

JUL 5 - 1935
RESEARCH BULLETIN

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VOL. XIII · No. 3

MAY · 1935

OF THE **NATIONAL
EDUCATION
ASSOCIATION**

**Creating Social Intelligence:
A Descriptive Bibliography**

Published by the RESEARCH DIVISION of the
NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N. W., Washington, D. C.

RESEARCH BULLETIN OF THE

NATIONAL EDUCATION ASSOCIATION

Published five times each year
in January, March, May,
September, and November

President, HENRY LESTER SMITH

Secretary, WILLARD E. GIVENS

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Entered as second-class matter February 10, 1923, at the Post Office at Washington, D. C., under Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized February 10, 1923.

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FOREWORD

IN 1931 the National Education Association created the Committee on Social-Economic Goals of America to propose to the Association desirable social-economic goals and to indicate the materials and methods which the schools of the nation should use to attain these goals. In 1933 the Committee presented a report which dealt with the first of the two problems assigned to it, setting forth with brief explanatory statements the social-economic goals of America in terms of ten inalienable rights for each individual.

Difficult as it was to extract from the cross-currents of contemporary thinking a fairly specific and acceptable statement of social-economic goals, the second task of the Committee has proved to be even more overwhelming. Any attempt to state how the school system may contribute to each goal is bound to oversimplify the problem. A good school contributes to all of these goals by every one of its varied activities. No single committee could possibly hope to cover such a broad field adequately. It was accordingly decided to appoint a series of ten subcommittees of specialists to consider how the schools may contribute most effectively to each one of the ten goals. Most of these subcommittees have already submitted at least preliminary reports, and we look forward to the early publication of a volume bringing together the reports of the subcommittees.

While these statements were in preparation it seemed desirable to attempt to discover some of the outstanding work already being done in our schools which is consciously directed to the attainment of social, economic, and civic objectives. The Committee requested the Research Division of the National Education Association to carry out this part of its project. The accompanying publication, simultaneously issued as a Committee report and as a *Research Bulletin*, is the result of this work, as developed from time to time by conferences between the Chairman and the Research Division.

Several methods of securing an over-view of forward-looking practises with reference to the attainment of social and economic goals were considered. The expense of conducting extended field surveys, as well as the difficulty of selecting the communities to be studied, barred this mode of attack on the problem. The Committee also considered the possibility of inviting the heads of outstanding schools and school systems to prepare descriptions of their work. This plan was also rejected, primarily because the statements might be too long for practical use when brought together.

It was finally decided, therefore, to follow a bibliographic method. This plan is not free from its own difficulties. In particular, it is likely that this report omits many important school systems which have not published descriptions of their work in the sources consulted. Nevertheless, it is believed that this review of some of the high spots of educational advance, with reference to the attainment of social and economic goals, will provide a useful finding list for teachers and school officials, who desire to see the schools make a significant contribution to the social and civic welfare of the nation.

FRED J. KELLY, *Chairman,*
Committee on Social-Economic Goals of America,
National Education Association.

Erratum

The pages of the March issue of the *Research Bulletin* were erroneously numbered, 1-32. These should have been 37-68.

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INTRODUCTION

In June 1931 the Board of Directors of the National Education Association approved the following resolution:

WHEREAS, The widespread economic disturbance thru which the United States, in common with the other nations of the world, is passing, is evidence of serious social-economic maladjustment; and

WHEREAS, The education of the people of a democracy determines its method of dealing with those problems; therefore be it

Resolved, That the Board of Directors of the National Education Association recommends to the President of the Association the appointment of a committee of not more than ten to propose to the Association desirable social-economic goals of America and that said committee indicate the materials and methods which the schools of the nation should use to attain these goals.

This committee now consists of the following: John Dewey, Leon C. Marshall, Robert C. Moore, Edward A. Ross, and Fred J. Kelly, chairman.

In December 1933 this committee issued a report¹ which set forth the social-economic goals of America in terms of those things regarded "as most desirable for (and presumably as most desired by) the individual American." These ten goals are:

1. Hereditary strength
2. Physical security
3. Participation in an evolving culture
 - a. Skills, technics, and knowledges
 - b. Values, standards, and outlooks
4. An active, flexible personality
 - a. Personal initiative
 - b. Discriminating judgment and choice
 - c. Flexibility of thought and conduct
 - d. Individual differences
 - e. Cooperativeness
5. Suitable occupation
 - a. Guidance
 - b. Training
 - c. Placement and advancement
6. Economic security
7. Mental security
8. Equality of opportunity
9. Freedom
10. Fair play.

Implications of Social-Economic Goals for Education

Broader objectives—According to this committee, education "must take the lead in spreading among the people an understanding of their national social-economic goals, and in creating an active public opinion for their support. This involves not only the educational system devised for the young, but continued education for adults as well." The schools can work intelligently at this task only when education is universal (a) in its extent and application, (b) in its materials and methods, and (c) in its aims and spirit.²

A primary concern of universal education has been the promotion of literacy. Present-day living, however, is characterized by interdependence, standardization, acceleration, increased leisure, economic insecurity, centralization of government control, and collective action. Book learning alone is no longer adequate to prepare individuals for complete living. The schools need therefore to direct their efforts toward broader objectives.³

Increasing enrolments—Not only is the society for which the child must be prepared making new and ever increasing demands upon the schools, but the number of children to whom the schools are expected to minister still continues to expand. Formerly this increase in enrolment occurred primarily in the elementary schools at the level where it has been customary to devote chief attention to a mastery of the rudimentary skills of reading, writing, and arithmetic. Today, however, the elementary-school population is actually decreasing, while the enrolment in secondary schools is increasing at a rate which is more than sufficient to offset the declining enrolments in elementary schools.

Enriched and individualized instruction—This increase in secondary-school enrolment is not merely an increase in numbers. It also

¹ *The Social-Economic Goals of America*. Washington, D. C.: National Education Association, 1933. 22 p.

² *Report, op. cit.*, p. 18-20.

³ For a concise discussion of major social trends and some of their educational implications, see "Modern Social and Educational Trends." *Research Bulletin* 12: 243-87; November, 1934. Washington, D. C.: Research Division, National Education Association.

A more extended review of recent trends and the efforts of society to adjust to change and a discussion of the function of the schools is contained in *Social Change and Education*. Thirteenth Yearbook, Washington, D. C.: Department of Superintendence, National Education Association, 1935. 383 p.

See also: American Historical Association Commission on the Social Studies. *Conclusions and Recommendations*. New York: Charles Scribner's Sons, 1934. 168 p.

represents a great expansion in the variety of educational needs represented in the student population. When the high school was primarily a college preparatory institution, its problems were relatively simple. Even if it failed to accomplish its social mission it might take refuge in the fact that large numbers of its graduates still looked forward to several years of further education. Under existing conditions the high school has become the people's college, and its responsibilities accordingly more complex. Some degree of maladjustment has been inevitable. "But the remedy is not exclusion of all but the few. Such a course is treason to the ideal of equal opportunity. The remedy is modification of studies and methods to meet varying needs and directions of ability." At all levels of instruction "the tools and skills needed for abundant living must be multiplied far beyond the three R's that once sufficed."⁴

Survey of Current Practises Desirable

Diverse social assumptions and philosophies have produced divergent views among educators with regard to the extent of participation by the schools in the guidance of youth toward wholesome group living. Some would do little directly, but would present social-science material as a body of facts with which everyone should be familiar. Others believe that the study of all viewpoints on social problems will result in attitudes of open-mindedness which will ultimately lead to intelligent decisions. Still others would provide deliberate guidance in the forming of definite opinions on social issues.

Whatever be the philosophy back of it, however, social-economic education is everywhere recognized as an essential part of the educational program. Some schools and school systems have given an unusual amount of thought and effort to the improvement of social and civic training. All schools should be able to profit by the best programs that have been developed. Unfortunately, however, the results of such programs are limited to a single community, or at best, to communities in the immediate vicinity. Many missteps could be avoided if school systems were able to profit

more generally by the experiences of others and to build upon their successes. This report is a first step in the direction of providing a central finding-list of some of the schools and school systems giving unusual attention to the development of social-economic education.

Scope and Method of Compiling the Report

When the project was first initiated, it was hoped that the checklist would consist of references to material which described unusually effective practises in social-economic education in specific public and private schools. Further analysis, however, revealed that distinctions as to novelty, worth, and effectiveness could not be made on the basis of written descriptions alone. A pleasing style of writing, enthusiasm for a particular project, and choice of details all tend to color accounts.

Then, too, much of what is claimed as "modern" is only novel to a particular situation. "Hundreds of experiments alleged to be original and new are now going on in the United States. That they are original with their sponsors may be granted, but it might be useful to test their newness."⁵

The report, as finally evolved, consists of annotated references to current practises in social-economic education which have appeared in print since 1928. The topics covered were suggested in large part by the ten goals set up by the Committee on Social-Economic Goals. Search was made for descriptions of programs in social studies, character education and mental hygiene, health education, guidance, extra-class activities, special education, and adult education.

In gathering and reviewing the material such questions as these were asked: Does the practise described have direct and important social implications? Does it contribute toward any of the ten goals set up by the Committee on Social-Economic Goals? Does it encourage the development of self-mastery and the adjustment of the individual to his fellows? Does it stimulate social intelligence? Does it prepare for group living—for vocational success, avocational satisfactions, and social adaptability?

⁴Report, *op. cit.*, p. 19.

⁵Johnson, Henry. *An Introduction to the History of the Social Sciences in Schools*. American Historical Association Commission on the Social Studies Report, Part II. New York: Charles Scribner's Sons, 1932. p. 5.

The following description of the method of compiling the material will further suggest the scope and nature of this checklist. The *Loyola Index* (1928) and the *Education Index* (1929-35) were checked, by consulting the entries under every geographic subdivision. All references thus listed were examined to see if they had a sufficiently direct bearing on the general project to be included. In addition, a page-by-page check was made of the following journals for the seven-year period: *Journal of the National Education Association*, *Progressive Education*, *Social Studies* (formerly *Historical Outlook*), *Junior-Senior High School Clearing House*, and *School Life*.

The use of the periodical indexes was a most important economy of time, altho it must be recognized that these guides were not wholly adequate for the purpose of the bibliography. Articles which refer to practises in a particular city have not always been listed by these indexes under the name of that city. However, in the absence of a page-by-page check of all educational magazines, the *Education Index* proved an invaluable tool.

Certain Limitations on Scope

In compiling this report a series of questions relating to its scope arose. Decisions were reached in the light of the project as a whole and the amount of space and time available.

In general, the list omits descriptions of practises where the social-economic implications are vague or ill-defined; general articles on the curriculum where social studies are not given special attention; articles on the administration and supervision of social studies; articles dealing with the details of teaching technics followed by individual teachers; articles on education for atypical children where the emphases are on matters of equipment and teaching technic; articles which discuss in general terms individualized instruction, ability grouping, and educational programs for exceptional children; discussions of the special problems of platoon schools; articles dealing with the technical aspects of vocational education; and articles dealing directly with home economics, safety education,

thrift education, hygiene, and arts and handicrafts, even tho it is recognized that each of these subjects has indirect civic implications.

Decisions regarding technics of teaching were necessarily arbitrary. Articles describing devices employed by individual teachers in social-studies classes were usually excluded. It was a comparatively simple matter to disregard general material on the motivation of instruction, on the use of committees to encourage pupil participation, and on experiments with the unit plan of organizing subjectmatter in the social sciences. Likewise discussions of periodic visits to museums and school journeys which emphasized enrichment of classroom instruction were omitted. Decision as to inclusion was more difficult, however, when such material referred to the stimulation of leisure-time interests, the effective use of community resources, and the development of group consciousness, and suggested that practises were perhaps representative of school—not class—policy.

Articles of less than a page in length and excerpts from composite listings were generally excluded. An example of the latter type is the study by Lies⁶ on what the schools are doing and can do in meeting the leisure-time needs of today and tomorrow. His findings as to the content of school programs for leisure education and prevailing teaching practises named examples of excellence, and listed special features in many local school systems. Aspects of the school program discussed included physical education, reading and literature, dramatics, music, art and handicrafts, nature study, social training and opportunities, and extracurriculum activities. Other topics illustrated by mention of specific localities were after-school recreation, provisions for vacations, evening schools, and recreational opportunities for non-school youth and adults.

Other instances of publications which refer to several schools as illustrations of unusually effective practises, but which are omitted from this bibliography, include studies by Beatty⁷ who surveyed the programs for the social education of children in sixty outstanding schools and school systems; Proffitt⁸ who listed pro-

⁶Lies, Eugene T. *The New Leisure Challenges the Schools*. Washington, D. C.: Published for the National Recreation Association by the National Education Association, 1933. 326 p.

⁷Beatty, Willard W. "For the Social Education of Children." *Progressive Education* 10: 74-79; February, 1933.

⁸Proffitt, Maris M. *Courses in Occupational Information*. U. S. Dept. of the Interior, Office of Education, Bulletin, 1934, No. 11. Washington, D. C.: Government Printing Office, 1934. 47 p.

grams of schools representative of present practises in the teaching of occupational information; and Mosher⁹ who noted several museums in which school and community had worked together in their creation.

In 1930 the *Journal of Education* published statements by the superintendents of twenty-three city school systems on recent developments and present objectives,¹⁰ and in 1931 a similar series of brief comments from the superintendents of twenty-two New England cities.¹¹

The references included refer only to elementary and secondary education. Had time and resources permitted, it would have been desirable to include education above the secondary and below the elementary levels of instruction.

After some consideration it was decided to omit descriptions of state programs. All such descriptions are bound to be somewhat general in nature because of the large area which they must cover. They are, therefore, not suited to a checklist which aims to outline rather specific practises.

It was particularly difficult to find published descriptions of progressive practises in the rural schools. A few entries describing county-wide educational programs, chiefly rural, have been included. These do not include the three rural centers selected by the National Committee on Visiting Teachers for demonstrations of visiting teacher work: Monmouth County, New Jersey; Huron County, Ohio; and Boone County, Michigan. The report¹² on these districts was presented in the form of individual case stories of maladjusted rural children, with names and identifiable circumstances changed.

Professional textbooks; state, city, and county courses of study; routine reports of school officers; and school surveys have been excluded.

A number of articles were discovered describing progressive practises which were not identified with any specific locality. These have necessarily been omitted.

Setting the arbitrary date limit of 1928 excluded write-ups of practises which are still

in effect, but which were inaugurated and publicized before that date.

The policy of excluding material written by individual teachers who describe their own classroom procedures, has perhaps led to the omission of some schools doing outstanding work in civic training. The specific description of practises as carried on in one classroom may in reality illustrate the general policy of the school. Similarly, general articles on school practises which discuss social-economic aims and a wholesome school atmosphere for the development of a well-rounded personality may actually be generalizations from specific practises in a noteworthy program of civic education. Because these facts are not cited in the printed descriptions, such discussions were omitted and the schools therefore not represented.

Perhaps the most serious limitation on the use of this bulletin will be found in the fact that many excellent practises have never been described for publication. Some school systems have definite arrangements for giving publicity to their work outside their own community. Other notable school systems which are doing equally fine work may not be as well publicized in the nationally-circulated professional periodicals. The fact that almost one-half of the cities having a population of 100,000 or over are not represented in this list tends to confirm this assumption.

Classification of Material

The arrangement of the bibliography is first by states, alphabetically, and then by the name of the city, town, or county within the state.

A topical classification was not feasible, since many of the references dealt with several topics. Originally it was hoped to group references under each of the ten goals established by the Committee on Social-Economic Goals. A school program, however, cannot be torn into ten aspects. No one goal is achieved by any one device or procedure. Grouping by levels of instruction was likewise impractical due to overlapping.

⁹Mosher, O. W. "School and Community Museums." *Journal of the National Education Association* 24:63-65; February, 1935.

¹⁰"Public School Achievements of Typical American Cities." *Journal of Education* 111: 183-90, 192, 196, 198, 200, 202-6; February 17, 1930.

¹¹"Here and There Among Schools of New England." *Journal of Education* 114: 171-80, 184; October 5, 1931.

¹²Benedict, Agnes E. *Children at the Crossroads*. New York: Commonwealth Fund, 1930. 238 p.

The following rough classification may be useful to those interested in locating material on a particular topic:

Adult Education. References: 16, 35, 36, 44, 50, 63, 89, 90, 91, 92, 94, 95, 129, 130, 138, 146, 161, 162, 165, 172, 176, 180, 181, 185, 191, 209, 215, 216, 248.

Atypical Children. References: 6, 7, 8, 9, 13, 28, 32, 58, 67, 88, 105, 114, 115, 117, 119, 125, 133, 142, 150, 182, 195, 203, 205, 206, 207, 220.

Character Education and Mental Hygiene. References: 1, 11, 18, 41, 43, 51, 52, 56, 57, 69, 83, 84, 96, 132, 140, 145, 167, 186, 200, 227, 231, 235, 247, 255, 261.

> *Extracurriculum and Recreational Programs.* References: 10, 21, 47, 71, 78, 86, 122, 124, 127, 141, 144, 152, 158, 159, 184, 190, 213, 232, 234, 236, 238, 264.

• *Guidance (Including Vocational Guidance).* References: 14, 17, 22, 23, 24, 27, 30, 31, 34, 45, 46, 53, 55, 65, 72, 73, 74, 75, 77, 82, 87, 99, 102, 103, 108, 110, 112,

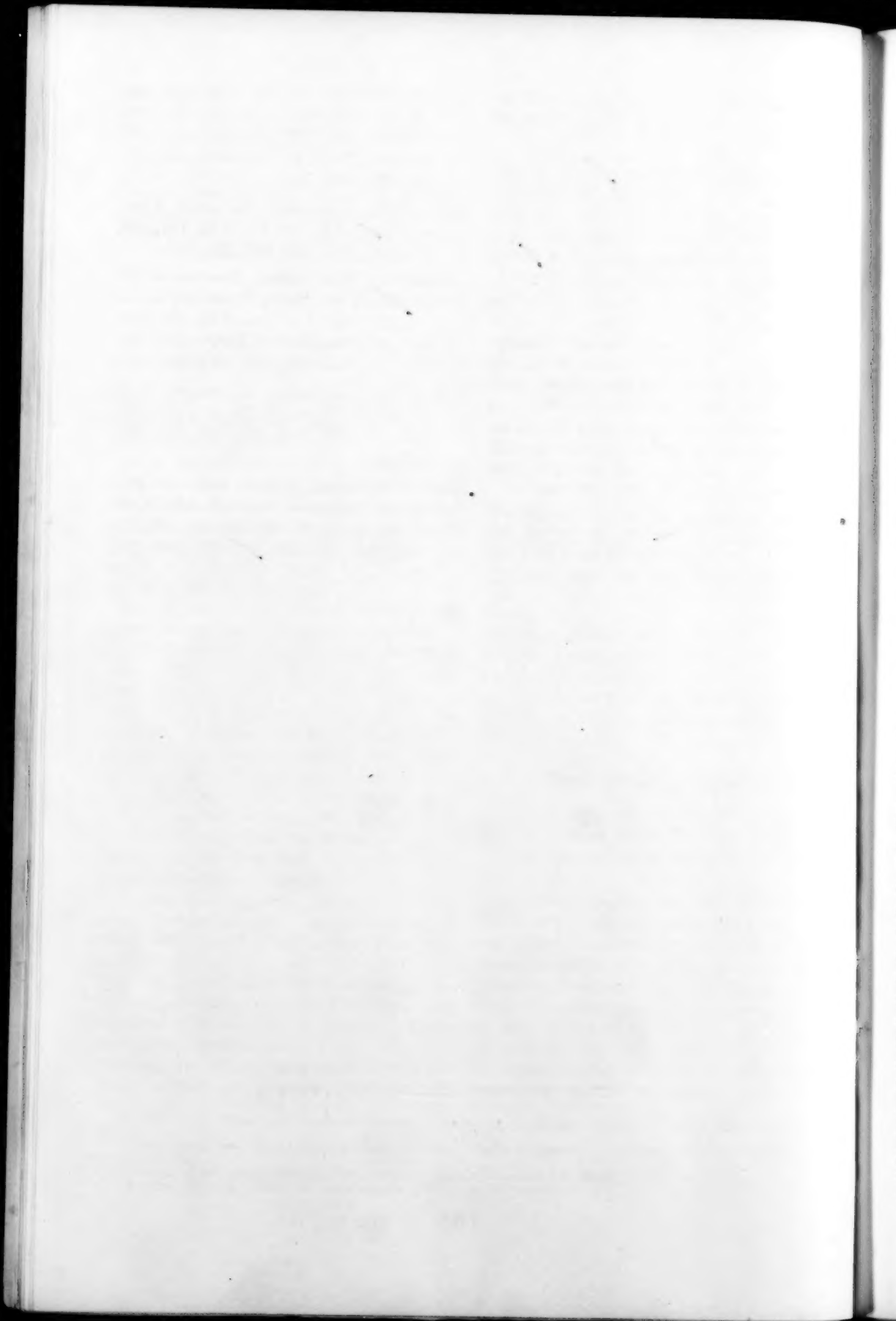
120, 123, 131, 134, 147, 156, 157, 163, 164, 170, 171, 177, 178, 183, 187, 197, 198, 202, 210, 217, 218, 225, 226, 237, 239, 240, 241, 242, 243, 244, 252, 253, 258, 259, 262, 263.

School Use of Community Resources. References: 28, 101, 107, 143, 149, 151, 168, 196, 199, 221, 224, 245, 246, 256.

Social-Studies Curriculums. References: 19, 20, 26, 29, 33, 40, 49, 59, 60, 61, 62, 70, 93, 106, 109, 111, 116, 118, 121, 126, 137, 155, 166, 169, 173, 174, 179, 188, 189, 192, 204, 208, 211, 214, 228, 251.

Student Self-Government. References: 3, 4, 37, 38, 39, 54, 64, 66, 85, 113, 135, 136, 148, 153, 193, 194, 201, 212, 219, 222, 260, 265.

• *General Discussions of Social-Economic Education.* References: 2, 5, 12, 42, 48, 68, 76, 79, 80, 81, 97, 98, 100, 104, 128, 139, 154, 160, 175, 223, 229, 233, 249, 254, 257.



A Descriptive Bibliography of Social-Economic Education, 1928-35

ALABAMA

Birmingham

1. GLENN, C. B. "A Character Training Experiment and How It Has Succeeded." *Nation's Schools* 8: 63-65; October, 1931.

The superintendent of schools of Birmingham describes a venture in character training conducted during an eight-year period. For the first year the slogan selected was "Development of Character through Health." Scheduled play periods plus home cooperation helped in the campaign. The slogan for the second year was "Development of Character through Sportsmanship." A committee of citizens acted as judges in an award of a prize to the school which manifested the highest spirit of sportsmanship. In stressing the development of character thru work the following year, opportunities were found for pupil activity. Slogans for later years dealt with the development of character thru love of the beautiful, thrift, courtesy, a study of nature, and the worthy use of leisure.

These slogans have seemed to be effective. The yearly change of emphasis is cumulative, since an effort is made to retain the good results of the preceding years with an additional zest for activities inspired by the new slogan. In the words of the writer: "Much yet remains to be done, but no brief account can adequately convey an impression of the changes brought about in the community through the general interest in these character development slogans set up each year by the board of education. We hope that we have a healthier community, that we are better sportsmen, that manual labor has been dignified, that we have a higher appreciation of the beautiful, that our savings bank accounts have increased more than a hundredfold, that we have at least given more thought to courtesy, that the widespread interest in the study of nature has resulted in a deeper appreciation of the world about us and a desire to aid in the conservation of nature's resources and that the children of Birmingham are devoting their leisure to things that are worthy."

ARKANSAS

Little Rock

2. HENSLEY, ORLANA. "Training for Citizenship." *Junior-Senior High School Clearing House* 5: 563-65; May, 1931.

A teacher in the West Side Junior High School of Little Rock describes some of the means used to promote better citizenship. Standards were set up in order to grade pupils "A," "B," "C," "D," or "E" in citizenship along with their scholarship marks. Good citizenship thus defined meant, in addition to good deportment, constructive service to the school. The agency designed especially for the promotion of better citizenship is the Citizenship Club. The membership of this club is made up of one elected representative from each home group in the school. The club meets once each week with the teacher-sponsor, at which time it formulates programs or suggestions for use in the homeroom. The materials for these exercises vary from rules and practises for common manners to the personal qualities that good citizens possess. In formulating these programs, the club members discuss them thoroly so that each representative is able to lead the members of his group in presenting the program effectively. The chief purpose of these programs is to get every member of the home group to participate in order that he will have reason to consider carefully the points of good citizenship. Besides sponsoring these regular citizenship programs or lessons, the Citizenship Club has special projects, such as the Citizenship Honor Roll and the Citizenship Badge.

The habits of thrift and health are cared for in a similar manner under the sponsorship of a special thrift and health club. This club works out programs on proper and desirable abilities and practises in health and thrift. Here again, the homeroom is the unit thru which these programs and campaigns reach the pupils.

3. LAMBRIGHT, B. G. "The Development of Junior Citizenship; A Day at Rightsell School, Little Rock, Arkansas." *Child Welfare* 24: 134-35, 164; November, 1929.

