygeia, the Christian Century and Missionary Review, youth is found to be discussed in relation to that particular subject of the magazine.

The Nation, New Republic, Outlook, and Survey, present general opinion concerning youth. Of these, the Nation contributed a constructive series of articles concerning the various new methods of education employed by different universities and schools in an effort to develop youth.

A group, from which a great deal of optimistic and laudatory material concerning youth came, includes the popular light magazines; the Saturday Evening Post, Colliers, Delineator, Good Housekeeping, Parents' Magazine, Pictorial Review, Woman's Home Companion and the Woman's Journal. Of this group, the modern woman's magazines are concerned with the problems of adolescents which parents must confront. Great space is given to advice as to the best methods of bringing up the adolescent. Particularly is this true of the Parents' Magazine, which is devoted exclusively to advice to parents concerning every need of their children, as well as the attitudes they themselves must adopt if they would be the best possible parents. These articles are written to meet with favorable response from the public. Little dissenting note or indictment is expressed in these. Their contention may be simply stated thus: "Youth is, on the whole, fine. Let us get behind them and cheer them on to bigger and better things."

From this survey it may be seen that the magazines vary greatly in character. In the same way the authors of the articles varied. For the articles of one writer are

acceptable to one magazine, and the articles of another writer to another periodical, according to the policy of the magazine. Popular writers who have little knowledge of youth contribute their ideas. Educators thoroughly trained in their field express their opinions. Deans and presidents of colleges, heads of various science and art departments, speak from their experience. Therefore, when one is reading articles dealing with youth, it is well to consider the magazine and its policy; the author and his qualifications.

The differences of presentation of material, due to the particular type of magazine, having been considered, the following conclusions will be drawn from the entire content of material regardless of the periodical itself.

The trend of thought concerning youth as indicated in present-day periodicals is not condemnatory in nature. Most of the articles approach this question of youth from a sane point of view. They take into account the historical facts of the case that youth has always been viewed with alarm by the preceding generation. Yet, when the time comes for youth to face life, it manages to meet life problems nearly as well as the generation preceding it. Former youth, then in turn, starts condemnatory remarks against the new generation. It is a vicious cycle.

Opinion is general that this situation between the generations is inevitable. Because of certain physiological

and psychological reasons, the group older than youth starts to settle down, clinging to their traditional customs. Likewise youth, because of its physiological and psychological state, always wants to see greater visions and accomplish greater tasks. The "qui vive", however, of youth is a necessary remedy to this settling down process of old age. It prevents stagnation.

In order that this generation may be judged fairly, writers continually compare youth to former generations and ages. In this way, it may be seen whether this generation has made advance over its predecessors, whether it has stepped backward, and what characteristics remain fundamentally the same for this period of life. The feeling is that revolt on the part of youth is a natural and necessary procedure. It is an expression of their feelings, desires, and ambitions. It is for the most part looked upon with tolerance. The older generation has learned to adopt the attitude that such a revolt is to be expected from youth; that youth never "goes to the devil" as it is expected; that there are certain characteristics of youth that transcend time and custom and that these distinguishing traits are to be looked for in each generation. The form which the revolt takes from one age to another depends on the characteristics, problems, and circumstances peculiar to that age. Again, another vicious cycle is in process. Youth is moulded by the age, then it in turn

tends to set the standards and customs for the next age to mould its youth, and this process goes on ad infinitum. In view of the fact then that youth is "the product of the age", the trend of opinion is not to censure youth itself.

Because of this fact that "the civilization of tomorrow will be ruled by the youth of today", it is natural that current thought should concern itself with discussing various signs in youth that will indicate the fate of civilization tomorrow. For the most part, the opinion stated is that youth today is "as fine as any generation ever has been" and that civilization will go ahead a step in its hands. There is more optimism concerning this situation than pessimism. Some think that a higher civilization without war is within reach. This will be led by the youth. Others do not paint the situation so gloriously, but wonder what is to become of civilization. The frankness, honesty, practicalness, tolerance, breadth of viewpoint, and self-control of youth today are considered favorable traits, while the restlessness and speed of the age cause consternation to thinking men.

As indicated in current periodicals, however, civilization in general and educators in particular are not sitting back wondering what will happen next, but are trying to discover the real problems which must be faced in an effort to formulate methods to educate and train youth. The education of youth is of distinct concern. It is viewed from two aspects, from the popular point of view

and from that of the trained educational leaders. These two points of view both claim that the real aim and end of education is to develop the individual and to prepare him for life. In magazines dealing with education, article after article appears offering plans and procedures to follow with these ends in view. Popular opinion is finding fault with the educational system, because of its products. It contends that if its youth is not developing into fine and thoughtful citizens, then there is something wrong with the system. The general trend of opinion from the popular point of view is that the educational system is most certainly not making the most of its opportunities in training youth. Suggestion after suggestion is offered, both by educators and laymen, concerning the proper curriculum to develop youth effectively. From educational magazines, it may be seen that effort is being expended to meet these needs. The general idea gathered, however, is that education has created something bigger in itself than it is able to cope with.

A college education for men is still considered an advantage, provided the man is properly equipped intellectually, but the place of education in a woman's life is still a point of contention. Although occasionally some one expresses the opinion that the best place for woman is not in institutions of advanced learning, still the general trend of opinion is that the woman needs an education as a man, and that she is capable of receiving it. The opinion is also expressed that the increased number of women in the higher schools and colleges is a sign of progress.

education as much as a man, and that she is capable of pursuing one. Opinion is in agreement that the educated woman is a decided problem. The condition of the home, marriage of the upper classes, and woman's invasion into the business world are all issues growing out of her advanced education. But again she is not censured, though the education which is being offered her is under fire. Educators and the populace recognize that her education must be essentially different from the one given to men. Thus far her education has been identical to that of men. She has not been fitted to fill her own particular sphere in life, but, desiring to use her education, has been forced into competitive fields with men. Again, many plans and curricula are suggested to meet this problem.

Emphasis is also being placed by current periodicals on another phase of this educational problem. More attention is directed to the product of education, the student, than to any other one single phase of the youth question. Inasmuch as the American mind has been laboring under the idea that a college education is "a certain guarantee of success", every boy and girl, who has been able to secure one, has done so. Therefore the youth as a student is of special interest. He is greatly criticized and discussed.

As regards this American student, the trend of opinion is that he is not as well developed and matured as he should

be. He, however, is not blamed, but rather the educational system which has not as yet developed the proper method for equipping all students to meet life. He is looked to by many as the great leader of tomorrow. Others feel that he is so pitifully coddled and shielded from the responsibilities of life that men of character, rather than men of intellect, will have to be the leaders of tomorrow.

This discussion concerning the student covers every phase of life. His beliefs, religion, interests, activities, successes, failures, and his final place in the business world, all receive mention. The failure of the college student is widely treated. Educators and popular writers regard it as an indication of a serious defect in the educational system. Effort is being made directly to change the popular conception that failure in college is a disgrace. Writers are trying to educate the public to appreciate the fact that men are made differently. Some are better fitted for active pursuits; others for intellectual. America must be made to realize that the former men are as brilliant and capable in their way as the college man is in his. The first man's place is not in college, but in pursuing his special interest in the world. Failure for him in college makes him feel unfit for life and he has difficulty then to succeed in other spheres.

The general opinion concerning the traits of youth is favorable. Any fine characteristics which he may possess

are extolled highly. Those traits which are not admirable are either explained away or justified. Few people are pessimistic about him. College groups are often condemned for their "know-it-all" attitude in view of the fact that their knowledge is of the most fragmentary sort.

The young woman causes far more comment than the young man. Whether she is found in business, in college, or in society, she is pictured as practical, independent, and charming. Her place in business is a cause for consternation. Opinion found elsewhere than in women's magazines expresses the wish that she had not invaded this sphere but had developed the home. On the other hand, in women's magazines there is a tendency to enumerate with enthusiasm the fields of occupation now open to her.

From the ideas and facts expressed about the modern young man, it is very difficult to form a comprehensive picture of him. Only glimpses are shown of him. As a student, he is described as carefree, immature, free from the responsibilities of life; as a young man in the business world these same characteristics are found. He is thought to be an interesting, nonchalant soul, but many feel that he should grow up sooner and start to meet responsibilities before he is thirty. There is, too, a feeling that the college man should be better fitted to take his place in business and professions. No young man is wanted in these fields unless he has personality, is capable, and

is willing to work hard.

The young boy and girl in their early teens do not evoke much discussion. Although ways and means of meeting their educational needs are presented in educational literature, their characteristics as individuals are not dealt with except to a small degree and that in the magazines for parents.

The college student as he is in college and as he is taking his place in the world is written about to a much greater extent than the high school student. Only in one article⁸ are any traits of the high school youth discussed.