This description of a day's activities illustrates the efforts made at Rightsell School,

Little Rock, to encourage the responsibility of citizenship. The children are taught to participate in all the activities and responsibilities of school life. They actively assist in school discipline, fire drills, opening exercises, program planning, entertaining, etc. "Joyers" watch the lines passing from one room to another in order to maintain a quiet atmosphere. Hostesses are stationed in the cafeteria. A fire chief and officers direct fire drills. In addition there are reporters, monitors who watch the appearance of the building and grounds, and leaders and critics of auditorium programs. Poise and leadership are two results of this citizenship activity. Teachers watch developments, and are ready to help when needed.

4. YARNELL, DOROTHY ATWOOD. "Teaching Citizenship by Living It in Honor Study Halls." *Junior-Senior High School Clearing House* 5: 565-67; May, 1931.

The honor study-hall systems used in the junior and senior high schools of Little Rock are the outgrowth both of necessity and of the desire to teach citizenship. When crowded conditions necessitated an eight-period day, each pupil had to spend two periods a day in study hall. In one junior high school an experimental group was selected as an honor group in charge of their own order and attendance. The plan was extended to all ninth-grade pupils, and later to all students.

In the senior high school a teacher was given charge of organization. She now has general supervision of all such study halls, helps to formulate the rules governing them, and holds a biweekly meeting with all monitors, in which study-hall problems are discussed. She is also the "walking teacher" for one period of the day. "Walking teacher" is the local phrase for the person supervising all honor study halls at one period. At the present time this teacher appoints their presidents and checkers (these terms are locally preferred to monitor), helps in making the rolls at the beginning of the semester, and notifies the presidents of changes in pupils' schedules. Each day the sponsor visits all of the study halls at least once. Three of the honor study halls are regular ones, each with a seating capacity of 105. These, however, are rarely full. There is also the "gym" study hall, equally as large, which accommodates two entirely different sets of pupils; one group being present three days each week, and the other

group two days. Besides these four there is a smaller study hall for seniors; it contains both the pupils who are scheduled there five days a week and those who go there only the days on which they do not go to gymnasium classes. There is also one study hall of the old type which is kept by a different teacher each period.

CALIFORNIA

Altadena

5. NEWLIN, WALLACE A. "A School Designed to Serve Pupil and Community Needs." *Nation's Schools* 13: 50-54; February, 1934.

In the Charles W. Eliot Junior High School in Altadena, an effort has been made to bring to the pupils something of the ideals, the appreciation of spiritual values, and the never wavering faith in humanity of the man whose name the school bears. Quietness, courtesy, poise, friendliness and happiness, all characteristics of Charles W. Eliot, are being built as strongly as possible into the atmosphere of the school. Under the leadership of the honor society the pupils have adopted a code of action.

There is a student organization consisting of a president, a vicepresident, a secretary, seven commissioners, and a student council. The commissioners have executive duties in connection with various activities of the school. The student council is a judicial body that assists the faculty in matters of discipline. It consists of the three student body officers, two commissioners who serve in an ex officio capacity, and three elected members.

Besides the officers mentioned, a large number of pupils are brought into activity as traffic officers; in connection with the school paper; as officers of various organizations within the school; and in numerous other positions of service. Pupils are limited to one major or two minor offices so that the number participating may be as large as possible.

Pupils are assigned to homerooms by grade level, including both boys and girls. They are expected to have the same homeroom teacher for two years. A definite guidance curriculum has been adopted for use in the homerooms. It is the policy of the school to make guidance the most important function of each teacher, both thru the homeroom and thru classroom activities. The guidance program is designed to develop the pupil's personality and help him to evaluate and choose with discrimination educational and vocational opportunities. It is de-

signed to operate not as a program set apart, but so that it shall permeate every activity participated in by the pupils.

The principal concludes: "We wish to keep far from compulsion in control of pupils, from imposing the teacher's will without respecting the child's personality or considering his feelings, from extreme devotion to subject matter and from undue emphasis on preparation for adult life. But at the same time we are trying to keep definitely in mind that pupils must be controlled, guided, and inspired so that they may live richly and wholesomely in the present and be prepared to meet the problems of life that will be met in a complex and rapidly changing world."

Berkeley

6. DICKSON, VIRGIL E. "The Berkeley Coordinating Council." *Educational Method* 13: 263-66; February, 1934. (Excerpts in *Elementary School Journal* 35: 410-12; February, 1935.)

The Berkeley Coordinating Council is composed of representatives of the five publicly supported departments in the city that deal with the welfare and adjustment of youth: public schools, police department, health department, welfare society, and department of playgrounds, recreation, and parks. The Council meets weekly as a deliberative and counseling body; it is voluntary and has no official authority. For twelve years the Council has studied the individual delinquent, the public attitude, the economic and political powers, and other forces of the community. It encouraged the establishment of a behavior research and service clinic, which consists of a psychiatrist, a physician, a psychologist, and a staff of psychiatric social workers under the direction of the Bureau of Research and Guidance in the city schools. The most serious behavior problems from the public schools are referred to this clinic. Careful examinations are made covering the nature of the behavior difficulty, the causes are traced as far back as possible, adjustments are made, treatments given, and the results recorded. The findings of this clinic are reviewed by the Council and form the basis of many changes in the control of youth in the community. Often factors beyond the control of the group are involved; case records, however, are kept for future guidance. Thru the Council the best thinking is focussed upon the problems of youth and its adjustment.

7. DICKSON, VIRGIL E. "The Berkeley Coordinating Council." *Mental Hygiene* 13: 514-19; July, 1929.

This description of the Berkeley Coordinating Council parallels that by the same writer listed above (6). The aims and purposes of this organization of representatives of the schools, police, health, and welfare departments are stated thus:

1. To promote the physical, moral, and mental welfare of the children in the community.
2. To coordinate the activities of existing agencies, preventing duplication.
3. To promote personal acquaintance and esprit de corps among executives of the various agencies.

Studies have been launched to reveal those conditions in the city which are responsible for maladjustments in children. A master list has been made of all youths brought to the attention of each of the agencies. Spot maps show the location of the homes of cases of truancy and delinquency. Problem cases are discussed at weekly meetings. Systematic records are kept of all children who present special problems or abilities.

8. MARTENS, ELISE H., and RUSS, HELEN. *Adjustment of Behavior Problems of School Children*. U. S. Dept. of the Interior, Office of Education, Bulletin, 1932, No. 18. Washington, D. C.: Government Printing Office, 1932. 78 p.

This report presents an account of a pioneer experimental project carried on in Berkeley. The organization of the Coordinating Council for Child Welfare which represents the police, health, welfare, recreational, and school departments has proved effective as a general executive agency for promoting cooperation and efficiency in the service of childhood. A further development toward more intensive study and treatment of individual children who exhibit distinct behavior problems was the establishment of a behavior clinic in 1928 sponsored by the board of education and the coordinating council. The clinic is under the administrative guidance of the assistant superintendent of schools and the director of the bureau of research and guidance. The clinical staff consists of a psychiatrist, a pediatrician, a psychologist, and four visiting counselors.

Principals and teachers are asked periodically to report all serious behavior problems in their schools. For each child reported, they

make out a detailed record of objective evidence, indicating instances of unsocial behavior. The staff supplies information regarding mental ability, physical traits, home environment, and social influences. With all the evidence before them the clinical staff sits in consultation, interviews teachers, principal, and parents, and makes recommendations for treatment. Such recommendations may involve medical care, readjustment in home or school, assistance from social agencies, or attention to environmental conditions of any kind. In needy cases medical treatment is furnished at nominal cost by the city health center. Contact with the home is made by the visiting counselor to whom the case is assigned. School adjustments may involve a change of school, a change of class, or counsel to the teacher and principal for a modified approach to the child. All developments in the case are followed by the visiting counselor, and periodic reports of progress are made by the school. The child is brought before the clinic at stated intervals for reexamination and counsel.

The functioning of the clinic is described thru illustrative pictures of the lives of some children who have needed help (p. 14-28). The bulk of the bulletin is devoted to an experimental evaluation of the clinic's work with respect to 109 problem cases. A non-problem group of children not under the care of the clinic were selected as controls. The immediate objectives of the investigation are to compare during two years of time the development of these three groups of children with respect to overt problem behavior and to interpret the findings in their relationship to the clinical treatment given. Three major conclusions were reached:

1. That all children really are "problem" children in that they do now or may present overt behavior difficulties which should receive attention looking toward early adjustment, and that such overt problem behavior varies in degree from that which is close to zero to that which places a child in the ranks of juvenile delinquency.

2. That serious problem behavior among children is the resultant of a combination of numerous factors, no one of which has been isolated as exclusively responsible, and that this principle of multiple causation demands

careful observation of all children in order to detect the initial symptoms of maladjustment.

3. That prolonged intensive study and clinical attention by a group of psychiatric, psychological, medical, and social specialists has a direct positive relationship to a progressive change for the better in the overt problem behavior of children.

9. MARTENS, ELISE H. "Berkeley's Coordinated Program of Child Adjustment." *School Life* 16:23-24, 56-58; October and November, 1930.

In each school in Berkeley a counselor with the cooperation of the classroom teacher studies individual needs, makes contacts with the pupil and with his home, and offers recommendation for adjustment. These efforts are supplemented by the visiting teacher. A carefully organized plan of testing and of cumulative records makes available objective evidence. The Berkeley Coordinating Council composed of representatives of the schools and other civic agencies dealing with the control of youth (see references 6 and 7) considers problem cases that have come to the attention of one or another of the agencies represented.

In 1928 Berkeley established a behavior clinic to meet the needs of those children who are considered serious behavior problems by teachers and principals. Treatment may involve physical attention, medical or surgical aid, readjustment of home conditions, or suggestions to principal and teacher looking toward a better understanding of the child's nature and difficulties.

In addition the school system has a three-track system of classification which provides for the needs of children of varying degrees of mentality, with the additional organization of special classes for those who cannot profit by instruction in any one of the three regular groups.

Long Beach

10. DOYLE, CLYDE. "The Long Beach Co-ordinate Public Recreation Program." *Journal of Juvenile Research* 14: 171-75; July, 1930.

As the result of a meeting of representative citizens called by a parent-teacher association of Long Beach to discuss the community's needs in regard to public recreation, a survey committee was named. When the advice of representatives of school systems and municipal organizations in the state was sought,

the recommendations were that some method of cooperation be set up between the public school system and the municipal system of playgrounds and public recreation. The result of deliberations by the committee was an amendment to the Long Beach City Charter which created a Playground and Public Recreation Commission and provided that the director of health and physical education of the city schools should be the director of playground and public recreation for the city.

While the provisions call for the superintendent of schools and a member of the board of education on the city commission, the board of education still retains all of its original jurisdiction and control, as required by the state school code, over public school properties, moneys, and program. The City Playground Commission does not, by this charter provision, assume, or undertake to assume, any jurisdiction whatever in conflict with the board of education. The school end of the program continues as previously under the physical education department of the board of education, but the head of that department is the coordinating director of the City Playground Commission. Moreover, the schools in Long Beach had a well-developed playground and public recreation program, when the City Commission came into being, which was utilized in developing the broader community program.

11. LANGE, EMIL. "Character Education in the Long Beach City Schools." *Journal of Educational Sociology* 4: 426-29; March, 1931.

Long Beach considers character education to be of paramount importance. It not only emphasizes the character-developing values obtained indirectly from the pupils' numerous school contacts, but it also supplements this with a course in the elementary school in direct character training.

Twenty-five minutes a week are set aside for instruction. The course of study for grades one to six is written around situations involving five traits: honesty, courtesy, responsibility, industry, and punctuality. While it is not believed that knowledge of what is considered honest, courteous, and the like, will necessarily result in overt action, still it is believed that the schools need to instruct pupils in what are considered American standards, since pupils come from all types of homes, many of which

do not know what these standards are. Knowledge is necessary to desirable action.

The steps for teaching character education are as follows: creating an attitude; instruction; generalization; and transfer. The general method of approach in character education is by lessons and conferences. Lessons include discussions, dramatizations, and materials from literature, art, and life situations. The teacher is encouraged to hold sympathetic conferences with individuals or groups that fail to apply character teachings, and also to consult with the parents of children who need special guidance in forming proper character habits.

The innumerable activities in which pupils engage in school today offer ample opportunity to put into practise the knowledges obtained thru direct instruction. School activities present situations that are real both to teacher and pupils for vital discussion during the instruction period. Clubs, dramatizations, socialized recitations, and activity programs give promise of providing the emotional stimuli so essential to the carry-over of character-education experiences.

12. STONE, SEYMOUR I. "Long Beach Meets Changing Conditions." *Journal of Education* 111: 687-88; June 16, 1930.

A change in the character of population has compelled the Long Beach schools to keep abreast of the needs of the community. Among the distinctive enterprises is the John Dewey Vocational Junior High School, whose purpose is to provide vocational training on a semi-trade level.

The city also has a strong program of adult education. The enrolment is 7600. Classes are offered in business training, mechanical training, homemaking, art, music, social problems, science, and physical education. A special feature is the classes on parenthood that are attended by large numbers of homemakers. In his report the director states that the program is a four-way one:

1. Each year every adult is encouraged to attack one new subject.
2. Emphasis is given to the development of cooperative thinking thru discussion groups.
3. Particular attention is given to guidance and other special services.
4. Every effort is made to interest adults in the esthetic phases of education such as art, music, and literature.

Another feature that varies somewhat from many similar departments is the department of curriculum. Courses of study and programs of study, from the kindergarten to the junior college, are integrated and articulated under the supervision of the director of curriculum. Advising him is a curriculum consultant, Dr. L. Thomas Hopkins of Columbia University, who comes for a week's consultation twice annually. General objectives, general policies and programs of study are determined by the director of curriculum in consultation with a committee of eighteen principals who represent every segment in the system. Courses of study are written by committees of teachers and special supervisors in consultation with the director.

Steps are being taken toward the integration of guidance in similar fashion to that being worked out in the curriculum field. A program has been formulated, and is now being put into operation under the supervision of the director of research. Seven counselors are at work in the elementary field. These, together with those employed in the secondary schools, are under the immediate direction of an assistant in the research department.

Los Angeles

13. ANDRUS, ETHEL P. "General Procedure at Abraham Lincoln High School, Los Angeles." *Junior-Senior High School Clearing House* 9: 334-39; February, 1935.

There is no pupil selection at Abraham Lincoln High School. Every elementary-school graduate and every pupil fifteen years of age or older is welcomed.

The value of the curriculum is judged in terms of everyday living. Physical education aims for healthful living and the acquisition of play activities for leisure time. The major activity is that of social living, whose theme is the reciprocal relationship of the individual and society. It is not merely a fusion course of English and history, but an opportunity thru reading, discussion, and cooperative effort to enrich youth's background, and to reveal the problem of society. The ability of the group determines the content. For those with superior mental endowment a two-year course in world history is planned with correlated reading and expression, followed by a year of American history and literature and a year of current problems of the world and society.

In the classroom, committees function. Student-body commissioners are elected to serve the school. Pupil activity is stimulated thru clubs, forums, and similar organizations.

14. BABSON, HELEN CORLISS. "A Guidance Program That Is Inclusive and Progressive." *Junior-Senior High School Clearing House* 7: 233-39; December, 1932.

Eagle Rock High School of Los Angeles combines both a junior and a senior high school under one administrative staff. A period of thirty-five minutes is scheduled daily for school activities other than instruction. A committee of the faculty together with the student presidents of the homerooms make a calendar each month, scheduling assemblies, student-body group meetings, discussions of ethical and moral matters, and whatever else is deemed of enough educational and social value to merit the time spent. Homerooms vary in size from twenty to forty pupils, arranged by grades under the direction of teachers who, in general, take their groups thru the junior or senior division. All matters pertaining to marks, credits, and programming come under the direction of the homeroom teacher who is the person in the school most familiar with the individual student's educational standing, and who regards him as an individual rather than, as must be the case in the classroom, as a student of a subject. The guidance program is placed on the homeroom calendar and has the precedence over every other activity for the period when it is scheduled.

On the faculty is one person, the counselor, who does no teaching, but who gives all her time to the double responsibility of aiding students to take the right course and subjects and of instructing homeroom teachers in all matters pertaining to guidance, so that students who do not contact the counselor's office directly have homeroom teachers who understand both their needs and the program which attempts to answer them. A boys' and girls' vice-principal directs matters pertaining to social adjustments.

The first contact for pupils is made in their last term of elementary school, when the counselor visits groups to tell them about the school they are to enter. A record of traits, interests, etc., is made on the basis of the elementary school teacher's judgment. Paralleling these meetings and with the same purpose, the high-

school parent-teacher association invites the mothers of all these incoming young people to meet with them and the teachers who will work with the newcomers during their first term. While it is the principal and the counselor who do the formal talking and answer questions—and there are always many on school routine—the mothers of the high-school students who know from experience many little perplexing details are frequently of greater service to questioning parents. The impetus of this preliminary meeting carries the majority of students over the first two terms as far as class-work is concerned. For individual cases special adjustment is necessary from time to time.

15. HUMPHREY, ADELE. "The Ephebian Society of Los Angeles." *Education* 52: 526-29; May, 1932.

Recognizing the fact that public free education, lavishly tho it is given in the United States, has not brought about the active participation in government of great numbers of the most highly-endowed young men and women, the school authorities of Los Angeles took action in 1917 to build up a trained body of civic workers pledged to the welfare of the city. The superintendent of schools, together with the principals of the high schools, planned an organization which should include the most promising students graduated each semester from the high schools. One student for every forty graduates, they decided, should be chosen, on the basis of scholarship, character, and leadership. By pledging these young people to band together for the study of the city, it was hoped to create ultimately a new type of political leadership. Early in 1918 the new organization was launched under the sponsorship of the board of education. It was called the Ephebian Society, from the name given to young Athenians who were admitted to citizenship. Appropriately, the self-same oath of allegiance taken by the young Athenians 2000 years ago was made a vital part of the modern initiation ceremony. The membership in 1932 was about 1500. Regular meetings provide for discussions of civic matters and also social contacts.

16. KELSO, C. C. "A New Plan of Naturalization." *Journal of the National Education Association* 17: 237-38; November, 1928.

Citizenship classes were begun in the evening elementary schools of Los Angeles as early

as 1910. Several years later a court order was issued to the effect that school diplomas would be accepted as evidence of mental qualification for citizenship. In 1914, members of the first class presenting school diplomas were admitted by the Superior Court without examination on the Constitution, history, and government of the United States.

A course of study approved by the court and the United States Naturalization Examiner has been worked out to include American history and national, state, and local government. Instruction is given in ten informal lectures with outlines furnished to each member of classes in forenoon, afternoon, and evening groups. There are also small study, review, and examination classes which encourage discussion. Instruction regarding the framework of government is vitalized continually by reference to current events.

17. LEWERENZ, ALFRED S. "The Elementary-School Counselor." *Los Angeles Educational Research Bulletin* 11: 95; March, 1932.

In 1932 there were thirty-two counselors who gave full time to conducting the educational measurements program in the Los Angeles elementary schools. Seven are specialized in that they devote their time to giving individual mental examinations. On the average a counselor is assigned to a district comprised of twelve schools. She helps select candidates for special rooms. Approximately every two years she plans a complete intelligence survey. In using achievement tests the counselor is greatly assisted by the teachers. She makes sure that the proper tests are used and the results recorded accurately. Many principals rely upon the counselor's recommendations regarding promotion of special cases and other educational adjustments.

18. LOS ANGELES CITY SCHOOLS. *Character Education in Los Angeles*. School Publication No. 262. Los Angeles: City School District, 1934. 56 p.

This monograph aims to state briefly the underlying principles of teaching for character outcomes, and to describe some of the procedures in character education now being used in Los Angeles junior and senior high schools. The following agencies of the school are accepted as vital channels thru which the pupil's character may be strengthened:

1. Classroom activities
 - a. Personal influence of the teacher
 - b. Subjectmatter
 - c. Method of instruction
2. The homeroom and assembly activities
 - a. Consideration of conduct situations
 - b. Inspirational addresses, plays, musicals, and similar activities
3. Extra-classroom activities
 - a. Pupil self-government (courts, leagues, and the like)
 - b. Clubs (Hi-Y, Scouts, and others)
 - c. Athletics and other activities of similar nature
4. Counseling
 - a. By the principal, viceprincipal, counselor, registrar, and teacher
5. Mottoes, slogans, creeds, posters, songs, yells, rituals
6. Character tests.

In conclusion it is stated that teachers realize to the full that character results are as important as mental attainments or technical skill. They know that no drill in precepts, no moral homilies, no graded lessons in behavior will accomplish the results desired. Every phase of a complicated environment must be made to inspire the pupil to pursue worthy ends and let him experience the satisfaction that comes with the acquisition of approved habits. Moral training can never be one division in the field of education. It must penetrate the warp and woof of the whole fabric or it does not exist at all. Every subject in the curriculum, every phase of extra-classroom activity must be permeated by the atmosphere in which character grows. "Character education, as far as the school is concerned, consists in creating a climate of opinion about and within the institution which will demand that pupils adapt themselves unconsciously to the wholesome moral forces of their environment."

19. OLSON, VIVIAN F. "Social Studies in the Los Angeles Junior High Schools." *California Quarterly of Secondary Education* 7: 153-58; January, 1932.

The social-studies teachers of Los Angeles have adopted an attitude of compromise between the extreme views of the subjectmatter specialist and the advocate of unification. An attempt is made to provide units of understanding that consist of related items revolving about

a central core of subjectmatter. In the seventh grade the core is regional geography of the world; in the eighth grade, United States history; and in the ninth grade, early world history and a cultural story of modern nations.

The procedure followed in presenting the units of instruction consists of four steps: (a) preliminary discussion, (b) developing problems, (c) studying the materials and applying to activities, and (d) evaluating achievement.

Teachers are encouraged to make as many and as varied contributions to the development of the course of study as their time and interest will permit. Teachers' contributions in the form of tests, suggestions for introducing or handling any given unit of the course, and the like are kept on file in the office of the curriculum specialist, where they are available to all teachers of the city. The best of these, and those which offer suggestions for the solution of problems which seem to be common to most of the teachers of the system, are published either in mimeographed or printed form.

20. RILEY, T. M. "Remaking the Social Studies in the High School." *Educational Method* 14: 83-88; November, 1934.

The program of social studies for the secondary schools of Los Angeles presupposes some acquaintance on the part of the pupils with their immediate surroundings; then, by increasing the area of interest, with the state, nation, and world. The description in this article of courses for secondary grades presents a desirable program, partially in effect at present.

In the seventh and eighth grades about one third of the time of pupils is devoted to a study of American life and its development. This is an integrative type of course called "The American Epic" and involving the use of English, geography, history, and community civics, as well as some aspects of music and art. Tentative units have been prepared. In the ninth and tenth years the intent is that pupils shall become acquainted with other peoples and their culture as they did with American life and culture in the two preceding years.

The eleventh year offers a one-period general social-studies course entitled "Some Problems of American Citizenship." (Problem fields and manner of development are discussed on pages 85 to 88.) Specialization in the more theoretical aspects of the social sciences is re-

served to the twelfth year, where the following courses are offered as electives: economics, social problems, international relations, occupational orientation, Pan-Pacific history, and California history.

21. WATROUS, VALERIE. "Los Angeles Vacation Playground Activities." *School Life* 16:48-49; November, 1930.

The director of the physical education department of the Los Angeles city school district believes that summer vacation playgrounds must offer something more to the city child than merely an open space in which to play games. Over 200 school playgrounds were opened in the summer of 1930 and operated under the supervision of the board of education. Craftsmanship was offered and an appeal made to the youthful imagination thru simple plays and puppet shows. Puppet figures and costuming were done entirely by the children. Handicraft projects attracted other children.

From the standpoint of the teachers, the most inspiring factor of the summer's work was the enthusiasm maintained by the children thru the entire program offered. No child was urged to do something merely because the instructor believed that he would be interested in that particular thing. Each child was permitted to make whatever he wished to make and to fashion it in his own way, with only an occasional suggestion from the instructor.

Oakdale

22. PROCTOR, WILLIAM MARTIN. "Guidance Program of a Rural High School in California." *Junior-Senior High School Clearing House* 5: 14-16; September, 1930.

Some of the guidance features of the Oakdale Union High School are: (a) a visiting day when eighth-grade pupils are invited to the high school; (b) an individual record secured of each eighth-grade pupil who is to graduate in June; (c) personal visits to homes of prospective students; (d) early registration for the freshman class; (e) class advisers who accompany the principal on his home visitation tour and who stay with the class thru their four years in high school; (f) a course in vocational information which is offered as a six-week unit in the senior civics course; and (g) a program of social, moral, and health guidance.

Oakland

23. BROWNLESS, ROBERT E., and others. "The Guidance Program of the University High School." *University High School Journal* 13:185-244; December, 1934.

The first article in this issue describes the setting for the guidance program of the University High School at Oakland. The second discusses the principles followed, emphasizing the diversity of adolescent characteristics and the complexity of the needs of boys and girls of this age. Each student has a teacher-adviser, who consults with experts in such special aspects of guidance as student health, placement, or testing as the need is indicated. This integrating function of the counselor cuts across the fields of health, testing, vocational and social guidance. Guidance is not construed as direction, for the student is responsible for decisions. The program is designed for all students, not primarily for the maladjusted. It should be recognized that much of the actual guidance thruout the school is carried on without the label "guidance" thru class and extra-class activities.

Other articles deal with the cooperation of home and school, health aspects of guidance, the curriculum and guidance, and the entering student. Special provision is made for the low-tenth-grade student. A course in personal management informs him as to the content of courses and the activities of the extra-class program. Participation in the life of the school is encouraged, but to succeed in his work he needs more than social success. In the course on personal management he learns how to use library resources and how to study effectively; surveys the field of occupations; and plans his future.

24. HESS, ELWOOD V. "Home Visiting." *Journal of the National Education Association* 22:260-61, December, 1933; 23:37-38, 83-84; February and March, 1934.

The technic of home visiting is discussed in the first article of this series. Data were taken from case studies of 170 pupils at McClymonds High School in Oakland. Home visiting began in the low-eleventh year and continued for three semesters. The other articles list ten cases in detail, where home visits revealed problems confronting the child, both in and out of school, of which no outward signs were manifested.

25. "Places To Take Children on School Excursions." *School Management* 2:8; November, 1933. (Also in *American Childhood* 19:6-7, 40; September, 1933.)

This article lists places of interest to visit in Oakland from kindergarten thru grade six. By giving the child an opportunity for direct acquaintance with living situations, he is helped to a better understanding of today's complex social and economic order. (Further details of Oakland's program are contained in a monograph entitled "Some Oakland School Journeys and What Came of Them.")

Pasadena

26. BENNETT, M. E. "The Social-Studies Curriculum in Pasadena." *Fourth Yearbook: The Social-Studies Curriculum*. National Council for the Social Studies. Philadelphia: McKinley Publishing Co., 1934. p. 152-75.

A curriculum council was organized in Pasadena city schools in 1928, composed of representatives of the administrative, supervisory, and teaching corps at the different levels. It became the duty of this body to define the problem of curriculum development and determine general procedures for attacking its solution. Elementary and secondary curriculum committees were named to lead in the formulation of general objectives for the two divisions. Subjectmatter committees were organized to formulate specific objectives. Committees were also created at each grade level. At the secondary level, there is a general chairman for the field, a chairman for the junior-high-school level, and another for the senior-high-school and junior-college level. Monographs prepared by these committees and issued to teachers contain statements of objectives, development of core materials, suggestions of supplementary materials, discussion of methods, standards, and bibliographies.

The objectives of the elementary division are health, citizenship, practical efficiency, self-expression, enrichment of undirected time, and world-mindedness. Certain areas have been agreed upon as bases for activity units, but flexibility and freedom under guidance are provided within the limits of the areas determined upon. The objectives for social science at the secondary level are health, command of fundamental processes needed for further growth, growth in vocational fitness and avocational resourcefulness, citizenship (cooperation, leadership, followership, self-dependence, and

world-mindedness), and maximum character development. Grade seven stresses agricultural America; grade eight, industrial America; grade nine, citizenship and guidance; grade ten, world history; grade eleven, European and American developments; grade twelve, America today; grades thirteen and fourteen, a choice of electives. Junior-high-school teachers are urged to emphasize current issues. Since the whole social-science curriculum is based on social-science phases of presentday civilization, the junior college offers at the end of its last year a capstone course called "Contemporaneous Civilization." The only required work is in grades seven and eight, eleven A and twelve B.

27. HENCK, GEORGE D. "The Broad Scope of Industrial Education in the Pasadena Junior High Schools." *American School and University* 1932-33. New York: American School Publishing Corporation, 1932. p. 331-35.

The objectives set up for the industrial education program in Pasadena are exploration, social habits and attitudes, consumers' knowledges, educational guidance, vocational guidance, avocational interests, and appreciation of industrialism. Industrial courses are required of all boys entering junior high school at the seventh grade. The requirement is justified, not on the ground of any single objective stated above, but rather on the assumption that as members of society the boys will live in a highly mechanized world, in which more and more of the labors of today will be carried on thru man's control of automatic electrical and mechanical devices. The courses must be considered, then, not as specialized vocational work, but rather as a common integrating experience required of our future citizenry. These first courses are exploratory. The work of the eighth grade is elective and also exploratory.

Pomona

28. CAMPBELL, MARION W. "The Citizenship-Training Room." *Junior-Senior High School Clearing House* 9:88-92; October, 1934.

This article describes an experiment in citizenship training, designed to deal with problem children in the Ralph Waldo Emerson Junior High School in Pomona. A teacher who was already doing playground work was relieved of homeroom duties. Instead he established a "citizenship-training room." Public announcement stated that any pupil who was

sent there had previously shown inability to be a good citizen, and that he was now to be given a type of training which would help him to reinstate himself in the social order. Upon assignment of a pupil to the room, the principal mails to the parents a form letter which notifies them of the school situation. Because of the small number of pupils in the room the teacher can gain the pupil's confidence. A rating card records progress toward a return to normal standing. When four consecutive satisfactory cards are achieved, the pupil is allowed to re-enter his homeroom group, usually after four or five weeks. Another letter is then sent to his parents. The administration considers the room a success, due largely to the influence of the teacher in charge.

Redwood City

29. WOOLDRIDGE, EYLA, and COWDEN, MARY. "A Course in Social Living." *Junior-Senior High School Clearing House* 9:367-70; February, 1935.

This article describes a course in social living instituted as a required two-year, two-period course for all students entering Sequoia Union High School. It is a fusion of English and social studies, which is designed to increase the understanding of the problems of human relationships and to encourage right attitudes towards attempts at solution. Comprehension of presentday problems is achieved thru history tests, periodicals, and literature. The chronological treatment is followed, in order to show the continuity of history and the building up of institutions.

The subjectmatter of the course has been divided into major units according to the ordinary social-studies usage. Following a brief orientation unit on present problems, the first year's work deals with the development of civilization from prehistoric man to the beginning of the modern world following the Renaissance. The second year's work will continue the study to the present era. Literature, art, and music enrich these units. Work in current events is considered vital to the course. Material for composition, both oral and written, is taken from the social-studies materials being considered.

Sacramento

30. BURSCH, JAMES F. "Guidance Staff and Organization in a City School System." *Occupations* 12:90-93; March, 1934. (Section Two.)

In the elementary schools the guidance work is done largely by the homeroom teacher and principals. There is, however, a specialist in diagnosing and correcting speech defects and related mental difficulties, and a testing specialist from the central personnel office for the discovery and selection of children for special schools or classes. The attendance supervisors are trained for and are performing the functions of visiting teachers.

In each of the junior high schools there is the equivalent of two counselors giving three-fifths of their time to counseling. In the senior high school there are ten counselors under the supervision of the viceprincipal, each giving three-fifths of her time to counseling. In the continuation school there is one coordinator giving full time to the work of counseling.

The Central Student Personnel Office, having supervisory responsibility for the service, consists of the director, three attendance supervisors, and one psychological testing specialist. Within each separate school the counselors are under the administrative control of the school principal.

31. JENSEN, GEORGE C. "The Ninety and Nine in Sacramento." *Junior-Senior High School Clearing House* 4:121-23; October, 1929.

The Sacramento Senior High School assumes that all students need sound counseling. A counseling system consisting of ten counselors has been created, each of whom is assigned 300 students. A case study is made of each student. His program is worked out with him and with his parents, and then carefully watched. Contact with the home is a vital part of the scheme. Cooperative part-time education is employed to train the student under actual working conditions. The school proposes that each person shall have an equal chance to discover himself and to be trained to fit adequately and happily into the profitable expending of twenty-four hours each day.

San Bernardino

32. GRAVES, ALBERT D., and FENTON, NORMAN. "The Educational Council in San Bernardino." *Journal of Juvenile Research* 17:44-53; January, 1933.

An educational council was established in San Bernardino to make possible the study of more cases than could be scheduled for the visiting clinic of the California Bureau of Ju-

venile Research. The first meeting was held in October 1931. The group was composed of a director (the assistant superintendent of schools); a member of the research department, who gives the psychological examinations; the elementary supervisor, who traces the school histories of the cases studied; the school doctor, who makes the physical examinations; the health supervisor; a member of the County Probation Office; and three teachers having some training and interest in the field of social work, who develop the social histories. At staff meetings reports on a child are made. The teacher directly concerned with the case and the principal are invited to participate. The article concludes with a case study to illustrate the council procedure.

San Diego

33. BROWN, T. MALCOLM, and WORK, AGNES. "Social-Science Course of Study for the Low Seventh Grade, San Diego, California." *Junior-Senior High School Clearing House* 5: 100-1; October, 1930.

The principal and social-science head of the Roosevelt Junior High School, San Diego, describe the content of the low-seventh-grade work. This includes the exploration, settlement, and development of Mexico and Central and South America. Located on the southwestern border and being the first port of call north of the Panama Canal, many of the city's interests lie in the countries to the south.

34. STEINMETZ, H. C. "The Brea-Olinda Plan for High-School Education plus Occupational Preparation." *American School Board Journal* 87: 22-23, 60; July, 1933.

During recent years there has been a growing demand that high schools give training in practical fields so that (a) students who may not continue their formal education may be fitted in some degree for definite employment; (b) continuing students may be equipped to earn a part of their way; and (c) advanced study may be based upon some concrete occupational experience.

The Brea-Olinda Union High School, San Diego, has devised a program which meets these demands by providing the traditional type of high-school education plus a basic occupational training within a field of major interest. In 1928 the faculty inaugurated a directed-study plan to aid individual adaptations. By 1931 the patrons of the high-school

district were asked to cooperate with the plan for each student to select a trade major, in addition to his academic major. His interests may change, but with proper counseling, by the end of the high-school period, he will have acquired a definite knowledge of some particular trade or semi-profession, which he may present to a prospective employer with some assurance that his value as a result of his high-school training, will be immeasurably greater than is generally the case.

The six-period day with directed study enables the school to offer twenty units of work. The classroom strain is eased with the break of the shop period. The courses presented to the students include pre-engineering, home economics, nursing, commercial, secretarial, accountancy, art, music, electricity, drafting, automobile mechanics, aeronautics (ground school), machine work, welding and ornamental iron, and building trade. Journalism and business management are also given occupational slants.

Each occupational major may be studied in three degrees: occupationally, semi-occupationally, or academically. According to the first, a student completes his four years of work with 14 occupational and 6 academic credits, by the second with 10 of each kind, and by the third with 6 and 14. The last two groups satisfy the entrance requirements of nearly all California institutions of collegiate grade. The terms used at present within the school are basic trade, academic-vocational, and liberal. Altho the curriculums are not on three levels, there is some natural selection without sacrifice of quality work in any one.

San Francisco

35. FITZ-GERALD, MARY M. "Many Aspects of Adult Education with Special Reference to the San Francisco Public Schools." *California Quarterly of Secondary Education* 4: 108-14; January, 1929.

In the San Francisco school system, the term adult education includes the evening schools, the day classes for foreign men and women, classes for citizenship and for parental education, and the use of the school plant for educational, social, civic, and recreational activities. Trade extension courses meet the needs of men who must keep up with the times in the improved methods of their own daily work or who must seek new ways of making a living.

Classes in parental education are held weekly for a two-hour period.

36. MEIKLEJOHN, ALEXANDER. "Adult Education: A Fresh Start." *New Republic* 30:14-17; August 15, 1934.

As a democracy the American people are pledged to a program which will enable them to understand and direct their own living, and not let others do their thinking and make their decisions for them. According to the writer, the best external help in learning to think about human problems is to get into living contact with the ablest men who have thought about these problems. During the academic year 1933-34 the San Francisco School of Social Studies has been trying to plan and conduct a scheme of teaching on the basis of this principle. A small faculty of college rank has been conducting twenty classes with about three hundred pupils.

The first task of the teachers was that of selecting the books in which the best minds of our civilization have expressed themselves upon our common problems in ways suitable for popular reading. Most of the technical, scholarly books will not serve this purpose. The dialogues of Plato, the Bible, the Constitution, the writings of Emerson, Whitman, Adam Smith, Karl Marx, Emily Dickinson, Dreiser, Jeffers, Dewey, Veblen, Tawney, Brandeis, Turner, Beard, Lenin, Bourne, Mumford, Dos Passos, and a host of others in poetry and prose, do tell of the attempts of our intellectual leaders to solve the human problems that America now faces.

The second task of the faculty was to furnish guidance in the study of the books selected. To this end groups were formed with six and fifteen as the lower and upper limits of membership. At weekly meetings the books were discussed chapter by chapter, all the members being pledged to careful reading of the assignment in advance. The reading time of a single book has ranged from five to twelve weeks.

In the guiding of the discussion, the teachers have tried to avoid two opposing evils. On the one hand, they have not "lectured," have not undertaken to explain the books. On the other hand, to devote meetings to mere "discussion" without any actual attempt to verify or understand is to help in the fixing of prejudices.

No fees have been charged, the expenses being met by the subscriptions of a group of

private citizens. No credits are required for admission and none given at the end of the course. Student groups have been formed from individual applicants and by encouraging such organizations as clubs and labor unions to establish classes from their own membership. The student age has ranged from eighteen to sixty-five. Practically every type of occupation has been represented and every type of political and social attitude. Previous education has ranged from grammar school to professional and graduate university training.

Santa Ana

37. WOLFF, GRACE STEPHENS. "An Adventure in Student Control." *Sierra Educational News* 26:43-44; February, 1930.

This article describes a visiting day during which 770 pupils conducted the Julia Lathrop Junior High School. Student leaders were selected by the teachers and assignments carefully made.

Santa Rosa

38. GREGG, MARIAN. "An Adventure in Education." *Sierra Educational News* 28:26-28, 58; December, 1932.

The principal of the Luther Burbank School describes their school city, founded in order to provide opportunity for practising good citizenship. A mayor and five councilmen form the governing body. Voting is according to standard procedure. Each schoolroom, formerly known as a grade, has been changed to some business activity, around which their school-work centers. The sixth grade became a bank; the high fifth, a chamber of commerce; the high fourth, a post office; the high third, the health department; the low third, a clothing store; the high second, a grocery store; the low second, a builders union; and the high first, a garden club. The school city has united the school and developed an atmosphere of courtesy and friendliness.

COLORADO

Boulder

39. BOGGESE, F. A. "Some of the Things University Hill School Is Doing in the Way of Citizenship Training." *Junior High Clearing House* 3:17-22; January, 1929.

The aim of the University Hill School of Boulder, Colorado, is to have children be good citizens, rather than merely teach them how to be; to give every child an opportunity to grow

in self-control and responsibility by self-expression, in the classroom, on the platform, on the playground, and in the government of the school. Opportunities for teaching citizenship are found in assembly periods and playground activities. A pupil advisory council meets with the principal to discuss questions he places before it.

Denver

40. CHRISTY, MARY E. "The Social-Studies Curriculum in Denver." *Fourth Yearbook: The Social-Studies Curriculum*. National Council for the Social Studies. Philadelphia: McKinley Publishing Co., 1934. p. 56-73.

The present program of curriculum revision in the Denver schools began with the school year 1922-23. In 1925 a department of curriculum was established. The program of curriculum revision is continuous; no course of study is final. In the original organization, chairmen of three committees in social science, one each for elementary, junior high, and senior high schools, worked together. Teachers studied investigations in their fields and initiated testing programs. Curriculum specialists were later called in and round-table conferences held.

The aim of the Denver courses in social studies is to develop citizenship. It is hoped that a continuous course thruout the grades will train pupils in social living; not inert knowledge of facts is the goal, but rather the growth of functional powers. The course should be considered a unit, beginning with activities which train for social living in the kindergarten and primary grades. Later a conception of a world point of view is provided, along with an appreciation of the social and civic ideals of the American people. In the senior high-school courses in world history attempt to build up a background on which to base a study of the present American history, American problems, world relations, economics, and psychology carry the cycle into presentday problems. The necessity is emphasized of so organizing the work in social science that it will bear upon a more intelligent understanding of the contemporary world, and thus have new meaning for students when contributing to an understanding of new issues. The use of classroom libraries is an essential part of the procedure. The unit development is used as presenting meaningful core situations. An attempt

is also made to meet the needs of superior and dull pupils.

41. DENVER PUBLIC SCHOOLS. *Character Education in the Denver Public Schools*. Monograph No. 14. Denver: Board of Education, 1929. 32 p.

The Denver schools recognize that every school activity is a life situation in which character is being developed one way or another. The problem before the schools is so to organize and direct these activities as to develop insight, will, and habits to the end of good character. This monograph was prepared by a committee of teachers. After discussing factors and methods in character education, the report deals with school aids in securing favorable character modification. These include report cards which recognize both scholarship and character, student participation in government, homeroom organization and assemblies, and programs for special holidays such as Armistice Day, Memorial Day, and Thanksgiving Day. Excerpts from courses of study in physical education, biology, social science, English, health, and practical arts illustrate the contributions of subjectmatter fields to character development.

42. FORCE, ANNA LAURA. "The School as a Pleasant House." *Kadelpian Review* 12:157-70; January, 1933.

The principal of Lake Junior High School describes the school and its aims. Thru its various activities the school endeavors to provide exploration and guidance. The extra-curriculum and homeroom activities furnish situations that contribute to socially valuable experience. The homerooms are the centers thru which the affairs of the school community are conducted. Fifteen minutes a day are devoted to the transaction of school business according to parliamentary procedure.

43. LOOMIS, ARTHUR K., and others. "A Survey of Character Education in Denver." *Journal of the National Education Association* 19:217-18, 243-44, 307-8, October-December, 1930; 20:11-12, 51-52, 79-80, 125-26, 149-50, 201-2, January-June, 1931.

A survey of character education in Denver schools was directed by a committee of six members, made up of three principals and three teachers, representing the three school divisions, and by three ex officio members—the director of curriculum, the director of re-

search, and the supervisor of publications. Three types of character education were defined: formal direct, informal direct, and indirect.

The survey was organized in two parts. The first called for a report of the school experiences of 237 teachers who were asked to keep diaries for one week. The second called for a report of the programs of three selected schools. This report was based on diaries kept by teachers, observation in the schools, and interviews with pupils and teachers.

Various aspects of the program as revealed by this survey are described by A. Helen Anderson, Helen R. Gumlick, Gladys M. Maclin, and Wilford H. Woody in the *Journal of the National Education Association*, November 1930, thru June 1931.

The principals and directors of the Denver schools have evolved a report card for elementary schools, classifying under four heads those qualities of character which society will demand of the child. One article in this series reports teacher reactions to the card.

Diaries kept by elementary-school teachers for one week listed 1051 incidents and situations having definite character education values. Fifty were of the formal direct type involving planned discussions, self-rating sheets, and systems of awards. The remaining 1000 incidents were of the informal direct type and were provided thru subjectmatter (particularly English, social science, and health education), classroom management, and extracurriculum activities. Diaries kept by senior-high-school teachers indicate that the teachers recognize new elements in the problem of character education at the high-school level. Denver pupils are taught the rudiments of character education from their kindergarten days. What is needed in high school is practise opportunities. Hence, character education in the high schools finds expression in the home-room project or activity. The incidents reported by teachers seem to indicate that a program of character education may be essentially the same for all levels of society.

The ultimate aim of Denver's guidance program is self-guidance. Pupils are aided in making right choices in relation to health, school, community, vocation, and personal problems. In the junior and senior high schools the organization of the program is centered in the home-

room. Homerooms combine to form class groups under the guidance of a class sponsor. In each junior high school a boys' adviser and a girls' adviser are responsible for the personal guidance of the boys and girls and for the administration of the guidance organization within the school. In each senior high school guidance work for the girls is directed by a dean of girls; for the boys by an assistant principal. In addition the guidance program includes club and assembly activities and provision for student participation in school government.

44. SWIFT, FLETCHER HARPER, and STUDEBAKER, JOHN W. *What Is This Opportunity School?* New York: American Association for Adult Education, 1932. 87 p. (For a brief account see L. R. Alderman, "You Can Do It," the Motto of the Denver Opportunity School." *School Life* 13: 143-45, 149, 160; April, 1928.)

In September 1916, the Denver Opportunity School was opened. The aims of the founders were: (a) to provide a working knowledge of many trades and industries; (b) to offer opportunities to men and women already in industrial and commercial pursuits who have the ambition to become more efficient workers; (c) to provide the fundamentals of an education for those persons who have been deprived of school advantages in youth; (d) to give another chance to boys and girls, who for various reasons have not fitted well into the regular public schools; and (e) to give people born in other countries a chance to learn English and also to prepare them for naturalization and citizenship.

The following divisions have evolved: (a) day and night trade classes, elementary and advanced; (b) day and night commercial classes for adults; (c) ungraded academic classes for adults; (d) ungraded classes for boys; (e) ungraded classes for girls; (f) classes for foreigners in English and citizenship; (g) girls' problems group; and (h) miscellaneous classes, including shop chemistry, public speaking, salesmanship, and lip reading.

Opportunity School is an integral part of the Denver school system, administered and controlled by the board of education and by the regular administrative and supervisory officials of the Denver school district. It is a free school supported chiefly from public funds. Its classes run thruout the school year, from September to June.

By arranging a flexible program, the school endeavors to meet the needs of its students. Intimate contacts between students and teachers enable the latter to make suggestions in matters of behavior, taste in dress, health, and cleanliness, and to point out the importance of such matters for occupational and personal success.

This study for the American Association for Adult Education discusses in detail the question of enrolment and attendance, the curriculum, cooperation with employers and with labor, opinions of citizens and of students, the staff, support, and needs. The conclusion reached is that, while the basic reason for the existence of the school is vocational preparation or supplementary training to increase efficiency, the development of desirable personal qualities, the building up of the right social attitudes and ideals, and the creation or restoration of self-confidence, constitute as real factors in the aim and work of the school as technical training itself.

CONNECTICUT

Bridgeport

45. JEFFERY, JOSEPH E. "Guidance in the Bassick Junior High School, Bridgeport, Connecticut." *Vocational Guidance Magazine* 10: 207-14; February, 1932.

Guidance as it is attempted in the Bridgeport schools means a conscious effort to direct the activities of the pupil toward the worthy objectives of good health, good citizenship, worthy home membership, strong character, worthy use of leisure time, suitable vocation, and greater educational opportunities. For about eight years a guidance program has been functioning in the Bridgeport schools. The adoption of the 6-3-3 plan further stressed guidance as the keynote of all activities.

At the head of guidance activities in Bassick Junior High School are the girls' counselor and the boys' counselor. Their work involves personal guidance as well as the direction of guidance activities. The girls' counselor takes as her special field of work the social activities of the school, while the boys' counselor directs the curricular and vocational guidance work. A bulletin is issued by the counselors each week and distributed to the teachers. In this bulletin plans and suggestions are made for the activities in the homeroom clubs, the hobby clubs, the assemblies, and a definite outline of

work is presented for the use of the homeroom teachers in the guidance activities for each grade during the week. With guidance as the keynote of all the school activities, it is necessary that each teacher shall participate in the guidance program. The success of the plan depends on the cooperation and sympathy of the homeroom teachers. Exploratory and tryout courses are provided. In the eighth grade a cumulative guidance record card is introduced.

New Haven

46. McNAMARA, MARIE. "A Homeroom Meeting at Troup Junior High School." *Education* 52: 199-204; December, 1931.

The director of guidance in the Troup Junior High School, New Haven, describes the activities of the school's forty-five homerooms during the homeroom period on Monday afternoon. Parliamentary procedure is observed in the discussion of school problems. A special guidance lesson is presented during each period, sometimes directed by the teacher, sometimes as a group project. Pupils remain in the same homeroom during their stay in junior high school with the same teacher who has the responsibility for advising each member of her group in personal and school difficulties.

47. McNAMARA, MARIE. "The Organization of an Active Club Program." *Junior-Senior High School Clearing House* 5: 394-98; March, 1931.

In this article the guidance director of the Troup Junior High School describes the school club program. In the belief that such programs should vary from year to year to meet the needs of a changing population, provision is made for pupils' club choices. Homeroom teachers devote one period to a guidance lesson on the worthy use of leisure time and a second to a survey of pupils' club interests. A bulletin containing the results of this survey is submitted to teachers, who were asked their club interest. A fourth step consists in submitting to homerooms a list of club opportunities for the next year. On club election cards pupils indicate first and second choices. Pupils are then notified which of their choices they have received.

As a result of the surveys of pupils' and teachers' club interests sixty-one individual clubs affording opportunities for avocational, vocational, and cultural tryouts, and for physical, curricular, social, civic, and moral guid-

ance, were offered to the pupils. A weekly period is provided in the school schedule for the club program. All clubs meet at the same hour. No dues are collected and no insignia are worn. Each club formulates its own constitution, decides which officers are needed, plans its own projects and activities, and has a sympathetic teacher as partner and guide. Thru this club program there are opportunities for practise in worthy use of leisure, recognition of individual differences, training in democratic citizenship, and for opening up new fields of interests for individual aptitudes and exploration which may become vocational.