The traits of youth as indicated in magazine articles were presented in various ways. Background settings or reports of statistics were introduced as a basis for the statements in the articles concerning the characteristics of youth. The method of reporting statistics gave accurate results of questionnaires answered by students. The traits shown by the questionnaires were presented as facts and as such are objectively supported. Other traits presented in articles were derived by the authors from general observations. Writers of the articles for the most part have been in contact with young people and therefore speak with fair authority on the subject. Conclusions concerning their traits are drawn from conversations of young college

8. Sergent, N. B. High School Poets. No Am 230:113-20
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people, from seeing the student during his or her working and social life on the campus, from following a young man through his daily routine and contacts, and from watching the young man and woman at work in the world.

A problem of prime importance concerning youth, next to that of his education, is his relationship and responsibilities to the home. This was discussed from several angles. One viewpoint of major concern consisted in discussing the problem as related to the parent. Much opinion recognized that the parents were being blamed for every fault of youth and of the age. Some authors made an effort to exonerate the parents, declaring that they had not failed but were meeting their responsibilities and duties toward their children successfully. Opinion, however, tends to state that the parents have failed. For the most part this failure is due to lack of knowledge. It is because of their concern for the welfare of their children that they shelter them, to such a degree, from the responsibilities of life. The result is that their children are in no way prepared to meet the problems and situations of life. Therefore, great responsibility rests with the parents. The consensus of opinion is that the best way for the parents to meet their task is first of all to solve their own problems and difficulties, then to give their children understanding and sympathy, and finally to let them alone.

It is generally believed that the home is of supreme value to the youth and that it is of far more influence in his life than any other one single force. For this reason it is believed that the home must be preserved at all costs. One effective measure to accomplish this end is to train the youth into high regard for the value of the home and parenthood, and to give them actual preparation for home-making and parenthood.

Closely connected with this is the problem of marriage. Here again the chief focal point is on the college student. The public's contention that the college graduate is not marrying and that he is failing to do his share to propagate the race is recognized and an attempt is made to answer the question satisfactorily. Data is brought to prove that the college graduate does marry and does have children. The problem of late marriage is generally attributed to the financial state of the college man. Only a few remarks are made concerning adolescents and marriage. The general viewpoint held toward marriage is conservative. The home is recognized as the keystone of civilization. Therefore, every effort is being made to keep the home held in high esteem and to train youth to create and maintain homes.

Not all opinion about youth is expressed by the older generation. Youth itself becomes one of the judges of itself, of its criticizers, and of its education. Its

opinion concerning these problems appears from time to time. It is said frankly, freely, sincerely, and quite dogmatically. Youth's main contention is that it wants to be understood. It recognizes that it is regarded as a problem. However, it goes ahead in its own self confidence and states what it wants. It accepts the criticism of the older generation as a matter of course. It does not admire adults particularly. Its severest criticism is leveled at the education found and given in colleges. It has but a few good words for the training received there.

In conclusion, then, the general trend of opinion concerning youth is favorable. More fault is found with old age and its faults in dealing with the younger generation than with youth itself. The criticism is more constructive than destructive. If a serious fault is found, a possible solution is usually suggested.

The former indictment leveled against youth is usually mentioned as rather unjust. The main emphasis of the articles is a vindication of youth.

Problems of this day related to youth are squarely faced and openly discussed. Reasonable solutions are offered based on past experience.

Youth as an individual, or as a group having peculiar traits and characteristics, is not discussed to as great an extent as the various aspects of his life. Although

nearly every phase of his life is covered by these articles, yet these general topics of education, and of the home in relation to youth predominate. The whole outlook toward youth is sane. No sudden protests or indictments are written without foundation. The older generation, for the most part, accepts the traits of youth as the natural and peculiar characteristics of that period of life and is no longer alarmed by them. At the same time the older generation recognizes its responsibility towards youth. Educators, in particular, are doing all in their power to meet the needs of youth and to give them every opportunity that they may develop into men and women of character.

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The key to the system of foot-noting and to the reading of the bibliography is as follows: abbreviations used for the titles of the magazine by the writer appear in brackets after the name of the magazine. The number before each article in the bibliography indicates the specific article to which it refers. For example: (S E P 153) should be read as follows: Saturday Evening Post, Article 153, which when looked up in the bibliography is "Training for Life" by T. S. Gates, Volume 203, Page 140, Issue May 16, 1931.

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