DELAWARE

Georgetown

48. HULSIZER, ALLAN. "Georgetown: An Experiment in Rural Education." *Progressive Education* 10: 345-49; October, 1933. (See also *Progressive Education* 8: 135-38; February, 1931.)

Georgetown, Delaware, with a population of seventeen hundred is a village whose stores, banks, churches, and organizations are largely farm supported. A consolidated school made possible the functioning of an activity program. Remoteness and isolation in the home conditions of the farm children, however, was reflected in the children's play by a complete absence of games. Recreational opportunities were soon provided by the teachers. Efforts were made to interest the children in the care of the school grounds, the care of younger children, and kindness to animals. The school entered the home thru its library service and music activities. The emphasis on reaching and changing the social behavior of children has resulted in a noticeable change for the better in conduct. The conviction of the teaching staff is that the countryside has supplied too large a percent of its most vital age-groups to urban life; only generous return in service can maintain the balance.

Wilmington

49. HOPKINS, L. THOMAS. "Social Studies in Wilmington, Delaware." *Junior-Senior High School Clearing House* 9: 14-16; September, 1934.

The Wilmington program of curriculum revision was launched in the fall of 1931. Teachers and administrators enrolled in extramural courses from Teachers College, Colum-

bia University, with the writer as instructor. This class first dealt with the formulation of a basic philosophy and with the newer psychologies of learning. Various committees studied technics and concepts necessary to the organization of a social-studies program. The concepts selected were democracy—social, economic, and political; interdependence; and migration of peoples in search of better conditions of living. The areas of social experience related to child interest were selected for each grade and units were prepared within each area.

DISTRICT OF COLUMBIA

Washington

50. AITON, MAUDE E. "Glimpses from the Field." *Proceedings, 1933*. Vol. 71. Washington, D. C.: National Education Association, 1933. p. 295-96.

The full-time adult school of the District of Columbia, known as the Americanization School, is directly under the board of education. An entire school building is used for adult educational work. Classes are open, day and night, for practically the entire year.

The organization of the school provides: (a) graded classes for men and women seeking naturalization; (b) graded classes for adults desiring to study the English language; (c) graded classes for the underprivileged, both native and foreign-born who need primary work; and (d) many special classes, such as mothers' sewing groups, current topics classes, and handcraft groups.

51. BALLOU, FRANK W. "An Experiment in Character Education in the Washington Schools." *Educational Record* 15: 284-88; July, 1934.

An experiment in character education was undertaken in September 1934 in the public schools of Washington. This project requires a shift in emphasis in educational thinking from subjectmatter to be taught to the development of personalities in those being taught. Current methods of instruction will necessarily undergo some modification toward individualization of instruction. Systematic instruction in the classroom will not be considered as the exclusive means of education. The playground and the extracurriculum activities of the school as a whole will be so organized as to represent the highest form of cooperation among the pupils

of the school, and represent also a systematic training of young people in ways and means of acting together for the common good. Certain selected schools on all levels will be under the supervision of an assistant superintendent. A cumulative record card will include a record of behavior traits as well as success in subject-matter. *See also* 52.

52. CHARTERS, W. W. "The Copeland Experiment in the District of Columbia." *Educational Record* 15: 403-18; October, 1934.

In June 1934 Congress appropriated \$70,000 for the public schools of the District of Columbia to provide adequate experimentation in the field of character education. Five white schools and five colored schools were selected on the elementary, junior-high, senior-high, night high, and vocational school levels. In 1934-35 about 175 teachers and 5500 pupils are directly included in the project.

A three-week summer conference resulted in a statement of basic principles. The writer as chairman of the conference assisted the group to set up a program. Ten areas of experience for exploration by pupils and the outcomes that should be achieved are listed, including health, intellectual, economic, vocational, political, recreational, social, esthetic, and religious activities, and the field of sex, parenthood, and family life.

Seven groups of behavior patterns were defined: intelligence, honesty, friendliness, efficiency, cooperativeness, forcefulness, and good taste. Machinery for collecting and recording information about pupils was devised, and plans formulated for the first year of the experiment.

FLORIDA

Tampa

53. ROBINSON, E. L. "The Guidance Scheme in the Junior High Schools of Tampa." *Junior-Senior High School Clearing House* 4: 96-100; October, 1929.

In 1925 a reorganization of junior high schools in Tampa was launched to include a broader curriculum; a wider choice of studies; a complete health and physical education program; the introduction of "broadening-and-finding" courses; a material expansion of extra-curriculum activities; and a system of guidance. The guidance plan is an attempt to coordinate and systematize the many and various schemes, projects, and plans for helping each pupil to

be most benefited by his junior-high-school course. The plan in effect is briefly outlined as follows:

1. The principal deals with the special problems of the boys individually and collectively and the assistant principal maintains the same relations with the girls.
2. The curriculum and the whole organization of the school is worked out with the guidance idea in mind.
3. The school has guidance as the keynote of all activities and all teachers are expected to participate.

GEORGIA

Atlanta

54. SLAPPEY, GEORGE H. "An Account of Student Government as Practiced at the Daniel C. O'Keefe Junior High School, Atlanta, Georgia." *Historical Outlook* 19: 341-43; November, 1928.

At O'Keefe Junior High School a student organization exists to assist the teachers, by taking charge of the classroom when the teacher is absent, by directing traffic in the halls, and by helping to keep the buildings and grounds neat and attractive. In 1923, soon after the school was established, the students elected a president of the student body who appointed a cabinet. A court of justice resulted. Cases were presented to this student council, whose decisions created respect. A monitorial system developed at the same time. The weekly meeting of monitors was organized into a lower court where minor cases were tried. It was then decided to organize grade courts instead. The right of appeal to student council is given. Once a year the principal proclaims Student Day and resigns his office to the president of the student body. Civics teachers find student organization an aid in teaching citizenship and formal government. A copy of the constitution and bylaws for student participation in school government concludes the article.

55. SUTTON, WILLIS A. "Atlanta Goes the Whole Way." *Occupations* 13: 223-25; December, 1934. (Excerpts in *School Management* 4: 106; February, 1935.)

Guidance in Atlanta schools is an established service. All levels of instruction provide exploratory possibilities and life experiences. Homeroom teachers assemble information regarding each child, and frequently make visits to the homes of pupils.

One means of developing cordial relations with the business world is the appointment of a business man or woman as sponsor to every class from the kindergarten thru the senior high school. The relations between sponsor and class are entirely informal. Students invite these sponsors to special programs. In addition to visiting the class, a sponsor will sometimes have his group visit his place of business. The effect of the sponsorship has been worthwhile not only to the pupils, but also to the business man by giving him an insight into modern educational procedures.

To meet the needs of employed adolescents and adults, an opportunity school has been organized. A school employment office is part of the Community Employment Service financed by the Community Chest.

ILLINOIS

Chicago

56. COOKE, FLORA J. "Training for Character at the Francis W. Parker School." *Chicago Schools Journal* 13: 98-104; November, 1930.

When the Francis W. Parker School was established in 1901, its principal aim was the development of character thru abundant, vital, satisfying social experience. There is no course upon character building, or for the teaching of morals isolated from concrete life situations in the school. The social group project as a method of work provides opportunity for original investigation and creative expression, and at the same time develops a sense of shared responsibility. In the words of Colonel Parker, the purpose of school is "character constantly realizing itself in practical citizenship, in community life, in complete living."

57. CHICAGO PRINCIPALS' CLUB. *Character Education*. Sixth Yearbook. Chicago: the Club, 1931. 292 p.

Part II of this yearbook is devoted to character education plans and ideas found in the Chicago public schools. A survey of practises used in elementary schools showed that both direct and indirect methods of character training were employed. Outlines of character education plans in twenty schools are also listed. Other chapters deal with character education in the junior and senior high schools.

58. DOLTON, ISABELLA. "The Montefiore School, an Experiment in Adjustment." *Journal of Educational Sociology* 6: 482-90; April, 1933.

The Montefiore School in Chicago was opened in 1929 for the study and treatment of boys who are unadjusted in regular schools, therefore truant and incorrigible and well started on the road to delinquency. Studies at this and the Moseley, a similar school opened in 1930, are demonstrating the fact that truancy is but a symptom of one or more underlying causes. The removal of these causes changes his attitudes and habits and makes him a regular school attendant.

The two schools serve about 200 elementary, junior-high, and parochial schools, their combined area covering two-thirds of the city. Boys are sent without court action upon the request of the principal with the approval of the district superintendent. The minimum time of stay is one year, unless the boy is graduated from the eighth grade in a shorter time. The objectives set up for the school are physical and mental health, cleanliness of body, mind, and speech, courtesy, and the fundamentals of education.

The principal distinguishes four types of problem cases: boys who are mentally retarded; boys whose mental abilities and achievements are irregular; boys whose surroundings are poor; and cases due to physical condition. Shop-work arouses interest. Hobbies are encouraged. The recreational period is most important in teaching cooperation in play. Since the boys are retarded from one to four years, much emphasis is placed on academic work on which they spend approximately half their time, all with one teacher. Every room is equipped with a file containing a folder for each boy in which is kept the written work from the time of entrance. By various devices the teacher makes it possible for the boy to watch his work and to see his improvement day by day by comparison with what he did when he came in. A reading table in each room gives the boys opportunity for free reading in odd moments.

The results obtained indicate a means of preventing delinquency by proper study and treatment of problem boys, who are often merely boys with problems.

59. HILL, HOWARD C., and KEOHANE, ROBERT E. "The Social Studies in the Last Two Years of the University of Chicago High School." *Progressive Education* 11: 139-44; January-February, 1934.

The recent reorganization of the curriculum of the University of Chicago Laboratory Schools is due largely to a realization that the existing program did not prepare students adequately for intelligent participation in contemporary life. (For a description of the entire curriculum in social studies, see reference 60.)

The courses taught in the last two years of the University High School are the culmination of a program beginning in the kindergarten. Each of the four courses occupies four days a week thruout the year and is required. "Economic Society" (tenth grade) and "American Political Institutions" (eleventh grade) seek to develop in pupils an intelligent understanding of the major economic and political aspects of their environment. "Early Civilization" (tenth grade) and "Western Civilization" (eleventh grade) attempt to stimulate an appreciation of developments in human civilization and culture prior to the nineteenth century.

60. KEOHANE, ROBERT E., and HILL, HOWARD C. "The Social-Studies Curriculum in the University of Chicago Laboratory Schools." *Fourth Yearbook: The Social-Studies Curriculum*. National Council for the Social Studies. Philadelphia: McKinley Publishing Co., 1934. p. 176-93.

The curriculum of the University of Chicago Laboratory Schools aims to teach an understanding of modern society and its problems. In its present form it is frankly experimental. It provides for a program in social studies from the kindergarten thru grade eleven, the last year of the University High School.

The University Elementary School is responsible for the work of the first six grades. The new curriculum is a product of conferences between teachers, the principal of the elementary school, and the head of the department of social science of the high school, during the school year 1932-33. In the curriculum of the elementary school, activities leading to desirable social understandings, attitudes, and behavior have as important a place in the kindergarten and primary grades as in the later years of the

school. The teaching of geography and history as such begins at the fourth-grade level. In grades four thru six the courses teach how peoples have lived at different periods and under differing environments.

In the department of social science of the high school a sequence of courses was drawn up designed to aid in an understanding of the modern world in its social, economic, and political aspects, with due attention to the historical and geographical background. Each faculty member presented a list of units for whichever of the new courses lay in the field with which he was most familiar by academic training and teaching experience. After revision in committee and department meetings, a topical synopsis of content was drawn up and submitted to the College Curriculum Committee. In October 1933 the new program was put into effect. The new curriculum provides for five courses of a historical nature and for three which deal directly with the social, economic, and political aspects of contemporary society. The counter-chronological approach to each unit in the history courses has been chosen to interest pupils and make clear the dependence of the present on the past.

The most significant feature of the new program is the establishment of the social sciences as the core of the curriculum. Standard subject boundaries are not obliterated, however. The curriculum is organized on the principle that the development of general ideas or understandings in the minds of the pupils is a primary object of instruction in content courses. Another characteristic is that each pupil shall take all of the courses offered in the social sciences.

61. LOOMIS, ARTHUR K. "The New Curriculum of the University High School of the University of Chicago." *School Review* 41: 508-18; September, 1933.

The main changes in the curriculum of the University High School include new integrations of subjects, changes in grade placement, changes in requirements, new provisions for individual differences, and the placing of the last two years of the high school under control of the college faculty.

In the first integrated group, consisting of social sciences, humanities, and language, a five-year sequence is required, to which ten periods a week are allotted. In the sub-freshman year, study in the history, geography, and

literature of the United States constitutes much of the work in this group. In the following two years the modern world is studied. In the junior year a study of economic society is paralleled by a study of the history, literature, and art of the early civilizations. In the senior year a study of American political institutions is paralleled by a study of Western civilization to about 1750. In every year some study of contemporary life is required. *See also* 59.

62. LOOMIS, ARTHUR K. "Reorganizing the Social Studies in the University High School." *Bulletin (Proceedings)* No. 50: 229-38; March, 1934. Berwyn, Ill.: Department of Secondary-School Principals, National Education Association.

Reorganization of the University of Chicago Laboratory Schools has compelled the development of a new program for general education. Two universal needs should be met by any adequate program of general education: a knowledge of history and an understanding of contemporary life. To the attainment of these ends the major required sequences in the new program of studies at the University High School are devoted. Units are approached thru a study of contemporary conditions. The curriculum is organized upon the principle that the development of general ideas or understandings in the minds of the pupils is a primary object of instruction in content courses. Such understandings and the processes of thinking which lead to them are best attained, it is believed, thru the organization of materials in the standard subject fields which have developed these ideas and methods of thinking. *See also* 59 and 61.

63. LUNAK, CHARLES J. "Glimpses from the Field." *Proceedings*, 1933. Vol. 71. Washington, D. C.: National Education Association, 1933. p. 299-301.

Adult education in Chicago comprises (a) evening schools; (b) a regular day elementary adult school; (c) day English-to-foreign classes; (d) Americanization classes; (e) classes for the unemployed in shelters; and (f) parent-education classes. A decreased appropriation forced the closing of sixteen schools, but has not deprived anyone of securing an education in the evening. The six evening schools are accredited by the North Central Association. These have a term of thirty-six weeks, meeting the first four evenings of each week. A charge of \$5.00 returnable registration fee is made.

The following estimate appeared in the Strayer report (1932): "The study of the Chicago evening high schools leads to the conclusion that these schools are performing invaluable service to Chicago. . . . Chicago has set for all of the large cities of America the fine example of night schools sufficient in number, conveniently located, and on a par with the day high schools. These schools should by all means, in spite of the present emergency, be continued and fostered."

64. OSBORNE, RAYMOND W. "Training for Character through Co-operative Student Government." *Chicago Schools Journal* 13: 314-19; March, 1931.

The government of the Francis W. Parker School in Chicago is a cooperative one in which faculty and students have each a definite set of duties and responsibilities. In 1921 the senior class undertook to supervise their study hours in school. The following year the movement was extended to the entire school and a constitution drawn up. Four separate committees later undertook a revision of the constitution and a central committee combined the best features of the four into final form. The movement has been further extended to the lower school by means of committees and a town meeting organization which meets once a month.

The entire high-school body is organized as the assembly, which passes all rules and regulations, amendments to the constitution, and from which all officers of student government are elected. The entering freshman class and all new pupils are required to pass a written examination on the constitution and bylaws before they may become regular members of the assembly. The officers of the student government, together with two elected members from each high-school grade, comprise the executive body, the council, which is organized into a number of standing committees for the discharge of its larger responsibilities. These larger responsibilities which the faculty have delegated to student government are the supervision and control of the high-school study hall, the supervision of conduct in passing thru the halls to classes and to morning exercises, control and supervision of the high-school luncheon period, and the so-called free student-activity period immediately following. The authority of student government extends to all parts of

the building and grounds and is supposed to function at all times except when the pupils are under the direct control of a member of the faculty, as they are in all classes and recitation periods. The faculty has reserved the right to veto actions of the assembly, but this veto power has never been exercised. There is a judge and jury system for punishing offenders. The jury consists of two pupils from each grade, one an elected member serving for a term, and the other drawn by lot to serve for one month. Decisions of the jury may be appealed to the council. Each department of the government and each committee has a faculty adviser. The writer concludes: if desirable traits of character are to be developed in pupils, there must be incorporated in their school experiences the activities, situations, and problems which must be met in actual life as citizens.

65. REAVIS, WILLIAM C. *Programs of Guidance*. U. S. Dept. of the Interior, Office of Education, Bulletin, 1932, No. 17. National Survey of Secondary Education Monograph No. 14. Washington, D. C.: Government Printing Office, 1933. Chapter 5, "Case Report on Chicago," p. 39-58.

The Vocational Guidance Bureau of the Chicago public schools originated in a semi-private bureau of vocational supervision established as a result of a study of truancy problems. In 1916 this advisement work was taken over by the public schools. Activities are confined to junior and senior high schools and are limited to about half the schools. Advisers assigned to various schools are specialists in vocational guidance who function under the principals, altho immediately responsible to the director of the bureau. General duties consist in orienting incoming pupils and advising in selection of school subjects thru interviews, tests, group talks, assembly programs, sponsorship of student council, distribution of bulletins, and the like. The central office also maintains a division of employment certificates and of guidance and placement of handicapped children.

66. SHAPIRO, PHILIP. "The 'City of Crane'." *Illinois Teacher* 22:143-44, 159-60; January, 1934.

This article is written by a student at Crane Technical High School, and describes the system of student government organized there. In 1913 following an investigation of the existing disciplinary system, the principal appointed

a committee of teachers to decide matters brought before them by student leaders. In 1920 the committee was discontinued and a faculty member put in charge as supervisor. The present system consists of a mayor; a commissioner of activities, each with deputies; a judge of the superior court; a judge of the tardy court; a freshman court judge; a student council with representatives from each class; a system of hall guards; a squad responsible for law enforcement; a safety patrol; an Owls Club in charge of scholarship; an honor society in charge of leadership, loyalty, and service; and five thousand citizens. The system makes for better character, it is claimed, and promotes interest in political activities.

67. STULLKEN, EDWARD H. "The Montefiore Special School." *Journal of the National Education Association* 20:253-54; October, 1931. (See also description in *Illinois Teacher* 23:77-80, 92-93; November, 1934.)

The Montefiore School was opened in September 1929, to care for the underprivileged and unadjusted boys of the north and west sections of Chicago. The school enrolls about 475 boys from ten to seventeen years of age. Classes are small, to allow for individual attention. Medical and dental services are provided. A psychologist studies aptitudes and abilities. Visiting teachers make home contacts. Special teachers are provided for recreational activities. School offerings aim also to interest boys to work with hands and machines. Vocational guidance is stressed.

The boys make greater progress in school subjects after being transferred from other schools. Attendance is excellent. The work of the juvenile court has been materially reduced. See also 58.

68. TUBBS, ESTON V. "Teaching Citizenship in the Chicago Schools." *Nation's Schools* 7:23-34; February, 1931.

Citizenship training in the Chicago schools takes on several different forms, but there is one common objective toward which all the work is pointed. Briefly, this objective may be stated as follows: citizenship thru creative experience. This type of experience is brought about thru the use of valuable course-of-study materials, and by providing a wide range of opportunities in the classroom and in the school itself for training in situations that develop initiative and the ability to assume responsi-

hility. Emphasis in course-of-study units is placed on pupil activities. Generous library facilities are presupposed both for basic text and supplementary materials. Visual instruction materials are used generally thruout the schools to enrich the regular work of the classroom. Pupil participation in the actual government of many schools is encouraged thru councils made up of room and organization representatives. Clubs of every type abound. The Chicago schools seek to afford wide opportunities for enabling pupils to assume responsibility, and in doing many things that are for the common welfare of the school community. This is best illustrated in the splendid service that is rendered by the safety patrols. Physical education activities offer other opportunities for citizenship training. The direct method of teaching citizenship is employed in some of the schools by means of a definite outline of topics to be emphasized each month. A study made by a committee of the Chicago Principals' Club showed that approximately one-third of the schools use the direct method.

The Chicago Historical Society thru its education committee has organized a junior citizens' club whose membership is made up of fifteen representatives from each cooperating school. The present roll lists 1200 members. Various meetings are held to develop community consciousness, such as an open house for parents, fathers' night, or a community leaders' conference. The schools encourage participation in activities sponsored by outside organizations.

69. WYGANT, ELSIE A. "The Morning Exercise as Character Training." *Chicago Schools Journal* 13: 221-28; January, 1931.

This account stresses the unity of the Francis W. Parker School, as strengthened by the morning exercise. During this assembly children share their experiences and interests with other children. Twice a week divided assemblies are held. One of these each month is used for student government problems in the high school, and for the "town-meetings" of the elementary grades. See also 64.

Chicago Heights

70. GOODIER, FLOYD T. "The Schools and International Goodwill." *Journal of the National Education Association* 20: 331-32; December, 1931. (Reprinted from *Illinois Teacher* 20: 48, 65-66; October, 1931.)

This article is a report by the superintendent of schools, Chicago Heights, Illinois, of some of the concrete ways in which the teachers of the system are trying to give their pupils a foundation for thinking about and admiring international peace. Quotations from the reports of individual teachers show emphasis on friendly relations in classroom and playground, conscious effort in geography and history classes to develop friendly attitudes toward other peoples, and the effective use of current events.

71. PETERS, FLORENTINE. "Directing the Activities of the Turtle Gang." *Illinois Teacher* 21: 9-10; October, 1932.

The principal of Garfield School, Chicago Heights, describes how the school has directed the energies of two opposing gangs so as to promote the welfare of the school. At a meeting with the boys of the school the principal suggested that some of the things the gangs were doing after school were so worthwhile that they might like to do them at school. Both gangs decided to form a school gang. Projects were launched in athletics, photography, and handwork, and a weekly newspaper issued. Instead of a gang intent largely on mischief, the school had desirable citizens who had developed interests and whose energies had been directed into worthwhile channels.

Harvey

72. REAVIS, WILLIAM C. *Programs of Guidance*. U. S. Dept. of the Interior, Office of Education Bulletin, 1932, No. 17. National Survey of Secondary Education Monograph No. 14. Washington, D. C.: Government Printing Office, 1933. Chapter 12, "Case Report on the Thornton Township High School," p. 120-26.

The staff organization established for personnel and guidance work in the Thornton Township High School, Harvey, includes the principal, a director of guidance, four class principals, a dean of girls, a dean of boys, and the homeroom teachers. The director of guidance serves as class principal for the freshman class, directs the work of other class principals, and conducts research studies. The class principals are responsible for directing the work of the homeroom teachers and interviewing the pupils in their classes. Guidance is offered to groups thru the homeroom period, the vocational civics course, and the boys' and girls' clubs. Interviews are held with each pupil at least once a year.

Joliet Township

73. REAVIS, WILLIAM C. *Programs of Guidance*. U. S. Dept. of the Interior, Office of Education Bulletin, 1932, No. 17. National Survey of Secondary Education Monograph No. 14. Washington, D. C.: Government Printing Office, 1933. Chapter 10, "Case Report on the Joliet Township High School," p. 104-11.

The personnel department of the Joliet Township High School and Junior College was established in 1912 to guide pupils in the choice of curriculums and subsequent progress thru school. Guidance is exercised thru an advisory committee of teachers. Responsibility for adjustments rests with committee advisers who may secure the advice of the personnel director if needed. The varied nationalities and sources of the school population make guidance essential to adjust this heterogeneous group of pupils to the thirty curriculums of the school. Preadmission guidance is given a month before graduation from city elementary and rural schools. An individual committeeman is usually assigned 100 freshmen on their admittance to the secondary school. A half-year course in occupations is provided for freshmen. All freshmen take exploratory courses to aid in self-discovery. At intervals of six weeks thruout the school year, classroom teachers report to committee advisers on the progress of pupils. The personnel director administers standardized tests, and supervises the procedure in assembling cumulative record reports, placement, and research.

La Salle-Peru Township

74. BROWN, ANDREW W. "A Further Step in the Humanizing of Education." *Illinois Teacher* 21: 134-36, 155; January, 1933.

This appreciation of Dr. Thomas McCormack describes the philosophy back of the creation of the Bureau of Educational Counsel of the La Salle-Peru Township High School. The bureau was the culmination of a long series of attempts on his part to humanize the traditional conceptions of school discipline and to give unity to the many devices that educators had devised for guiding pupils to vocational and social success. Established in 1923, the bureau was one of the first attempts by any school system to apply scientific method to the study of individual problems. Its purpose is the formidable task of caring for the emotional, phys-

ical, social, and vocational needs of some seventeen hundred students. The staff consists of only two full-time counselors trained in psychiatric case work and a secretary. It is therefore necessary to enlist all available social forces in the community. Three important affiliations are with the Hygiene Institute of La Salle-Peru and Oglesby, the Institute for Juvenile Research, Chicago, and the Social Center of La Salle connected with the high school, which provides recreation facilities for all students.

75. REAVIS, WILLIAM C. *Programs of Guidance*. U. S. Dept. of the Interior, Office of Education Bulletin, 1932, No. 17. National Survey of Secondary Education Monograph No. 14. Washington, D. C.: Government Printing Office, 1933. Chapter 13, "Case Report on the La Salle-Peru Township High School," p. 127-34.

The Bureau of Educational Counsel of the La Salle-Peru Township High School was established in September 1923, as a result of a mental health survey of the district. It was designed to study individual needs, estimate abilities, discover occupational aspirations, and plan school courses. All pupils are reached directly by the bureau thru personal interviews, general talks, and psychological tests. The bureau has a director and two assistants, all of whom are trained psychiatric social workers. A cumulative folder is kept for each pupil in which is filed interview material. Individual guidance thru personal interviews is directed toward development of personality. Direct vocational guidance is given only in case of pupils leaving school by withdrawal or graduation. Cooperative relations are maintained with the personnel departments of local industries. The work of the bureau differs from the programs of most cities in that the approach of the counselor is thru the principles of mental hygiene. Furthermore, monthly clinics are held by the Institute of Juvenile Research, Chicago, for pupils in need of mental health service.

Mooseheart

76. BINDER, RUDOLPH M. "Mooseheart—A Socio-Pedagogical Experiment." *School and Society* 35: 852-57; June 25, 1932. (See also his articles in *Education* 55: 150-55; November, 1934; and in *Literary Digest* 118: 30; July 14, 1934.)

Mooseheart is an institution which provides both home and school for orphans or half-orphans of deceased members of the Loyal

Order of Moose. It is located forty miles west of Chicago on a tract of land covering about twelve hundred acres, of which the greater part is used for farming purposes. Its aim is education for life.

Food, housing, play, work, and study are regulated carefully in the interests of health. Provisions for physical health are supplemented by provisions for psychical health. A laboratory for child research has been established under a competent psychologist and psychiatrist. The nursery school and kindergarten program provides for the development of social responsibility and of individual initiative as well. Stress on habit formation is continued in the elementary grades, since Mooseheart is both school and home with no divided authority. The seventh and eighth grades are linked with the high school. Pupils have opportunities to test their abilities and interests in various occupations. The object of the high-school curriculum is to impart culture and to prepare for a trade. The mornings and early afternoons are devoted to regular school work, the later afternoons to work in the shops. In addition, three months of the last two summers are devoted to work in the shops under regular conditions prevailing in commercial shops. To encourage close application and independence small wages are paid. Clubs, athletics, musical groups, dramatic societies, and the like provide leisure-time activities.

New Trier Township

77. REAVIS, WILLIAM C. *Programs of Guidance*. U. S. Dept. of the Interior, Office of Education Bulletin, 1932, No. 17. National Survey of Secondary Education Monograph No. 14. Washington, D. C.: Government Printing Office, 1933. Chapter 11, "Case Report on New Trier Township High School," p. 112-19.

The staff organization which administers the adviser-personnel plan of the New Trier Township High School consists of the principal, a dean of boys, a dean of girls, eight adviser chairmen, a group of room advisers corresponding to homeroom teachers, and a director of research. Pupils are assigned to room advisers on their entrance to high school and remain in the same group for the entire four years in school. Two adviser chairmen are assigned to each class, one for the boys and one for the girls. They have general supervision of the work of

the room advisers and function under the deans who are the executive heads of the adviser-personnel system. Group guidance is provided primarily during an adviser period. Conferences and interviews are arranged for also. Besides the complete records maintained for each pupil, other features are the counsel given with respect to the selection of a college and preparation for it, an emphasis made necessary by the fact that a large number of the graduates attend college; and the integration of instructional, administrative, and disciplinary functions with the adviser-personnel organization.

Oak Park

78. *Our High School Clubs*. A Study of Extra-Curricular Activities in the Oak Park and River Forest Township High School. New York: Macmillan Co., 1928. 253 p.

This book is the product of an English class of juniors and seniors. The writing was done cooperatively, with much class discussion. Following a general discussion the book deals with clubs for boys and girls, school activities such as assemblies and drives, and departmental clubs. Appendices reproduce the constitutions of several clubs.

In the words of the book itself, "the club furnishes the safety valve for . . . youthful exuberance and benefits the student at the same time that it gives him wholesome pleasure and entertainment and keeps him from less wholesome pursuits. . . ." Many of the high-school clubs take a very active part in drives and useful campaigns for the community good. The Girls' Club, for example, fosters many useful projects, which react to the good of the school society. Last of all, the high-school clubs aid society and the nation by making young men and women useful in community affairs and national interests, and in preparing them to become useful and responsible citizens of tomorrow.

Winnetka

79. LOGAN, S. R. "Economic Citizenship in the School Community." *Progressive Education* 11: 134-38; January-February, 1934.

The associate superintendent of the Winnetka public schools comments on controversial issues brought before a student council and their solution. He holds that economic and political problems become more understandable

when they are seen to be but a version of or variation from, practical situations close at hand.

He notes the policy of the local schools to have the courses in social studies given right of way for home study. Children are asked to talk over their text material and class discussions with their parents, and the parents are asked to draw their children into family conversation on current problems.

80. LOGAN, S. R. "The Winnetka Schools." *Journal of the National Education Association* 18: 173-76; June, 1929.

The Winnetka school system has been called an adventure in freedom. Children spend half their time with self-teaching text material in the various subjectmatter fields laid out in units called goals. The rest of the time is occupied by appreciative, creative, and social enterprises and activities, the doing of which is its own reward.

Social study is pursued as one subject with the whole community as its field and the school its laboratory. In the elementary grades children reproduce as graphically as possible cultures representative of various stages of social evolution. An orientation course in the seventh grade includes a study of human reproduction and of the family as a social institution. In the junior high school a self-reliant program encourages good citizenship.

81. OLSON, EDNA L. "Socializing the Child in Winnetka." *Educational Outlook* 8: 238-43; May, 1934.

The social-science curriculum and social activities of the Winnetka schools aim to prepare children for social living; to develop an ability to cooperate in a social group; and to encourage an intelligent and sympathetic attitude toward all other people of all times. The curriculum stresses the interdependence of men, nations, and races. An activity program stimulates creative expression and participation in the class program. Children participate in school control in the elementary schools. Weekly committee meetings are held with a teacher adviser present. In the junior high school student government involves more complex problems.

82. TOTTEN, HELEN. "Counseling in Winnetka Public Schools." *Religious Education* 25: 735-40; October, 1930.

The Winnetka public school system is designed to afford flexibility in meeting the needs of the individual child and to lay a good foundation for the development of a well-rounded personality. Serious problems of mental disorder and delinquency are negligible; there are, however, numerous cases of maladjustment.

The Department of Educational Counsel was organized in 1928 to help teachers, parents, and children with their problems. The Institute for Juvenile Research cooperated to provide psychiatric and psychological service. Counselors were named for each elementary school. Five types of service are given: (a) full study, which involves history-taking, physical examination, a series of mental tests, and a psychiatric interview; (b) advisory, which is the service which the counselor gives to the case without the assistance of physician, psychiatrist, or psychologist; (c) psychological-advisory, which enables the counselor to give over certain cases to the psychologist, especially in those instances when a teacher asks only for tests; (d) teaching, which involves remedial instruction to retarded children, a class for teachers given by a counselor, and child study classes fostered by the parent-teacher association and assisted by counselors; and (e) helping to determine school policies, thru stressing the mental hygiene point of view in various aspects of the school program.

INDIANA

Evansville

83. MYERS, GARRY C. "A High School Mental Hygiene Course." *High School Teacher* 9: 87, 99; March, 1933.

This article describes briefly the nature of a course in mental hygiene taught to high school seniors in the Lincoln School (colored) of Evansville, Indiana. Statements from students show beneficial effects. See also 84.

84. MYERS, GARRY C. "Evansville Stresses Mental Health." *Journal of Education* 115: 132-33; February 8, 1932.

The writer describes a visit to Evansville schools where he observed a mental health program in practise. Teachers in the classroom show unusual consideration for each learner's personality. The principals and teachers have been inspired by their superintendent who is a

careful student of mental hygiene. Home-school relationships are also stressed.

85. SHRODE, CARL. "Student Responsibility in Evansville." *Journal of Education* 113: 274-75; March 9, 1931.

In January 1917, thirty-five seniors of the Evansville Central High School petitioned the principal to permit them to form an honor room, in which they agreed to maintain good study conditions in the absence of any teacher or faculty monitor. The venture proved successful. Two rooms, one for boys and one for girls, were established the next semester. By 1920 the students asked that the entire student body be included. By 1922 teachers were withdrawn from police duty in the lunchroom, corridors, study halls and the auditorium or in any part of the building except their classrooms. In April 1924, the principal withdrew all the teachers from the school for one day on visiting leave and left the entire school in charge of the students. Since then the plan of student responsibility has continued with few changes. The machinery of office consists of an executive committee of ten prefects. Six of these are chosen from the senior class and four from the junior class. These five boys and five girls are selected by popular vote of the student body. The students then select by ballot the boy and the girl from the senior group of prefects to be head prefect of boys and of girls, respectively. These ten prefects meet in joint meeting once a week and consider problems of conduct, office holding, traffic, care of the building, smoking, sportsmanship at games, public conduct of pupils, and any other problems that may arise. The principal may or may not meet with them. He sometimes sends in writing a problem to be considered, or he may ask a prefect to present it at the meeting. The Prefect Court meets at the close of school on any day that it is necessary to try pupils for violation of rules. It may inflict any penalty from one demerit to suspension or even expulsion from school. The plan has the approval of pupils, teachers, and community.

Gary

86. ROSSMAN, JOHN G. "Leisure Time and Saturday Schools." *School Executives Magazine* 48: 11-13, 42; September, 1928.

Saturday school with the Gary system offers directed use of leisure time with the zest of

voluntary attendance. The conclusion drawn from numerous interviews was that many boys and girls do not find the modern city home a satisfactory place in which to spend the entire Saturday. Little provision is made by any agency to give them a chance to do better the things which they prefer to do. They keenly welcome the opportunity to make up back work, to do work of a different nature from that of the regular school routine, to branch out into new fields, or to play with their fellows. It would seem that boys and girls enjoy spending their leisure time in worthy occupations when the activities are of their own choosing and are wisely but not too stringently directed. Teachers who direct Saturday work are scheduled for definite days and paid an additional salary.

The public schools have assumed an eight-hour school day. School centers are open until nine o'clock in the evening for those pupils who wish to extend the day still further. The regular school is in session forty weeks, with an additional eight-week period, including all departments. The playgrounds, pools, and gymnasiums are open and supervised practically the whole year. In this scheme to care for the undirected leisure hours of childhood, the Saturday schools are merely another link, offering character-developing opportunities for the growing boy and girl in place of devastating street and alley influences. The fact that 75 percent of the boys and girls enrolled in the Gary public schools choose voluntarily to attend Saturday schools is cited as proof that fine attitudes are being developed toward the work of the regular school day and toward the worthy use of leisure time.

Indianapolis

87. STUART, MILO H., and MORGAN, DEWITT S. *Guidance at Work*. New York: McGraw-Hill Book Co., 1931. 104 p.

The principal and viceprincipal of the Arsenal Technical Schools of Indianapolis describe the plan of organization of the various guidance agencies within the system. The basic agency is the homeroom sponsor. Each pupil is assigned to a faculty sponsor for the first three years of his high-school career. The usual number guided by a sponsor is about forty. It is the sponsor's duty to know family background, personal interests and abilities, and school progress.

In his final year the pupil is in the care of a senior sponsor. In addition to the sponsorship contact, a special counseling organization exists to study exhaustively the aptitudes and interests of each entering pupil. Each beginner is assigned for one period daily to a "freshman counselor," who is charged with the duty of getting the pupil acquainted with the methods of the school. A course in occupations is offered to all pupils in the second semester of the beginning or ninth year. In this year also certain try-out courses are offered in industrial processes. An important element of the guidance program is supervised and controlled election of subjects on the basis of interests and abilities. Another feature is a system of recording personal traits. The school also maintains a placement service.

Richmond

88. HEIRONIMUS, N. C. "What Shall We Do with Sally?"—A School Clinic at Work." *Junior-Senior High School Clearing House* 7: 38-44; September, 1932.

The principal of David Worth Dennis Junior High School of Richmond, Indiana, describes the plan to reclaim school misfits thru a clinic. The clinic has active and consulting members. The active members are principal, dean, counselor, nurse, and adviser; the consultant members are psychologist (assistant superintendent) and school physician. Meetings are held once a week by the active members, advisers being called in only when their respective pupils are due for consideration. At these meetings pupils who are having (or giving) serious trouble with work or attitudes are considered. Work reports from teachers, summaries from advisers, and reports from the members of the clinic form the basis for discussion. In most cases further investigations are necessary, such as home visits and conferences with the pupil.

Other provisions than the clinic to help establish individual contacts include homeroom groups, each of which is made up of pupils from all three years; ability grouping; talent clubs; a school counselor; and an orientation course given by the dean to 7B pupils.

IOWA

Des Moines

89. GRIGSBY, RALL I. "Ideas Have a Chance in Des Moines." *Progressive Education* 11: 283-87; April-May, 1934. (See also *School Life* 20: 108-9; January, 1935.)

In a complex civilization of technological, political, and social change, the distance to be traveled from the immaturity of infancy to the maturity of intelligent adult citizenship is greater than ever before. There is a need for a longer period of controlled educative experience in childhood and youth and the recognition of learning as a life-long process. Des Moines schools have undertaken an experiment in adult civic education by organizing in January 1933, public forums to meet regularly in school buildings thruout the city for a discussion of current social, economic, and political problems under the leadership of men specially qualified to assist in the clarification of issues. These forums were made possible by a grant from the Carnegie Corporation under the auspices of the American Association for Adult Education. Control of the experiment rests with the board of education.

The forums are not formal classes, but are rather open meetings which any citizen may attend any time he chooses and where he may hear stimulating presentations of issues by professional forum leaders and discussion by his neighbors and friends. These leaders are expected to have both theoretical and practical acquaintance with the difficulties of solution of social problems and a record of participation in public affairs. They are to be expositor and interpreter rather than propagandist. The forums last from 7:45 to 9:15 p. m. They are held in twenty-nine school buildings from September thru June. Mimeographed summaries of the issues raised with suggestions for further reading are distributed. The public response has been enthusiastic. All classes have been reached. Seventeen percent of the adult population have attended fairly regularly.

A distinctive feature of the system is its administration by public school authorities. The aim is the development of mass understanding of the critical problems of a changing world. See also 91.

90. GRIGSBY, RALL I. "Selling Education." *Journal of Adult Education* 6: 286-88; June, 1934.

During January 1934, unemployed teachers visited Des Moines homes to inform adults of the opportunities for further schooling made available to them by the federal government. Classes were organized to meet in the late afternoon and evening from 4:30 to 10 o'clock.

Classes in elementary- and high-school subjects met five times a week for one-hour sessions, and "short-unit" courses met one hour each week for six or ten weeks. A few teachers had to be temporarily appointed from the list of substitute teachers of the city schools and paid by the school district while qualified teachers were being sought to replace them. Textbooks and mimeographed lesson outlines were furnished by the school district. Assignments of class work were made as flexible as possible so that students who must be irregular in attendance might keep pace with the work. Students who completed the work of any course satisfactorily were assured of high-school credit if they desired it.

A study of the adult evening school enrollment discloses some interesting facts. A majority of the students are under thirty years of age, as contrasted with adults who attend the public forums of Des Moines, most of whom are more than thirty years of age. A majority of the students attending the general adult education classes are high-school graduates; four-fifths of them have never previously attended evening school; more than one-third of them are unemployed; one in every four of them is seeking high-school credit for evening school work; and a majority of them are enrolled in so-called practical or vocational subjects.

91. LEITH, DONALD M. "Implementing Democracy; the Des Moines Forums." *Religious Education* 29: 113-19; April, 1934.

Des Moines is attempting to meet the need for an institution which will have a broader, more social, less personal basis than have the Chautauquas, university extension programs, workers' institutes, and public school Americanization classes. A series of public forums has been established in various school buildings under the auspices of the board of education. They are open, free of charge, to all elements of the population. The forums are led by an unusually able group of men, university professors and professional educators mostly. The prime purpose, which citizens and leaders are working together to achieve, is to gain an understanding of their social, economic, and political environment. The program was established in January 1933 thru the efforts of the superintendent of schools, who was convinced of the value of cooperative endeavor for the

solution of community problems. A five-year grant from the Carnegie Corporation was obtained for its support. When the forums shall have run for five years, either they shall have become firmly enough established in the affections of the people so that they will vote tax support, or else the program will end.

The forums are divided into three categories. City-wide forums are held one night a week and are intended to be the popularizing element in the program. Each week a new speaker from outside the city gives a lecture on a totally different subject from that of the preceding week. The central forums are the intermediate stage between the popular city-wide forums and the more intensive neighborhood forums. One is held each night for five nights a week, each in a different part of the city. They are intended for those who wish to follow some particular topic in its more detailed ramifications as it is discussed by the leader and the group, not just to hear one lecture on the subject. The neighborhood forums are expected to be small in size, but made up of persons sufficiently earnest to study with conscientiousness the subject under consideration.

Principles underlying the program include the following:

1. Adult education in Des Moines must be a community affair.
2. The adult education program should be as much a part of the regular publicly-supported system as the elementary- and high-school programs are at present.
3. The courses must be strictly educational and should never be instruments of propaganda.
4. To be a success this program demands first-class lecturers and teachers.

The dangers confronting this experiment lie in a return of prosperity and a waning of interest in the social-economic forces which regulate our life; a formalizing of procedure; a failure to extend the scheme to include other interests; and a possible unfortunate handling of some controversial issue.

92. SPAULDING, FORREST, and SPAULDING, GENEVIEVE. "Giving Ideas a Chance to Grow." *Journal of Adult Education* 5: 277-79; June, 1933.

This brief account of the forum centers of Des Moines (for details see references 89, 90,

91, 94, 95) illustrates the interest of adults in current issues by describing a forum conducted by Henry A. Wallace on the domestic allotment plan. No forum leader is to assume the role of an advocate or propagandist, but to present the subject to be discussed, explaining it as fully as possible and then to throw the meeting open for discussion. Participation in discussion is not required.

93. STONECIPHER, J. EDGAR. "Revision of the Social-Studies Curriculum in Des Moines." *Fourth Yearbook: The Social-Studies Curriculum*. National Council for the Social Studies. Philadelphia: McKinley Publishing Co., 1934. p. 74-89.

An aim of the Des Moines schools is the construction of a course of study which shall be continuous thruout the thirteen years of the educational program. Preliminary steps are carried out in teacher committees under the supervisor. Curriculum experts are called upon for occasional conferences to give direction and stimulation to curriculum committees and to keep the curriculum progress in line with forward-looking educational philosophy.

The problem of defining the aims of the social studies was attacked in 1932-33. Separate committees for each of the administrative levels of the school, including representatives of each grade level and each subject field, worked with the supervisor in the preparation of a plan. The tentative statement thus formulated was submitted to curriculum experts and social-studies specialists and the revised plan placed in the hands of all teachers. Certain grade levels have been selected at which course revision is being actively carried forward. An attempt is being made to utilize teacher leadership and thinking. The course is to be required of all pupils as a constant in all grades. The subjectmatter fields are not necessarily to be merged into so-called fusion courses, but will undoubtedly be considered in a much closer relationship. It is hoped that the revision of courses will make possible and profitable a greater variety of subject material in all courses. The unit plan of organization and the laboratory concept of classroom procedure will be stressed.

94. STUDEBAKER, JOHN W. *The American Way*. New York: McGraw-Hill Book Co., 1935. 206 p. (See also article based on this volume in *Educational Method* 14:291-96; March, 1935.)

The story of the Des Moines experiment in adult education is related by the former superintendent of schools, under whom the project was initiated, with data on forum leaders, subjects, study guides, and public response. (For details of organization, see references 89 and 91.) The results of a survey of achievement and general observations lead to the conclusion that civic interests increase with increased opportunities for social education. Public forums constitute a practicable and effective means of insuring the essential growth in civic enlightenment among adults without which democracy cannot survive.

95. STUDEBAKER, J. W. "Ideas Have a Chance in Des Moines." *Journal of the National Education Association* 22:152; May, 1933. Also his "Des Moines Forum Experiment." *School Life* 18:175; May, 1933.

In these articles the city superintendent of schools answered some of the questions that have been most often asked since the Des Moines experiment in adult education was launched. The discussion parallels that in the references 89 and 91 dealing with finance, procedure, and purpose.

KANSAS

Atchison

96. WRIGHT, C. O. "Impersonal Treatment of Behavior Crises." *Junior-Senior High School Clearing House* 6:358-60; February, 1932.

The principal of the Ingalls Junior-Senior High School of Atchison describes a self-disciplining plan to assist in making the student a desirable member of the school and thus a potentially desirable, active citizen. The device aims to develop rationalized, inner controls within the individual, rather than to apply external controls within the environment. In administering the device the contact between the authority and the offending student is impersonal. A form is given to the student to state why he is in trouble and how his conduct affects his class and himself. He is allowed to fill it out free from distractions. Normally, two or three writings are required before the desired result is secured. The first writing will generally show a decided individualistic trend. It will most likely be a defense of actions, a projection of responsibilities, or a justification of

anti-social behavior. The second writing which will follow after a reasonable interval of time will show a drifting towards social conceptions of the consequences of the behavior problem. The third writing usually brings a clear recognition of social values, consequences and obligations, and a realization of selfish and anti-social motives. When a social statement of the behavior problem and its consequences is secured, the guidance officer just as objectively hands the student the second form which states what he will do if permitted to return to his classes in good standing.

In operation the plan is as follows: First, the student makes a confession of his mistakes in terms of the social group, the school. Then he expresses repentance by his statements of the effects of his conduct. Finally, he asks the authority to reinstate him after his promises to be better. There is a change in his emotionalized attitudes towards the school authority and the school, and inner controls become operative. There is no attacking approach by the school and no counter-attacking defense by the pupil.

Holcomb

97. HOWARD, CHARLES W. "A Midwest Rural School." *Journal of the National Education Association* 18: 39-40; February, 1929.

The Holcomb Consolidated School was the pioneer in consolidation in Kansas. It is the center for the educational, social, and religious life of the community. One fourth of the required studies directly fits boys and girls for participation in rural life thru courses in home-making and agriculture.

Kansas City

98. LYMAN, R. L. "The Junior High Schools of Kansas City, Kansas." *School Review* 36: 176-91; March, 1928.

This article describes the junior-high-school system of Kansas City, Kansas. Among the topics discussed are prevocational try-outs and the homeroom. Every child is a member of a homeroom, a socially organized, self-governing, democratic unit, electing a representative to the student council, which participates in the government of the school under faculty guidance. One teacher acts as sponsor for one group thruout the entire three years, retaining under her personal direction approximately the same thirty-five to forty pupils. Thus, one teacher

comes to know each pupil intimately and in many instances establishes close contacts with the pupil's home. If a parent comes to the school, the child's homeroom counselor usually takes her place with the principal for the interview. Moreover, she tabulates all the periodic report cards that are sent to the homes; she consults with other teachers about her pupils at least once and often many times a year; she summons parents to interviews on occasion. In her charge also are the mimeographed sheets and preliminary enrolment cards for the succeeding year. These are sent to the homes, discussed by parents and children, and signed by both the parents and the teacher. Thus, without any elaborate machinery, the school counselors and the parents are able to effect cooperation.

Lawrence

99. HYDE, M. F. "The Homeroom as a Socializing Agency." *Junior-Senior High School Clearing House* 7: 226-30; December, 1932.

A homeroom program is an integral part of the curriculum in the junior high school at Lawrence, Kansas, and is scheduled within the school day. The children in any one homeroom all belong to the same grade in school, consist of approximately the same number of boys and girls, and are otherwise a heterogeneous grouping within the grade. They remain in the same group with the same teacher thruout the three-year period. Homeroom officers are selected for one semester only. Other opportunities for leadership and participation in the group's activities are provided thru positions such as reporters and team captains, and thru program committees. Planned programs have definite objectives and provide for different and progressive activities for successive semesters. The aims, for example, for the seventh grade are (a) to assist pupils in adjusting themselves to junior-high-school life; (b) to develop a homeroom and junior-high-school loyalty that will replace grade school "lines of demarcation"; (c) to initiate the rudiments of self-government and develop habitual parliamentary practises; and (d) to guide in preparation for the eighth grade.

KENTUCKY

Owensboro

100. WAGGONER, K. C. "The School a Community Centre." *Journal of Education* 113: 552-53; May 25, 1931.

In the Owensboro Junior High School the classroom has been converted so far as is possible into a social meeting place of give-and-take between pupils and teachers. The concept that children learn only thru their own activities is given greater force by the feeling that the learning exercises of adolescent children should be given as many social outlets as possible. Such outlets have been provided thru work on the weekly school paper; thru plays growing out of classwork, stimulated by a special dramatic teacher; thru chances to participate in the open grade forums and assembly programs; and thru special honor recognition of deserving pupils.

Thru the homeroom organization the entire pupil personnel has been placed upon a leadership-followership basis. Thru information secured in advance, the principal, with the teacher committees, carefully divides the incoming children from the elementary schools into the following groups, namely: the active leaders, the positive followers, the passive followers, the harmful abettors, and the aggressive disturbers. These are then distributed among the 7B homerooms so that each homeroom group has an equal numerical allotment in each classification above described. The homeroom, on this leadership-followership basis, is a focal point in the life of the school.

Rogers Clark Ballard Memorial School

101. CLAPP, ELSIE RIPLEY. "A Rural Community School in Kentucky." *Progressive Education* 10: 123-28; March, 1933.

This article describes the work being developed in the Rogers Clark Ballard Memorial School near Louisville, Kentucky. In 1929 the effort was made to establish an education, using progressive methods, that should meet the needs of a rural neighborhood. The health needs were urgent. A wholesome lunch was one measure. Active supervised recess periods and afternoon games were established. Children are now taken to city clinics for special care. Hygiene classes are given by physicians.

The school has become a center of recreation and entertainment for the neighborhood. It promotes enterprises, and creates ideas and ideals. The school programs of study have attempted to give meaning to the environment and recognition to the history and life of Kentucky. From that basis instruction in phases of world history

developed. Industrial arts projects not only include repair and construction work, but also make real what is studied, from a log cabin to a model of the Parthenon. This rural country school has as pupils the children of prosperous parents living on large farms as well as children from poor homes, and is therefore an experiment in democratic living.

MARYLAND

Baltimore

102. BREWER, JOHN M., and others. "Educational and Vocational Guidance." *Baltimore Bulletin of Education* 9: 145-67; March, 1931.

This issue of the *Baltimore Bulletin of Education* discusses guidance theories and practises. Baltimore started its work in guidance and placement in September 1923. The system involves the use of cumulative records, personal interviews, and home visits. Group guidance is secured thru organizing classes in educational information in 6A grade, and in occupations in 7B, 7A, and 9A grades of the junior high school. There are counselors in all junior and senior high schools. Placement and follow-up services were instituted in 1928.

103. COULBOURN, JOHN. "Articulation and the Junior High School." *Baltimore Bulletin of Education* 7: 127-28; March, 1929.

The junior high school in Baltimore is a coordinating factor in the school system. Phases of the program of articulation include the following: the use of cumulative pupil records, visits of pupils to high schools and of high-school counselors to the junior high schools, visits of junior-high-school counselors to elementary schools, use of handbooks, the system of homeroom advisers, orientation and exploratory courses, personal guidance so far as time permits, and a well-articulated program of supervision.

104. COULBOURN, JOHN, and others. "Training for Citizenship in the Baltimore Schools." *Baltimore Bulletin of Education* 8: 73-94; January, 1930.

Ten articles in this issue are devoted to various phases of training for citizenship in the Baltimore schools, including its development in kindergarten, primary and intermediate grades, in a girls' high school, and thru civics, health and physical education, and school discipline.

The kindergarten-primary grades are foundational for education in citizenship because they furnish the first situations in which there are opportunities to practise right living together. Civics as a definite course of study is not taught in the elementary schools. Citizenship is developed thru many phases of the school program: health work, safety instruction, opportunities for assuming pupil responsibility in the classroom, school banking, and school assemblies. High-school civics in the ninth grade contributes to an understanding of the pupil's environment and aims to help build civic intelligence and civic attitudes. In the high school the heaviest responsibility is with the teachers of the social studies, but the task of citizenship training is the obligation of the entire school.

105. LATSHAW, HARRY F. "The Division of Special Education." *Baltimore Bulletin of Education* 12:28-34; December, 1933-February, 1934.

The Division of Special Education in the Baltimore school system is concerned with all types of children who are seriously maladjusted: physically handicapped children, mentally handicapped children, socially maladjusted children, special disability children, and such exceptionally bright children as need special study. Special schools and classes are provided for the physically handicapped. Various levels of the mentally handicapped are recognized and schoolwork adapted to their abilities. A promotion system is encouraged within these classes. The Psycho-Educational Clinic is the child study and individual testing unit. Its monthly case load is about 300 cases of routine placements, 30 special cases of the extreme truant, disciplinary, delinquent, and neurotic types of children, and 20 applicants for work permits.

106. WALLACE, MARIE E. "The Social Studies in Grade III." *Baltimore Bulletin of Education* 10:125-27; February, 1932.

The primary committee which was charged with the revision of social studies in the Baltimore schools suggested seventeen units from which the teacher might choose six or seven for a year's work. In the kindergarten and Grade I, content relates to the child and the home; in Grade II, to the child and the community; in Grade III, to the child and the world. It is hoped to effect a knowledge of the character-

istics of food, shelter, clothing, industry, and invention in primitive, pioneer, and modern society, and to awaken an appreciation of the complexity of modern life. All units are to be tested experimentally.

MASSACHUSETTS

Beverly

107. HERRICK, MARY E. "Social Studies Cooperate with Community Social Agencies." *Junior-Senior High School Clearing House* 9:20-23; September, 1934.

Three years ago a course called "Social Agencies" was given for the first time in the Beverly High School. The purpose was to bring about a better understanding of the social work of the community and indirectly that of the state and nation. The course was planned to cover public and private agencies which are preventative, educational, and remedial in their work. Representatives of the various groups addressed the classes and arranged for visits.

Boston

108. REAVIS, WILLIAM C. *Programs of Guidance*. U. S. Dept. of the Interior, Office of Education Bulletin, 1932, No. 17. National Survey of Secondary Education Monograph No. 14. Washington, D. C.: Government Printing Office, 1933, Chapter 4, "Case Report on Boston," p. 27-38.

The schools of Boston are thought to be the first in the United States to provide organized vocational guidance for pupils. The staff of the Department of Vocational Guidance is responsible for guidance, placement, and follow-up service. The concept "vocational guidance" is used in the broad sense to include all services in counseling which may ultimately lead an individual to a successful choice of an occupation. In individual schools, the department is represented by counselors who are teachers. The director acts as consultant to the principal in carrying on the guidance activities desired thru the school counselor. In the general high schools the work of counselors is taken over partly or wholly by the vocational instructors. In the seventh, eighth, and ninth grades, one hour each week is set aside in the schedule for group instruction in educational and vocational guidance.

Brookline

109. KEPNER, TYLER. "Unitary History and Its Possibilities." *Social Studies* 26:6-12; January, 1935.

The Brookline schools eight years ago began the task of organizing senior-high-school American history upon a unitary basis. Experimental work was conducted in all the non-college divisions. At the beginning of the third year an attempt was made to arrive at a tentative composite organization. During the fifth year each teacher assumed responsibility for still further refining specific units.

The unit organization finally resulting included: I. America—A Part of the British Empire; II. The Growth of Democracy in America; III. The Industrialization of America; IV. Cultural and Social America; V. America as a World Power; VI. Today's Problems for Americans. More than one-third of the course is devoted to economic and social history, and one-half given over to the period since the Civil War.

Newtonville

110. ELICKER, PAUL E. "Meeting Student Welfare Needs." *Bulletin (Proceedings)* No. 50:208-15; March, 1934. Berwyn, Ill.: Department of Secondary-School Principals, National Education Association.

The increased enrolment in high schools has intensified the problem of student welfare. The Student Aid Fund of Newtonville has been built up by contributions from civic organizations, the faculty, proceeds of an annual play, and the Hi-Y Club of boys. The most difficult part of a program of student welfare is its administration to students. Realizing this, the school made the Student Welfare Fund a part of the guidance and personnel department.

This department was established a number of years ago to render individual service to every pupil in the school and thru class supervisors, advisers, homeroom teachers, an extensive system of personnel for all pupils has been developed.

The needs of pupils are learned from teachers, and investigated by the chairman of the guidance department and the visiting teacher. Early in the administration of student welfare, a board of control was set up consisting of the class advisers of the guidance and personnel department and the principal of the school,

who would determine policies and consider major cases at the request of each class adviser. This board early determined that student aid or welfare should be such aid as can be given by the school to meet school welfare needs, or such assistance as would materially and spiritually help pupils to have the same school advantages that all pupils had so that their school life may be fruitful and happy. As far as possible assistance would not be given which was more directly a family or municipal obligation. This would avoid duplication of aid given by the regularly constituted municipal agencies.

Thru the fund assistance has been given students by car-fares, clothing, temporary board bills, clinic fees for examinations not given by the school, mid-morning lunches to the undernourished, school lunches, eye glasses, medicine, and for necessary school equipment such as suits for physical education classes. In many cases when aid is given some school employment is found so that the student may have that feeling of satisfaction that comes when services are rendered for assistance given. Employment on athletic fields, in school lunch room, oiling and polishing hockey sticks, laundering and repairing articles of clothing, and many miscellaneous tasks are found in the school.

Reading

111. WOODBRIDGE, JOHN M.; DIXON, A. IMRIE; and WADLEIGH, VERA L. "A Unified, Twelve-Year Curriculum in Social Sciences for Reading, Massachusetts." *Fourth Yearbook: The Social-Studies Curriculum*. National Council for the Social Studies. Philadelphia: McKinley Publishing Co., 1934. p. 194-205.

In February 1933, the Central Committee on the Social-Science Curriculum was appointed for the Reading schools, composed of the chairman of the social-studies department of the junior high school, the head of the history department in the senior high school, and the supervisor of the elementary grades. The committee inaugurated a "master-plan" for the entire twelve-year curriculum and prepared guide sheets and suggestions for various items in the master list. The course outlined is only tentative. The teachers in each grade are organized into a series of committees for the evaluation of present practise. In the three primary grades the work is taught in a sequence of eight integrated activity units. In grades four to six,

the social-science units are arranged in subject divisions, but every effort is made to correlate them. The junior-high-school units follow a single sequence and embody whatever subject-matter seems useful in making concepts real. Worksheets have been developed for each unit. History courses in the senior high school aim to present a more careful examination of a few fields.

Springfield

112. THOMAS, HAROLD P. "Springfield's Guidance Program." *Journal of Education* 112: 447-49; December 1, 1930.

The Department of Educational Research and Guidance in Springfield is responsible, among other duties, for the program of guidance in the public schools. To carry on the work involved in the program, the department is staffed as follows: a director, a psychologist, an assistant, a visiting teacher, five junior-high-school counselors, three senior-high-school counselors, one special class counselor, one trade school counselor, one evening high-school counselor, and forty-nine teachers of guidance. The majority of the teachers of guidance are part-time teachers. The eleven educational counselors are well trained and experienced. They teach in order to keep in touch with classroom procedure. Each counselor is in charge of the testing in his particular school. Pupils in all junior-high-school grades have instruction in guidance once a week. In creating the course of study the opinions of teachers were sought regarding content and devices. At present, courses are taught by homeroom teachers, social-science teachers and special teachers, with the probability that the future will see a gradual transfer of guidance classes to special teachers.

MICHIGAN

Ann Arbor

113. JOHNSTON, EDGAR G. "Student Government in a University High School." *Progressive Education* 10: 422-25; November, 1933.

A responsibility of the school is not only to study about democracy but to live democracy, which is defined as "responsibility widely shared." The University of Michigan High School is a laboratory school for teacher training with an enrolment of 350 in junior- and senior-high-school grades. In the school's plan

for civic training, the homeroom is fundamental. Here groups of from twenty to thirty pupils meet daily with a teacher chosen for ability to establish a friendly and informal relationship with pupils as counselor and guide. Each homeroom is, in a sense, a small community in the larger commonwealth of the school. The membership changes little during the six-year period, and the same teacher ordinarily remains with the group. Each homeroom is organized with officers of its choosing and carries on its own program of activities. Homeroom representatives are chosen for the student council. Under its control are centralized all affairs of strictly pupil interest, and it shares with principal and teachers in the determination of school policies. In the work of various standing committees and special committees on finance, assemblies, social service, social life, and the like are seen the accomplishments of the council.

Battle Creek

114. COBURN, W. G. "The Ann J. Kellogg School." *Hygeia* 12: 821-23, 836; September, 1934. (Slightly modified from article in *School Management* 1: 18-22; June, 1932.)

The Ann J. Kellogg School of Battle Creek is a regular unit in the public school system of the city. Its establishment was due to the interest of W. K. Kellogg in child welfare. Because he shared with the board of education the costs of construction and arranged for financing those expenses not borne by the state's provisions for handicapped children, the school places no additional burden on local taxpayers.

The school is dedicated to child health—moral, mental, and physical. Its aim is to bring equal opportunity to all types of pupils for the development of those individual abilities which will enable each to meet most effectively the obligations of life. It is divided into three departments. Two of these, the elementary school and the junior high school, were organized for normal children and include the greater percent of the pupils enrolled.

Coordinated with these departments for normal children is a department of special education designed to provide for all types of atypical children. This organization was developed to make an analysis of the mental, physical, and emotional status of the children, to eliminate or minimize their handicaps so far as possible,

and to assist them in the discovery of their respective interests and aptitudes. Adjusted program classes are provided for those pupils who experience difficulty with the academic phases of the regular classwork. The lowered vitality groups are placed in open air classes. Anemic, underweight, and malnourished children form a large percent of the enrolment. They are provided with rest, milk, cod liver oil, heliotherapy and suitable physical exercise. Eye-saving, profile lip reading, and speech correction classes are other features.

Dr. H. E. Barnard, director of the White House Conference on Child Health and Protection, said at the dedication of the school: "This is a new and intelligent approach to a consideration of the problems of the children, who in one way or another deviate from the normal type. Here there is a new focusing of the educational vision, less upon methods and books, report cards, and diplomas, than upon the plastic, dynamic, highly vital human child himself. In this school, education becomes corrective as well as preparatory."

115. "Putting the White House Conference Ideals into Effect; the Building and Program of the Ann J. Kellogg School." *American School Board Journal* 85: 35-37, 83; August, 1932.

In the fall of 1931 Battle Creek opened a new type of school designed to provide for all types of children, including physically and mentally handicapped as well as normal and gifted children. The W. K. Kellogg-Foundation helps finance the school. Special features include an open air room, solarium, physiotherapy, hydrotherapy for orthopedic children, occupational therapy, sight-saving classes, speech correction, and adjusted program classes. Handicapped pupils are trained to assume their places with normal people at the earliest time practicable. As rapidly as they are ready, they are enrolled for part or all their work with normal children, while at the same time all special facilities of the school are still at their disposal. As soon as they are ready to make the change from the special-education department, they are transferred back to the regular grades of their own school. See also 114.

Dearborn (Fordson District)

116. LEWIS, FERRIS E. "Social Science in the Junior High Schools of Fordson." *Junior-Senior High School Clearing House* 4: 608-15; June, 1930.

The director of social science in the Fordson public schools states that the aim of their course of study is to present material which should appeal to the level of the student studying it, and at the same time very definitely add to the sum total of their knowledge of the world in general. With these aims in view, the material offered has been grouped around the following headings: The Struggle of Men for Knowledge of the World; How We Grew To Be a Nation; How the Countries Have Changed Since the Days of the Explorers; How Nations Depend upon Each Other; Community Civics; Our Government and the History of Its Growth; and Vocational Civics. The latter two units are taught in the ninth grade. The object of the course in vocational civics is to reveal to the child the various types of work in the presentday world and to suggest to him the preparation required for a successful pursuit of the various occupations.

The study called social science has changed the separate subjects of history, geography, and civics from factual college preparatory courses to a vitalized single course. Each pupil has a directive study sheet. In each social-science room reference texts are available for reading. Socialized discussion is the foundation of the Fordson course, and is entirely student initiated and controlled.

Detroit

117. BAKER, HARRY J. "A Psychological Clinic Helps Harvey." *Nation's Schools* 15: 27-30; February, 1935.

A specific instance of a child apparently subnormal is described to show the significance of clinical analysis of mechanical and mental abilities. The writer concludes that psychological service is an aid to adjusting children. Altho no direct reference is made to the Detroit school system, the instance is apparently drawn from the writer's experiences as director of the Detroit Psychological Clinic.

118. BARNES, C. C. "Supervision of Social Studies in Detroit." *Third Yearbook: Supervision in the Social Studies*. National Council for the Social Studies. Philadelphia: McKinley Publishing Co., 1933. p. 7-25.

The department of social science of the Detroit public schools was organized in 1921. While the department from the instructional point of view deals primarily with the social

studies, an attempt is made to integrate the entire work of the school so that the teaching of all subjects will contribute to the social education of the child. The organization of the department includes four persons: a supervisory director of instruction who has general charge, not only of social-science instruction, but of all instructional work; an assistant director of curriculum research; an assistant director of social science, who is head of the social science division of the department of supervision; and a supervisor of elementary social science. The supervisor's activities include field work, research and writing, and office conferences. Supervision is subject rather than grade supervision, directional rather than inspectional, thru furnishing teachers with materials and suggestions planned to improve instruction, thru providing for the demonstration and explanation of such materials, and thru classroom visits. The philosophy of education followed is that the primary purpose of education is the maximum development of the individual into a socially efficient person.

119. COOK, KATHERINE M. "Detroit's School System Aims to Enroll 100 Per Cent of Its School Population." *School Life* 15:167-69; 186-88; May and June, 1930.

Detroit was among the cities which early recognized the need of providing thru special classes for deviates from the normal or average child intellectually. The first special class established in the city was one for mentally subnormal children in 1903, with an enrolment of fifteen. From this small beginning the present active and highly developed organization for the administration of special education has evolved. It is responsible for the selection and education of all pupils in the public schools, or eligible to enter the public schools, who deviate either physically or mentally from type to such an extent that they cannot with justice to themselves or others be educated wholly in the regular grades. Differentiation and assignment to special classes are made only after careful diagnoses—psychological, social, and educational.

The director of special education, with nine supervisors, assistant supervisors, and supervising principals, is charged primarily with the administration and supervision of all the different types of special schools and classes, and with

the advice and counsel of the psychological clinic, with selection of children for special classes and their assignments to their respective places. Special classes are of the following types: classes for the mentally subnormal; preparatory classes for the retarded; ungraded classes for the truant and delinquent; Braille and sight-saving classes for the blind and partially sighted; a school for the deaf and hard of hearing; schools and classes for cripples; open-air schools and open-window classes for the anemic, tubercular, and cardiopathic; and speech-improvement classes.

The Detroit organization is an example of achievement on the part of a large and rapidly growing city system in the increasing efforts of all school systems fully to democratize education by enrolling 100 percent of the children, and in adapting the curriculums offered to their several needs.

120. CORNS, JOSEPH H. "Central High-School Organization." *Junior-Senior High School Clearing House* 4:296-97; January, 1930.

The principal of the Central High School in Detroit describes briefly its organization as being built around six study halls having about 450 pupils. With each study hall are affiliated seven or eight morning groups and five or six afternoon groups. Each group of forty-five to fifty pupils is in charge of an adviser who acts for and as an assistant to the study-hall counselor, a teacher of wide experience and special fitness. His special duty is to conduct supervised study and to aid and advise the pupils of the hall vocationally, socially, morally, and in every other way. In a personal interview, the counselor plans with each new 10B pupil his program for the tenth, eleventh, and twelfth grades. A copy of this is kept on file in the study hall. The selection of courses and subjects by all the pupils in the study hall comes under his personal supervision. He counsels pupils as to college-entrance requirements. In general he gives vocational and educational information and direction to both parents and pupils in accordance with the general policy of the board of education. The counselor and the advisers of groups work together under the supervision of the counselor. The student is not subject, therefore, to a variety of methods during his high-school course.

121. DONDINEAU, ARTHUR. "Trends of Social Science Teaching in Detroit." *Junior-Senior High School Clearing House* 5:45-52; September, 1930.

In the seventh grade of Detroit intermediate schools American history is the core subject; in the eighth grade, community civics; and in the ninth grade, world history. In the senior high schools modern history is given as an elective in the tenth grade; American history is required in the eleventh grade; and American government is an elective in the twelfth grade. Other electives in the high schools are English history, Latin-American history, economics, and sociology.

By means of a questionnaire sent to 116 high-school teachers and 152 intermediate-school teachers in January 1930, an attempt was made to ascertain the trends in social-science teaching from the point of view of the teachers themselves. In classifying themselves the vast majority of teachers theoretically declared themselves interested in the general citizenship product. They would analyze the qualities of the good citizen and then draw upon all social subjects for illustrations and material needed to develop citizenship qualities. In actual classroom practise, however, nearly one-half of these teachers emphasize factual knowledge and the separate teaching of social subjects. The second part of the questionnaire consisted of questions on the type of subjectmatter to be included in a social-science program, methods of planning and presentation, and administrative problems which might arise in connection with the teaching of social science.

Among the conclusions drawn from this study are the following:

1. A large majority of the teachers in both the intermediate and high schools believe that social science is taught primarily for developing good citizens.
2. A good citizen is developed best thru the social activities and social situations that are drawn from the medium of the social studies.
3. A wide variety of current controversial questions should be discussed in social-science classes.
4. One of the important products of social science should be desirable social attitudes.
5. Current events should be an integral part of all courses in social science.

6. Vocational guidance should be an integral part of courses in social science.

7. A different type of social science should be offered to pupils who do not finish high school than is provided for pupils who plan to graduate.

8. Social science in the elementary school should be taught less to provide a fund of information to be drawn upon later than to give a better understanding of presentday problems.

9. From the answers to the questionnaire as a whole it may be implied that less emphasis is being placed on history and more on the more recently developed subjects such as community civics, economics, and sociology.

The superintendent of schools has stated: "There are many important activities included in our program of instruction which provides for the development of young citizens through actual participation in the affairs of everyday life. An example of these activities is the election project. Through this activity pupils learn those things which are of vital importance in a democracy; namely, how to vote and how to exercise the franchise intelligently and honestly."

122. HOLLAND, MARY N. "Extra-Curriculum Activities in High Schools and Intermediate Schools in Detroit." *School Review* 41:759-67; December, 1933.

To find to what extent Detroit's schools are attempting to meet the needs of adolescents, the Department of Curriculum Research made a survey of the status of extracurriculum activities. A questionnaire was sent to the nineteen high schools and the twenty intermediate (junior high) schools in the city.

A study of the findings leads to the following conclusions:

1. The secondary schools in Detroit thru their activity programs are providing for the wholesome development of such adolescent characteristics as gregariousness, the migratory instinct, curiosity, imitation, loyalty, sympathy, desire for approval, and love of mastery.
2. Responsibility for the management of pupils' interests by the pupils themselves is being broadly developed.
3. The limitations placed on membership, in cases in which such measures are followed are not narrowly restrictive.
4. Dues, when used, are non-prohibitive in

amount and are jointly managed, so that pupil treasurers do not keep funds in their possession for any great length of time.

5. Credits for extracurriculum activities are given, largely, for the types of activities which require considerable time and skill in performance.

6. The interest of teachers in extracurriculum activities is manifested in the large number of teachers sponsoring the programs.

7. The breadth of the activity programs is indicative of the degree to which such interests are becoming an integral part of the school organization.

123. STOCKING, WILLIAM R., JR. "The House Principal and the House System in the Detroit High Schools." *Junior-Senior High School Clearing House* 4: 295-96; January, 1930.

The house system, found in six of the Detroit high schools, consists of the grouping of all students in different assembly halls, from three to four hundred in each. The boys and girls are grouped separately but all grades, ninth thru twelfth, are represented in each "house," as the assembly halls are called. Men supervise the boys and women the girls. These teachers are called house principals.

The duties of the house principal are in most respects like those of the principal of a small high school, except that he has little real authority over the other teachers. However, he has complete charge over his pupils, gives them excuses for absence or tardiness, and keeps all records. He plans their course of study and places them in the right classes. He directs their study during their free hours and controls their nonacademic activities. The teachers report to him poor scholarship, poor deportment in class, or any other misdemeanor. Likewise, they bring to his attention noteworthy achievements. One of his important duties is to keep in touch with parents. He is the disciplinary officer. Only when his own measures fail does he take a boy to the principal.

The houses form a natural basis for intra-school competition in athletics, scholarship, debating, support of publications, and other school activities. This house organization costs the taxpayer about the same as the homeroom plan.

124. WRIGHT, E. A. "The Boy Scouts in the Detroit Schools." *Junior-Senior High School Clearing House* 6: 50-51; September, 1931.

A field scout executive in the Detroit public schools describes the development of scouting thru the free use of school buildings and equipment and the continued cordial encouragement of scouting by principals, teachers, and other school authorities. The Detroit Board of Education has not merely passed resolutions favoring scouting, but has made use of scouting in achieving its own educational and character-building objectives. This school scout cooperative program was launched in 1920. A committee of five appointed by Detroit Council, Boy Scouts of America, and a committee of five appointed by the superintendent of schools act jointly as a committee of advisers. The connection with the school system is made thru the health education department. Two field scout executives are employed on the staff of this department under the director of health education. They have their desks in the scout headquarters office and on scouting affairs serve under the direction of the scout executive. They keep in close contact with each troop in order to assist troop committee and scoutmaster in building a strong organization.

Grand Rapids

125. BACON, MEDA. "An Orthopedic School." *Journal of the National Education Association* 17: 281-82; December, 1928.

The Grand Rapids school for crippled children provides health service and special treatments, rest periods, and an occupational therapy room. Participation in school dramatics, clubs, and assembly programs is encouraged. The school also attempts to provide activities by which the pupils may spend some of their leisure time.

126. DAVIS, MARY DABNEY. "Knowledge of Pupils' Home Life Essential to Efficient Teaching." *School Life* 14: 97-99; January, 1929.

The teachers of the Harrison Park Elementary School of Grand Rapids made a neighborhood study to discover the social needs of the school district. A card sent to each home requested information on nationality, religion, recreation, and occupation. This was supplemented by visits to the homes. In the light of the family and community survey thus made, a course of social studies was prepared for the kindergarten-primary grades. The goal is desirable social, work, thrift, leisure, moral, and

patriotic habits. Some subjectmatter content is introduced in the second grade.

127. MACKINTOSH, HELEN K. "Grand Rapids Schools Develop Children's Hobbies." *Educational Method* 14: 300-4; March, 1935.

The schools of Grand Rapids have been interested in the problem of leisure time in an organized way since 1930. Each year since then a Hobby Bulletin has been issued, containing suggestions for teachers to discuss with their pupils before the close of school. A hobbies exhibit was held in 1934. This was used as stimulation for definitely planned programs for the summer vacation period. The results were organized in September into assembly programs of hobby exhibits.

Kalamazoo

128. DRAKE, E. H. "Kalamazoo Stresses Democracy." *Journal of Education* 111: 648, 650; June 9, 1930.

The superintendent of schools outlines the transformation in Kalamazoo from a formal and authoritative system of instruction to freedom from restraint and a child-centered philosophy. In order to provide greater opportunity for growth, actual life situations resulting in actual life experiences have taken the place of much of the formal and authoritative curriculum of the past. Social adjustment and character training are considered to be as important as an academic program. The training given is aimed to enable boys and girls the better to meet the individual and group responsibilities of life.

MINNESOTA

Minneapolis

129. KOHLER, KATHERINE M. "Glimpses from the Field." *Proceedings, 1933*. Vol. 71. Washington, D. C.: National Education Association, 1933. p. 297-99.

The adult education department of the Minneapolis public schools faces ever-increasing demands for constructive leisure-time activities. A program was carried on in 1932-33 in elementary, secondary, commercial, and home-making education. Surveys among unemployed persons registered were made in May 1933, and showed that approximately 92 percent of those in the commercial evening school were attending for vocational reasons. In the eve-

ning high school 34 percent answered that "cultural value" was the determining factor in attending; 35 percent were seeking credit toward graduation and 10 percent toward university entrance.

130. NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF SUPERINTENDENCE. *Five Unifying Factors in American Education*. Ninth Yearbook. Washington, D. C.: the Association, 1931. Chapter 10, "A Study of Minneapolis Public Evening School Pupils," p. 213-18.

The Minneapolis Public School Extension Division operates, as a part of its program, ten evening English schools enrolling approximately 875 pupils each semester, a commercial school enrolling approximately 1140 each semester, and an academic high school enrolling approximately 640. The pupils attend three evenings a week. For the most part, the English schools give work to fit the needs of the foreign-born pupils who wish to learn the English language, and to native-born pupils who have less than a sixth-grade education. Some pupils, however, are given a preparatory course which fits them to do high-school work. The evening commercial school offers some courses that are especially designed to meet the needs of adults.

This account also reports the results of a survey of the characteristics of evening school pupils and the quality of their work.

131. "The Program of Guidance in Minneapolis." *School Review* 41: 404-8; June, 1933.

This article describes the program of guidance in operation in the Minneapolis school system, quoting from a recent issue of the *Vocational Guidance Bulletin* published by the schools. Since guidance is a part of the whole process of education, responsibility for it rests primarily on the teachers and principals in their daily contact with pupils. In the Minneapolis public schools additional provision for vocational and educational guidance is made by assigning counselors to each of the high schools. Assistance in handling guidance problems is given by special workers in other departments, such as the Child Guidance Clinic, the Attendance Department, and the Visiting Teachers Department. At the present time each junior high school has a person devoting half time to counseling; each senior and junior-senior high school has a person giving full time, or two

persons each devoting half time to this work. This makes a group of twenty counselors, associated under a supervisor of counselors. In addition, the vocational schools have four coordinators, each devoting half time to counseling of pupils taking the trade courses and to the supervision of their employment.

In their respective schools the counselors are the specialists in vocational and educational guidance, and, under the principal, are responsible for the promotion and the coordination of the guidance activities carried on within their schools, as well as for helping pupils with their individual problems. Their work involves meeting pupils both individually and in groups, holding conferences with teachers and parents, keeping records of pupils' aptitudes and plans, and assembling and filing current occupational information. Each school counselor has a small office which insures privacy. The high schools and junior high schools are organized on the homeroom plan. Each homeroom teacher makes an effort to know each pupil's interests, characteristics, and aptitudes, to recommend adjustments, and to keep parents informed of pupil progress.

A placement office assists young people who leave school. A study of occupations is required of all ninth-grade pupils to develop a realization of the complexity of occupational life and the necessity of careful adjustment to it. A staff of visiting teachers and social workers handle primarily cases involving behavior and personality difficulties, non-attendance, difficult home conditions, and lack of success in school work. To the Child Guidance Clinic are referred problems of children where there are strong indications of emotional disturbances. Thru the clinic the attention of teachers and counselors is directed to the mental hygiene aspects of child behavior.

MISSOURI

Kansas City

132. KANSAS CITY PUBLIC SCHOOLS. *Character Building: Elementary School Procedures*. Kansas City School Service Bulletin, Vol. IV, No. 3. Kansas City, Mo.: Public Schools, November, 1931. 124 p.

This report of a committee on character education acknowledges the assistance given by twelve hundred teachers and principals in the elementary schools of Kansas City, Missouri,

in answering a questionnaire. The committee is convinced that every activity of the school or classroom should be carefully analyzed from the standpoint of character building outcomes, for the school's purpose is to equip the individual to function properly in four great human interests: the home, civic life, leisure time, and ethical life.

Several hundred activities were reported in the questionnaire as having been used successfully by individual, group, school, and community activities. The committee classified these activities under various functional divisions as follows:

1. Administration, Routine and Housekeeping: care of materials, library, books, equipment, room, building, grounds, etc.; all other managerial and administrative activities such as passing to and from room, passing to and from class, going to library corner, passing thru halls, etc.; rules essential to best working conditions in room, building or grounds.

2. Plays and Games: dramatic plays, games, sports, apparatus exercises, etc.

3. Excursions: all kinds, including farm, industries, historic points, library, civic centers, etc.

4. Units of Work or Regular Teaching: recitations, problems, projects, integrated activities, creative activities, or any other forms of teaching activities.

5. School Pupil Participation Organizations: under the formal type are included such organizations as student council, room improvement, reading club, safety council, etc.; under informal are included monitors, committees, patrols, captains, or other forms of pupil participation that do not involve a complete organization of the class or school.

6. Community, National and International Organizations: Boy Scouts, Girl Scouts, Camp Fire, Girl Reserve, Junior Red Cross, etc.

7. Special Occasions or Days: Mother's Day, Education Week, National Holidays, etc.

8. Thrift Activities: all activities that have for their purpose teaching the wise use of the values of life—money, clothes, playthings, time, etc.

9. Assemblies.

10. Publications: room newspaper or news corner, school newspaper, magazine, yearbook, handbook, etc.

11. Conferences and Discussions: personal, group, or class conference with teacher or principal.

12. Home and School Relationships: conferences, parent-teacher organizations, parent education, evening session of school, patrons' day, home visitations, etc.

13. Evaluating Practises: checking on trait practises, character and citizenship tests, recognition of merit achievement and right conduct, etc.

The grade cards in use contain a section which provides for periodic checking by teachers of habits and attitudes desirable for good citizenship.

133. KANSAS CITY PUBLIC SCHOOLS. *Under-Privileged Children—Mentally, Socially and Morally Handicapped*. Kansas City School Service Bulletin, Vol. II, No. 4. Kansas City, Mo.: Public Schools, March, 1930. 29 p.

This bulletin describes the school opportunities offered in the Kansas City public schools for children suffering mental, social, or moral handicaps. They include a school for mildly delinquent and neglected boys and girls, a disciplinary school for problem boys, and a boys' hotel camp school.

134. WILSON, ELIZABETH K. *Educational Counseling in High Schools*. Kansas City School Service Bulletin, Vol. IV, No. 1. Kansas City, Mo.: Public Schools, September, 1931. 12 p.

After discussing the general problem of counseling, the writer, director of high-school counseling, comments on counseling in Kansas City. Educational counseling was first introduced in the high schools in 1921. A counselor in each junior and senior high school devotes several periods a day to the work. Individual and group guidance is provided.

Springfield

135. SEDDON, HAZEL. "Honor Day as Sponsored by the Student Government Body of Springfield High School." *School and Community* 16:290-92; May, 1930.

The aim of the student government organization of the Springfield High School is the development of citizenship. Each year one student is named as Best Citizen. He must be one from the senior class who possesses the qualities of unquestionable fairness, a high sense of honor, school spirit (supporting all of the school activities equally), class loyalty, and a decided spirit of kindness and helpfulness. A plan of

popular election provides for the nomination of candidates by four groups: the student council, the house of representatives, the senior class, and the faculty. The school is divided into wards and each student is registered. Balloting is carefully supervised by clerks and judges. The announcement of the school's choice is the culmination of the Honor Day exercises. At this time awards are made in all lines of endeavor, including scholarship, oratorical ability, debating skill, musical talent, and athletic prowess. This Honor Day is considered to be a factor in promoting school spirit, school loyalty, and a desire for the realization of high ideals.

St. Louis

136. CRECELIUS, P.; MECKER, H. H.; and SACKETT, C. H. "Ben Blewett Intermediate School." *Journal of the National Education Association* 17:239-40; November, 1928.

The Ben Blewett Junior High School of St. Louis was organized in 1917, under P. W. L. Cox, the first principal. The progressive practises upon which the school was established caused it to be known as a pioneer effort in junior-high-school procedure. Twenty-nine contributions are listed in this article and two presented in detail—ability grouping and pupil participation in school government.

In place of the usual student council, because of the size of the school, each grade is represented by a council of its own, known as the grade congress. The congress meets regularly twice a month and discusses the problems of the grade. The cabinet is the highest representative body and is composed of eighteen members: the principal, two faculty members—one man and one woman—chosen by the faculty, and fifteen pupil secretaries elected by the entire school. These secretaries represent every non-curriculum phase of the pupils' school life such as: publications, corridor officer force, bank, lunchroom, paper collection, athletics, clubs, library and study halls, and seventh-, eighth-, and ninth-grade congresses. The cabinet meets every two weeks and gives the principal opportunity to be in touch with every phase of school life, to initiate any procedures he wishes carried out, and in turn to receive suggestions from the pupils. Awards are made in citizenship as well as scholarship and athletics, and granted by a council of faculty members and pupils chosen from the congresses.

Webster Groves

137. ALDRICH, JULIAN CARTER. "Teaching the Social Heritage." *Junior-Senior High School Clearing House* 6: 54-56; September, 1931.

The viceprincipal of the Webster High School, Webster Groves, Missouri, describes a required course called American Characteristics and Backgrounds introduced in the tenth grade to give a broad view of the social heritage. The subjectmatter was chosen on one basis: What should a person know about history to understand the United States of today? The first unit studied by the pupils dealt with the contributions of earlier civilizations to our own. The second unit was concerned with the beginnings of Anglo-American institutions. The third unit attempted to show how a general movement towards a nationalism caused three revolutions, and the fourth explained the rise of democracy. Other units traced the development of industrialism and presentday foreign and domestic problems.

NEBRASKA

Albion

138. LEECH, DON F. "Adults Go to School." *American School Board Journal* 88: 30; February, 1934. (See also his article in *Nebraska Educational Journal* 14: 86-87, 108-9; March, 1934.)

Adult education opportunities in towns and rural neighborhoods are rare. The Albion Adult Education School, however, has an enrolment of over 200 in a town of about 2200 population. Four years ago the interdenominational church organization sponsored a school for adults which had an attendance varying from fifty to seventy-five. In 1933 a school for adults was authorized by the board of education with the superintendent of schools as director. Publicity was secured thru newspapers, mimeographed notices, and meetings. Classes were held on Fridays from seven to ten with class periods an hour long. The personnel of the faculty of sixteen included teachers, housewives, the county agent, two bankers, a business accountant, and a county judge. Nineteen courses were offered. No fee is asked other than a fifty-cent registration fee, which is paid back at the rate of five cents for each class attended in order to encourage attendance. The instructors teach without pay.

NEW JERSEY

Montclair

139. FERGUSON, HAROLD A. "Progressive Tendencies in a Large Public High School." *Progressive Education* 7: 231-41; June, 1930.

Progressive practises in the Montclair Senior High School are grouped in this article under five heads: administration, classroom procedure, the curriculum, extra-classroom activities, and personnel work.

Classroom activities provide for individualized instruction and the use of the laboratory method in history teaching. Pupils participate in school control thru a student council of twelve members; three class councils, with two representatives from each homeroom to the council which represents the homerooms; and seven standing committees. Other extra-classroom activities include debating, assemblies, and the senior forum. An advisory arrangement provides for individual contacts. The assistant principal, or dean of boys, a second assistant, or dean of girls, are responsible to the principal. A full-time college adviser guides those pupils planning to enter college. Other faculty members and homeroom teachers assist.

140. HERRIOTT, FRANK W. "The Curricular Approach to Character Building in One Community." *Religious Education* 29: 157-62; April, 1934.

In making a study of the programs offered by certain character-building agencies in the suburban community of Montclair (see his *A Community Serves Its Youth*. New York: Association Press, 1933. 223 p.), the writer obtained a knowledge of the curriculums offered for the moral and religious education of high-school students. The high school itself, while avowedly offering no formal religious or character education, was conscious of the bearing of its entire program and especially of its extra-curriculum activities upon the character development of its students. In these activities the school presented many aspects of a small self-governing community. The program indicated a sense of being in the midst of life rather than of preparing for life after graduation. The school administrators were content with arranging situations in which young people might have the experience of citizenship in action.

With the exception of a few isolated instances, the programs of the churches provided

the only formal curriculum elements offered to the young people. The article concludes with a description of the curricular materials used by the churches (p. 159-62).

Newark

141. BARRETT, LEWIS R. "Organized Play and Recreation in Newark, N. J." *American School Board Journal* 87:25-26, 60, 62; July, 1933.

Organized play and recreation in Newark has been for several years under the immediate supervision of the superintendent of schools, a director of recreation, and a small supervisory staff. The recreation department functions as a department under the board of education and has charge of all activities in the schools after the close of the school day. It is charged also with the responsibility of promoting and directing play and recreational activities to meet the needs of the community.

To provide such a program thruout twelve months of the year requires extensive facilities and a competent staff. Recreation centers are established in school buildings and the play and recreation program starts functioning immediately at the close of school days and thruout the day on holidays, Saturdays, and vacation periods. Facilities vary from Class A playgrounds and recreation centers, which include auditoriums, gymnasiums, shops, cooking rooms, serving rooms, clubrooms, reading rooms, game-rooms, etc., and an area for outdoor physical activities, and are open daily thruout the year for adults and elementary-school children alike; to Class D playgrounds and athletic centers supervised at certain seasons of the year. Another phase of the recreational program is the promotion of organized athletics among commercialized houses, industries, lodges, etc., of the city. Emphasis is placed upon participation in an activity. To discover or create interests is a task of the recreational staff. The centers organize councils which function as advisory groups. The staff must study the neighborhood in which they work. They are employed on the same basis as teachers and must pass examinations given by the board of examiners.

The principal of each school building used in the recreational program has full authority for his school building and playground. The recreational director in each center is expected to have weekly consultations with the principal.

Policies are formulated by the director of the recreation department. He must also aid in maintaining cooperation between the board of education and character-building, social, civic, and welfare agencies of the city as well as the city and county park systems.

142. "The Department of Child Guidance." *Newark School Bulletin* 9:143-55; April, 1930.

This issue of the Newark Bulletin is devoted to the activities of the department of child guidance, which was established in 1926. Its personnel includes a psychiatrist, visiting teachers, and psychologists.

143. HERZBERG, MAX J. "The Book of Newark; Steps in the Supervisory Development of a Project in Local Patriotism." *Educational Method* 13:355-61; April, 1934.

John Cotton Dana early suggested that patriotism ought definitely to have its roots in the community wherein a person lives. Pamphlets on Newark's origin and development were made available to school children years ago and the use of Newark material was encouraged in the courses of study in history, geography, civics, and the like. Recently the writer as supervisor of English planned a "Book of Newark." Each school was asked to write at least one chapter. The cooperation was enlisted of the director of art, principals, English and history teachers of the high schools, elementary teachers, and the public library. A list of one hundred possible chapter heads was prepared and each school asked to select a topic. No rigid procedure was enforced in order to give full play to the individuality of those concerned, to the variations among the schools, and the differences frequently occasioned by the nature of the topics chosen. In general the work involved library and original research. The project lasted from the first of the year to April 1933. The completed chapters were placed on display at the public library, in the fall. Outcomes claimed include training in research, valuable contacts between the schools and the public, generous publicity given by newspapers, administrative cooperation, and the practical application of various courses in English. The project is still unfinished. Eventually the material may appear in book form.

144. PANGBURN, WEAVER. "Recreation in Newark." *Journal of the National Education Association* 22: 246-47; December, 1933. (See also his article in *Recreation* 26: 459-64, 496-97; January, 1933.)

The department of recreation of the Newark schools is responsible for all after-school activities. Its program is based upon the idea of the remedial power of play. A close cooperation is maintained with the psychiatric personnel and such divisions of the school system as music, manual arts, and physical education. These several programs enrich one another. Skills in music, manual arts, physical education, and drama, learned thru the curriculum during school hours, find expression on the playgrounds, in the social centers, the gymnasiums, and the parks, under trained leadership after school. Of this curriculum relationship Superintendent of Schools Logan has said: "In the main, the recreational activities for the school-age child should have their start in the curriculum program and should to a degree, at least, be a carry-over from this program."

The policies of the recreation program are formulated by the director of the recreation department, but the principal of each school has full authority for his school building and playground at all times. The community recreation program also finds its leadership in the recreation department of the schools. An unusual requirement is that directors and assistants in charge of playgrounds shall visit their neighborhood. The recreation department strives to provide an intelligently planned and satisfying use of leisure. Not all schools have community centers and many people remain unserved. Nevertheless, a sound foundation has been laid for the future extension of recreational activities for every child and adult in the city. See also 141.

145. TROLAN, HELEN. "The Activity Program in the Newark Schools from a Mental-Hygiene Point of View." *Journal of Educational Sociology* 7: 379-86; February, 1934.

In recent years there has been an increasing consciousness of the need for personality development and character education in the schools. Activity programs were instituted to develop the whole child, his personality, his emotional stability, his physical condition, and his intellect. Newark's activity program was started officially three years ago. Before this,

however, there had been a definite trend in many schools toward informality in the classroom with assistance from the supervisor. The first two grades of the elementary school were selected to try out the new curriculum. Skills were to be developed along the lines of interest rather than thru coercion. The freedom allowed simplified the problem of transition from home to school. Discussion periods precede actual work on projects and children are given experience in social intercourse. This provides a setting in which the child may learn to give and receive criticism objectively and impersonally.

The aims of the new program include development of individual initiative and cooperation with other members of the group. Every child is provided with a means of success. There is a task for every level of ability and the child gains a feeling of confidence. An important feature of the Newark program is the rule of 100 percent promotion for the first two years. Each child is given a sense of achievement by being promoted regularly with his age group. The effect of failure on the small child is difficult to estimate. Individualized instruction has helped decrease the habit of comparing children in order to encourage to greater industry. Teachers under the new system must have a knowledge of mental hygiene and be interested in the child as an individual and his development on his own level rather than the academic achievement of the class as a whole. Skills are taught as the need arises. The child works harder over his unit in the class project than over more formal work because of a different attitude. His work is therefore more satisfactory from the mental hygiene point of view.

South Orange and Maplewood

146. RUNNELS, ROSS O., and FISHER, MILDRED L. "Progressive Education for Adults; Report of the Maplewood Junior High School Parent-Teacher Association Project." *Progressive Education* 11: 280-82; April-May, 1934.

Many parents have glimpsed the inadequacies of much of their own narrowly academic, passive educational experiences, and the challenging possibilities of the cooperative, creative, educational activities of their children. They are ready for something different from the stereotyped adult educational programs which represent a cross between an academic night school and an Americanization project.

The decision of the Maplewood Junior High School Parent-Teacher Association to sponsor an experiment in adult education grew out of this conviction that the surest way to promote good schools for children was to help build a better community as a background for these schools.

Only one dissent was received out of 456 replies to a questionnaire issued to a gathering of 700 persons. As a result of the information obtained from the questionnaire, the following courses were put in operation: graphic arts, arts and crafts, interior decoration, wood carving and general shopwork, best recipes, needlecraft, typewriting, mental hygiene, music appreciation, public speaking, men's gymnasium class, and a public forum. The forum is twice the size of any other group. Six of the twelve groups are led by teachers from the junior high school and a seventh by a parent and two teachers. Five courses are conducted by a committee or by parents alone. In one case there is a charge for instruction since an outsider was hired. An adult activities committee of five teachers and five parents directs the administrative work.

The writers note that the activities chosen for enriched living were largely those which during depression years are first to be eliminated from public schools as fads.

147. THRELKELD, C. H. "Guidance through Activities." *Junior-Senior High School Clearing House* 5:412-16; March, 1931.

The principal of the Columbia High School of South Orange and Maplewood, New Jersey, discusses the guidance program of his school. Class guides progress with their class group from the time it enters high school until it graduates. They work thru the homeroom teachers in making their guidance program function. The curriculum choices of a pupil are determined in conferences centering in and around the homeroom organization. The homeroom teacher, class guide, and principal help the pupil during his sophomore year plan a tentative schedule of courses for his entire high-school period of three years. This three-year program is modified frequently, as the need arises. Outside of the courses in English, United States history, and physical education which are required of all pupils, the curriculum for any pupil is determined in terms of his needs and abilities.

The pupil is also helped in his selection of extracurriculum activities. The school no longer follows the policy of letting such matters take care of themselves, but is definitely trying to realize the educational opportunities involved. A "club syllabus" is used which presents for the use of the homeroom teachers, class guides, and other guidance officers detailed information concerning all clubs, such as purpose, organization, special features, dues, method of becoming a member, membership requisites, etc.

The homeroom group is an integral part of the plan for pupil participation in school government. Each homeroom group has a representative on the school council and has equal suffrage rights with every other homeroom group. It may initiate projects to be referred to the school council and may, in turn, consider projects which have been referred to the voting units of the school by the council. Thru committee organization, discussion, and wise guidance, a pupil may thus develop those attributes desired in a civic-minded citizen.

Clubs provide an opportunity for guidance. The understanding adviser can learn much about a pupil in club periods and can help him with his problems.

Summit

148. BEEK, CHARLES; HUBBARD, M. BLANCHE; and BAKER, MARGARET. "Homeroom Clubs: Purpose, Organization, and Operation." *Junior-Senior High School Clearing House* 4:311-14; January, 1930.

In organizing homeroom clubs the objectives are to create school spirit, and a good fellowship between teacher and pupil. The clubs are under pupil leadership, each club electing four class officers. Such committees as room, welfare, line, and program are appointed. The chairman of each committee is chosen by the four class officers with the advice of the teacher. Each chairman then chooses his own committee. The room committee has charge of keeping the blackboards clean and of attending to window shades and ventilation. The welfare committee is responsible for notifying absentees concerning homework and lessons missed. The line monitors are responsible for passing of lines and the general deportment of the group. Disciplinary problems of the school are largely solved by a group control. The homeroom has

an important place in aiding the development of individual character, as well as in contributing to the general morale of the school. It provides also an opportunity for social contact and for development of extracurriculum interests.

149. PARKHURST, ELSIE. "A Social Study Unit on the Local History of Summit." *New Jersey Educational Review* 6: 11-13; February, 1933.

A request from the Progressive Education Association for exhibit material of work done by the pupils which would portray some phase of community life resulted in a study of the early settlements of New Jersey and the founding of Summit. A lack of printed material compelled the two history classes in grade seven to consult townsmen. Much of the work was done out of school. All available materials, such as pictures, books, and maps, in the school and public libraries were studied. Members of the board of education, principals, teachers, and also persons who had lived the greater part of their lives in and around Summit were interviewed. Sometimes the children were given permission to enter attics and storerooms to search thru old trunks for maps, pictures, and papers, and to examine costumes worn by the men and women of other days. Original maps were traced, and others copied. In the art class pictures were made; in sewing class maps were made and dolls dressed; in the English class stories, poems, and plays were composed from the facts gathered.

Vineland

150. FINDLEY, JOHN HENRY. "Leisure Time Program for the Mentally Deficient." *Training School Bulletin (Vineland, N. J.)* 31: 47-50; May, 1934.

Opportunity is given the older boys at Vineland Training School to enter competitive contests with outside groups. The children are out of doors as much as possible. To encourage social life, time is given to clubs, cottage parties and other social activities. Gardening gives pleasure and a sense of ownership. Individual hobbies are encouraged.

Warren County

151. HOPPOCK, ANNE. "Schools for the Foreign Born in a New Jersey County." *Progressive Education* 10: 189-93; April, 1933.

The rural supervisor in Warren County discusses the special curriculum needs of the children of foreign-born parents. She is convinced that their folklore, literature, music, and other artistic work should not be lost and mediocrity substituted. The curriculum should be built around everyday experiences, provide opportunities for developing creative capacities, and preserve the national culture.

Experimentation has been initiated at Quaker Grove School, where a primary unit on "New Jersey Homelands" has been developed; at Hoagland School, where parents come to learn what is necessary in order to take out citizenship papers; and at Franklin Grove School.

NEW YORK

Albany

152. COULSON, AUSTIN R. "The Development of the School Health Program of the City of Albany, N. Y." *Journal of Educational Sociology* 3: 519-26; May, 1930.

The Albany program of health education places responsibility for instruction upon the classroom teacher. Necessary features which supplement this work include medical inspection, physical education, and recreation. Municipal recreation in Albany is a cooperative program promoted by the board of education and the city administration. The director of this activity is in charge of summer playgrounds and of the fall and winter program of indoor recreation for employed men and women.

Binghamton

153. DELONG, L. R. "Citizenship Assemblies." *Junior-Senior High School Clearing House* 6: 342-44; February, 1932.

This article describes a visit to West Junior High School of Binghamton to observe an assembly program, where ten candidates for five offices in the student council addressed the student body. On another visit to the Christopher Columbus Junior High School the writer witnessed newly elected officers taking the oath of office.

Bronxville

154. BEATTY, WILLARD W. "Creative Living in the Bronxville Public Schools." *Progressive Education* 6: 201-8; September-October-November, 1929.

The superintendent of schools at Bronxville describes briefly progressive practises in the school system. In such fields as art, written and oral English, and dramatics, teachers have been content to stimulate and guide without dominating the output in these fields. Goal cards have been developed which set forth for each grade the abilities or skills in the fundamental subjects. Each child must reach these standards in order to advance to the next successive unit of work. So far as possible, teachers handle groups for two years, and thus have latitude in planning activities. No unit of work is considered satisfactorily completed until the child has demonstrated mastery. Each child is dealt with as an individual.

It has been easier to furnish the freedom from routine procedure in the elementary school than it has been in the secondary school. A scheme of electives in the junior high school insures that every child shall have opportunity for work in the fields of fine arts, practical and household arts, elementary science, language arts, and intramural sports.

In addition Bronxville has a program of after school, evening, and Saturday and Sunday use of the school plant by the adults and children of the community.

155. TAUBENECK, I. D.; MISNER, FRANK; and BEATTY, WILLARD W. "History Begins with the Present." *Progressive Education* 11: 82-87; January-February, 1934.

Two teachers of social studies and the superintendent of the Bronxville schools describe a technic that the high school has developed during the past three years. The study of history is begun with the problems of the present, with newspapers and magazines as raw materials. The textbook, reference books, and collateral readings of the usual history course thus become the source material to be consulted in seeking the solution of presentday problems. Such an attack on history provides the high-school student with the drive of immediate personal interest. To utilize these newer tools the pupil has to learn to locate and organize data, and to develop critical-mindedness.

The work falls into two classifications: first, the adaptation of the current-problem attack to the teaching of American and European history courses accepted by eastern colleges for entrance; second, the development of a new ap-

proach to the teaching of social studies for the students enrolled in the new curriculum under the auspices of the Progressive Education Association Commission on Secondary School and College Relations. Students who have come thru the elementary and junior-high-school grades already have a background of a three-and-a-half-year world history course and a three-year study of the Rugg Social Science Series.

Carmel

156. WALDRON, WEBB. "This Town Has Just Become a Father!" *American Magazine* 116: 16-17, 124-25; November, 1933. Excerpts in *New York State Education* 21: 464-65, 490-91; March, 1934. (See also: C. K. Taylor. "The Carmel Plan." *School Life* 18: 161-62; May, 1933.)

Carmel, a town of 800 population, has taken over the responsibility of fathering its boys and girls who eventually will leave its homes and schools to find their places in the world. The assumption is that an idle or misfit boy or girl is a liability to a community, and that the town should have a certain pride in seeing that each selects as his life work what he is best able to do. Leading citizens therefore agreed to take young people as a sort of apprentice without pay.

Tests are given to determine abilities and aptitudes. Guidance in various fields is given by the faculty. Certain pupils leave school, preferably during the last period, to study a special vocation with one of the townspeople, such as the doctor, welfare worker, blacksmith, or garageman. More than a third are now earning school credits in outside work and doing well in school also.

Cattaraugus County

157. GROUT, RUTH E. "Health Education in a Rural County." *Public Health Nursing* 26: 498-501; September, 1934. (See also: C. A. Greenleaf. "School Health in a Rural County." *Journal of the National Education Association* 19: 29-30; January, 1930.)

The director of the health education study being carried on in the rural schools of Cattaraugus County, New York, thru a grant from the Milbank Fund, reports developments after three years.

The teacher should recognize and understand the basic health problems of her school and community. A cumulative record for each

child is therefore left in her possession for ready reference during the school year. Such records provide basic information for a health teaching program. One of the aims of the program has been to bring teachers in contact with a wider variety of health materials. The everyday objects in a country environment have educative values in the field of health only partly recognized by many teachers. In many schools each pupil keeps his own daily progress record of habits he thinks need improving. The formal morning inspection period is disappearing and a program of self-directed growth is taking its place. The teacher, however, still is expected to observe her pupils informally when they enter school.

The general school club is superseding the traditional health club in many instances. The self-checking of health habits, described above, may be carried out as a part of the club activities. The club interests are broad and its activities varied, but nature study, hobbies, literature, as well as health are usually included among them. It is common for subcommittees of the club to take responsibility for school cleanliness, care of library equipment, and playground activities. The significance of these clubs lies in their emphasis on child participation in school activities and in their socializing influences. A science period, combining health, nature study, and general science is found in numerous schools in place of the more isolated health period.

The public-health nurse, who is considered the key person in matters pertaining to health in a rural community, holds a strategic position in home-school relations. In Cattaraugus County her generalized program permits her to see each child, not as an isolated individual attending a particular school, but as an integral part of the family and community.

Elmhurst

158. DILLINGHAM, J. D., and others. "Club Life at Newtown High School." *Junior-Senior High School Clearing House* 4: 314-18; January, 1930.

The principal of the Newtown High School and members of his teaching staff describe the thirty-five clubs of the school. Each of these clubs is under the direction of a faculty adviser who is expected to attend all meetings of the club and to guide and direct the club along

lines in harmony with the general administration of the school. The meetings are usually held after school and vary from one to two a month. The development of initiative and leadership on the part of the officers and committees is stressed in the workings of the clubs, so that not a few of the school leaders learn their first lessons in cooperation and in planning thru service on some club committee.

The article contains brief descriptions of the poetry club, the cooperative clubs, the Arista League, the Spanish club, the senior dramatic club, and the mathematics club.

Glens Falls

159. REICHERT, WALTER P. "An 'Extracurricular' Curriculum." *Junior-Senior High School Clearing House* 6: 150-54; November, 1931.

Believing in the value of developing interests which may be pursued outside the classroom and which at the same time would enrich regular classroom work and give opportunity for the development of initiative, leadership, and good citizenship, an "extracurricular curriculum" has been developed in the Glens Falls Junior High School. The main features of this curriculum are an art exhibit, Christmas party, entertainment of a living notable, musical and dramatic entertainment, and a local history pageant.

Mount Kisco

160. WIGGAM, ALBERT E. "The Making of an American Citizen: Make Every Child Make Good." *Good Housekeeping* 99: 21, 224-28; October, 1934.

Ten years ago in the Mount Kisco School of Westchester County, New York, the Education Committee of the County Children's Association organized a curriculum in such a way that no child could possibly fail. The school program is built out of the child's own life and environment. Tasks are developed that each child can do, wants to do, and knows he can do. Marks, units, and promotions are abandoned. The first year's work is built around food; the second, shelter; the third, transportation; the fourth, communication; and the fifth, clothing.

New York

161. "Adult Education in New York City." *School and Society* 40: 85-86; July 21, 1934.

This account describes briefly the program of free adult education in New York under the auspices of the State Education Department, in cooperation with the city board of education and the New York State Temporary Relief Administration. In July 1934, 700 teachers were employed to give instruction to approximately 25,000 men and women, in classes conducted in various settlement centers and public school buildings thruout the city. A grant has been obtained from the General Education Board by New York University to include also a period of six weeks' teacher-training for those teachers already engaged in the New York adult education project.

162. BOUTWELL, WILLIAM DOW. "Education on 42nd Street." *School Life* 19: 44-46; November, 1933.

This article discusses briefly an experiment in adult education conducted as a phase of the emergency educational relief program in New York state. At first the State Emergency Relief Administration allotted \$30,000 for an experimental two-month program in New York City with two purposes, (a) to provide "made work" employment for men and women with excellent training and experience in urgent need of financial assistance; and (b) to provide additional educational opportunities for thousands of unemployed young people, homemakers, and others. So warmly was the experiment welcomed that the State Relief Administration decided to increase the money allocations. In 1933 more than 1500 unemployed adult experts were teaching in New York for "made work" wages. Their 40,000 students were mostly unemployed persons over eighteen years of age.

The Central School of Business and Arts at 214 East 42nd Street is one of many centers. A great variety of courses is offered. Methods of teaching are often quite different from usual classroom procedure. Earnest adults require a different approach. In sociology, economics, history, and civics the conference method used so successfully in vocational education for training foremen, is meeting with considerable success. See also 161.

163. CAMERON, MARGARET V. "Mental Hygiene and Social Service in Erasmus Hall." *High Points* 14: 38-44; June, 1932.

The guidance program at Erasmus Hall High School, Brooklyn, is carried out by the

Student Welfare Committee, which consists of twenty teachers with a chairman who is relieved of all teaching to direct individual work with maladjusted children. This committee assists in correcting intelligence tests; is helpful in tutoring children in need of assistance; and frequently assists in effecting adjustment in individual cases, often visiting homes and making friends with the children.

Children are encouraged to come to the welfare office with their difficulties. The problems presented are those of school, personality, and social life. The wholehearted cooperation of the faculty aids in solving many. The health education department helps develop recreational outlets. Grade advisers make program adjustments. Community resources include the social service departments of hospitals, the Crime Prevention Commission, Brooklyn Big Brothers, Y.M.C.A., and many other welfare agencies.

164. CAMPBELL, HAROLD G. "Guiding the Youth of a Great City." *Occupations* 13: 5-10; October, 1934.

As the result of a committee report in 1925, the Board of Superintendents of New York formally endorsed the plan of having six vocational counselors in junior high schools (later increased to fourteen), with two more in continuation schools. In 1928 a Bureau of Guidance and Placement was organized. Since the original evaluation of guidance activities, increased enrolment and a complex school system have made it impossible for pupils to depend on the individual teacher for even educational guidance.

The secondary schools now are a cross-section of society as a whole. This has meant that the curriculum has had to be scrutinized in order to adapt it better to the needs of the present student body. More flexible modifications in the program of studies and adjustment of instructional materials are essential. A new course in Economic Citizenship aims to develop a realization of the importance of work to society and the individual; to survey the major economic activities of the city; to assist the student to explore himself and selected occupations; to develop a realization of the problems and responsibilities of the consumer; and to emphasize the importance of the wise use of leisure. This course was introduced into the schools in recognition of present economic and

social trends. Its aims are based on three principles: that adaptability and trained observation as factors in economic success are frequently more important than specialized training; that with increasing leisure it is necessary to train young people to use it wisely; and that the consumer, whose satisfaction has greater influence in the end than the profit of the business man, is the major objective of economic activity. The course is required of commercial students and is elective for others.

New York is convinced of the value of guidance as an endeavor to help boys and girls to make the educational, personal, and social adjustments within the school community that will best prepare them to effect desirable vocational, personal, and social adjustments when they become a more definite part of the larger community, to the end that they may lead happy, useful lives and may contribute to the happiness and help meet the needs of others.

165. DIX, LESTER. "A School Adventure for Parents." *Junior-Senior High School Clearing House* 6: 361-64; February, 1932.

The Lincoln School of Teachers College, Columbia University, has always been keenly conscious of the need for the fullest possible interplay of ideas and attitudes between staff, student group, and parent community. This need has been met to some degree by a varied series of parent activities. Each year the parent-teacher association has held a number of general meetings, and has sponsored a number of subsidiary activities of the more intensive study type. Informal activities have developed, such as a fathers' group. There is constant visitation to the classrooms and the special events of school life by a large number of the parents.

In addition to all these contacts with the school life, the Parents Recreation Club has played a part in stimulating the cooperative activities of parents and school group. This club has the use of the school building and its equipment, and carries on its activities with the aid of leaders from the school staff. Among the values claimed for such an organization are the following:

1. It is an additional means of attracting to the school some parents, at least, who would not come for other reasons.

2. It is a contribution to adult education in stimulating growth and self-discovery.

3. From the point of view of the administration of the school, it is an additional phase of the whole program tending to promote better school-community understandings.

4. It is a means to understanding the point of view of modern pedagogy.

5. Shared adventures lead to an enriched sense of community and social solidarity.

166. DONOVAN, HERBERT D. A. "The New Course in European History in New York City High Schools." *Historical Outlook* 24: 97-101, 186-91; February and April, 1933.

The high schools of New York City, in common with those of the rest of New York state, have in recent years generally devoted two terms, or one year, to the teaching of the course known as Modern European History, and listed among the subjects in which Regents' examinations are given as History B. While this course is not prescribed for graduation, as the course in American History is, it is, in most New York schools, a required subject. For some time a feeling has existed that this course has not been functioning as it should. A committee in the school year 1929-30 undertook the preparation of a new syllabus. The chairman was relieved from his regular duties as high-school instructor to coordinate work on the new plan. Monthly meetings were held of all history chairmen in the city high schools.

In the choice and application of methods, the committee concluded that no one method can be adhered to by all. The material for the syllabus was divided into units with an approximation of the number of lesson-periods to be devoted to each. The first unit was background. The second dealt with Europe in 1750, and was followed by units on the French Revolution, the industrial revolution, the labor movement, the agricultural revolution, science, nationalism, democracy, imperialism, fine arts, the World War, peace, and certain social movements. This syllabus was formulated in 1931 and submitted to the schools for trial and revision. In 1932 changes were submitted by teachers. The course now omits "background" and begins with a "cross-section of England in 1750." Many units have been amended. It is the hope of the history teachers that positive results other than the acquisition of information will be secured.

167. GOLDRICH, LEON W. "Organization and Administration of a Mental Hygiene Program in the Public Schools of the City of New York." *New York State Education* 20:453-55, 506-7; March, 1933.

As a result of a study of retardation, truancy, and problems of personality and conduct, the Bureau of Child Guidance was established in New York. Instead of limiting the bureau to a mental hygiene clinic for the diagnosis and treatment of maladjusted children, a program of mental health for the benefit of all children was developed. Principals appointed representatives to act as liaison officers between their schools and the bureau. Lectures were delivered by the director to all principals and teachers. Talks to parents stressed the responsibility of the home. The Social Division of the bureau enlisted the cooperation of agencies in a united effort to attack the problem of juvenile delinquency. The Clinical Division began to function in May 1932. Its staff consists of two psychiatrists, two psychologists, one chief social worker, and five psychiatric workers. As in the field of physical health, time and increased co-operative intelligent effort will be needed to develop a well-rounded program of mental health in the schools. See also 164.

168. HARDEN, MARY. "Going Places and Seeing Things." *Educational Method* 14:324-31; March, 1935.

The director of social studies at Horace Mann School, Teachers College, Columbia University, describes the excursions taken by pupils. Their written comments show how these trips carried over into personal interests and more extensive study of school topics. As pupils grow to greater maturity in high school, an opportunity is provided for them to see people at work. With the school journey as an integral part of the educational program, children have opportunities to develop leisure-time interests; a background is provided for a study of social problems; and parents are enlisted as co-workers in developing curriculum materials.

169. HARDEN, MARY; TAGGART, LOUISE; and LEMON, IRENE E. "Introducing High School Students to a Study of American Civilization and Culture." *Teachers College Record* 36:279-91; January, 1935.

The Horace Mann School for Girls of Teachers College, Columbia University, has

evolved a program wherein the chief emphasis is on the social development of man thru the ages. In the sophomore year a study of American civilization and culture was begun in 1933-34 by a consideration of presentday life. Literature, language, art, music, household and industrial arts as expressions of various aspects were discussed. In this article the unit of study on the use of leisure is selected as a typical phase of the general plan.

170. HAYES, MARY H. S. "The Work of the Vocational Service for Juniors in New York City." *Vocational Guidance Magazine* 7:9-15; October, 1928.

The Vocational Service for Juniors is a private philanthropic organization which has, with the cooperation of the superintendents and principals concerned, been conducting a demonstration of the value of vocational guidance and placement in junior high and continuation schools. It was incorporated in 1920. This organization has the twofold purpose of rendering an immediate service in the form of counseling, placement, and the giving of scholarships for secondary schools; and of serving as a demonstration whereby the public educational authorities might recognize the value of the work and make it an integral part of the school system. It maintains counselors in junior high schools; provides scholarships to enable children to continue their high-school course; and, thru placement counselors, aids children in securing employment.

171. LAMKIN, NINA B. *Education for Healthful Living in the Public Schools of Bellevue-Yorkville, 1927-1931*. New York: Bellevue-Yorkville Demonstration (325 East 38th St.), 1932. 58 p.

This monograph describes the development of a program of health education in the public schools of the Bellevue-Yorkville District. It was a cooperative project carried on by the Board of Education, the Department of Health, the Bellevue-Yorkville Health Demonstration and other agencies for the period 1927-31. The general objectives were: (a) to cooperate in working out a practical program of health education which should find a place in the school program, not as a separate subject, but as an all-day influence; (b) to assist the classroom teacher in interpreting healthful living; (c) to assist in arranging adequate supervision of the program; and (d) to assist the teachers in the

evaluation of progress in teaching healthful living in terms of child growth and development. In the fall of 1928 the principal of each school appointed as health counselors those teachers who were especially interested in the health program. The counselors assisted in carrying out the plans of the principal and those suggested by the special teacher of health education.

172. LORIMER, FRANK, editor. *The Making of Adult Minds in a Metropolitan Area*. New York: Macmillan Co., 1931. 245 p.

The Brooklyn Conference on Adult Education organized in 1928 has made a factual study of the vocational and cultural opportunities offered by Brooklyn for the achievement of individual competency to deal effectively with the problems of adult life. Data were gathered thru questionnaires, records, and personal interviews to show what agencies are at work among adults. Four major types of educational institutions were recognized: (a) academic and vocational schools; (b) "impersonal instruments of mass culture" such as newspapers, the radio, libraries, and museums; (c) public neighborhood educational centers; and (d) independent community centers, educational clubs, study groups, church educational programs, and other informal activities. The results obtained were noted and recommendations made for added resources and improved technic of the institutions, organizations, and agencies surveyed.

173. LUCKE, ELMINA R. "Helping Youth Find His Larger Community." *Progressive Education* 10: 394-98; November, 1933.

The publication *Western Youth Meets Eastern Culture* describes a recent experiment in an integrated program in the seventh grade of Lincoln School, Teachers College, Columbia University. Underlying that curriculum are certain convictions: (a) that modern American youth must consider the whole world as his community, despite the enthusiasm for autarchy; (b) that great human developments must be seen in their widely varied settings of place and time; (c) that the close study of our own civilization needs the objectivity of contrast with other great civilizations; (d) that there must be a natural concrete setting for any new social experience; and (e) that the initial experience should be social in the richer meaning of "cultural." Subjectmatter lines disappear between English, social studies, and the arts in

the seventh grade in this study of a civilization removed from the experience of a child of the West.

On the eighth- and ninth-grade levels a study of the development of our own country in the light of this contrasting civilization permits the ninth grade to center on problems of American life. A survey of civilization adds deeper meanings in the tenth and eleventh grades with the United States merely in its place in the larger world picture. In the last year of high school American civilization is stressed.

Concrete experiences are sought at all these levels. This flexible program, which encourages integration, demands a supervising teacher who will realize that world-community contacts are as necessary as local contacts. A consideration of the cultural community should aid in meeting the presentday challenge to develop interests and abilities that will satisfy the inner man. This program of Lincoln School would build the habit of studying the past objectively and appreciatively by concentrating on those high moments of civilization that will yield the greatest understanding of human needs and achievements and make possible the following of the main developments in man's struggle for the control of his environment. In that understanding the school would include beauty and inner satisfactions, as well as problems of material success and failure.

174. LUCKE, ELMINA R. "The Social-Studies Curriculum in Lincoln School of Teachers College." *Fourth Yearbook: The Social-Studies Curriculum*. National Council for the Social Studies. Philadelphia: McKinley Publishing Co., 1934. p. 134-51.

This report is written as an analysis of a curriculum which is in the process of experimentation. Efforts in the Lincoln School of Teachers College, Columbia University, first concentrated on method, and only recently have reached the content area. In the development of units of work in the child-centered elementary school, certain criteria in terms of the social sciences are apparent: (a) whatever the field commanded by the unit, it must be socially worthwhile; (b) the type of life lived in the school is considered a vital part of the work of the elementary school; and (c) the need for first-hand experience in the out-of-school world is appreciated. Carefully planned experimentation has begun in the secondary school, which

is one of twenty-seven schools chosen by the Progressive Education Association to aid in evolving a new college entrance plan.

In the process of building a curriculum, a committee of the research, administrative, and teaching staff formulate principles and other basic considerations. There follow meetings of the teachers in the subjectmatter fields for formulation of objectives. A member of the research staff is in each group, and teachers of allied fields, wherever new integrations seem desirable. After subjectmatter reports and recommendations have been considered by the staff, application in the classroom begins. About three years are considered necessary before such an experiment can have been tried with enough variation of student-response and testing of procedures to be accepted or rejected as a part of the new curriculum. The removal of restrictions such as unit requirements under the Aikin committee's plan of college entrance preparation challenges this technic.

A number of experiments in the social-studies field are under way. A first step was the formulation of a social philosophy. An analysis of the influences affecting all phases of presentday life brought clearer appreciation of the immediate realities which man must face and the conditions in terms of which he must think if he is to face these realities intelligently. The consequent fundamental issues in the life of man were expressed in terms of three "bills of rights": (a) the bill of economic rights and responsibilities; (b) the bill of political rights and responsibilities; and (c) the bill of social rights and responsibilities. The committee also questioned some of the attitudes and abilities commonly listed as desirable outcomes. As one of the greatest challenges to teachers of the social sciences the committee placed sane and balanced treatment of controversial subjects which will lead to critical and constantly reconsidered appraisal of the conflicting issues of a complex world.

In grade seven the social-studies program provides for the study of an alien civilization, which correlates English, the arts, and social studies. In grades eight and nine the development of American life is studied. In the senior high school a survey of civilization is continued, with the United States given special consideration in the last year. Further detailed studies for the last year are planned.

The Lincoln School is consciously trying to make its bridge from the philosophy of John Dewey to the day-to-day work of the school, and to make its curriculum a vital factor in the realization of that philosophy.

175. MCKINNEY, MADGE M. "Training for Citizenship in the Secondary Schools of New York City." *Social Studies* 25: 367-72, 431-34; November and December, 1934.

These articles represent a survey of the citizenship training in nine of New York's largest high schools. The material was obtained from answers to a questionnaire filled in by 309 students who had recently graduated from these schools, and from statements made by the teachers of the social sciences, by the heads of the departments of history and civics, by the director of civics, and by the associate superintendent in charge of the high schools. The students questioned represented a selected group of graduates, since the questionnaire was presented to groups of college freshmen and sophomores in four institutions of higher learning in New York City.

The requirements for graduation from the New York high schools include one unit in American history and civics, and an additional half unit in civics. The half unit, in community civics, is usually given in the first year of high school. The unit in American history and civics is generally given in the senior year. The civics in this course pertains to the national government and occupies about six weeks of the time, which means that in four years of high-school training only about thirty hours are set apart for the formal study of the problems of the federal government and the machinery with which it attempts to solve them.

Questions asked in the survey referred to current event instruction, newspaper reading, discussion of controversial issues, visits to local places of historic and civic interest, and dramatization of conventions, elections, and the like. Questions on nationalistic influences outside of the classroom related to assembly programs, wall pictures, flag salutes, patriotic songs, the Junior Red Cross, and other stimuli intended to arouse a loyalty to country. Participation which will be duplicated in the political expectation in school activities, particularly those experiences of an active citizen, was considered a part of the training for citizenship.

176. MASSELL, ALEXANDER S. "Giving Them a Chance." *Journal of Business Education* 8: 13-14, 33; February, 1933.

In the summer of 1933 a six weeks' program was developed for unemployed adults at the Central Commercial Continuation School. A large registration made it necessary to program students for not more than two periods each of typewriting, stenography, or bookkeeping machines. Beginners could not be accommodated for more than one period. The basic consideration in planning the programs was to assist those who were formerly employed in business skills and who desired to conserve the skills which they possessed to acquire new business skills, or to improve themselves in the skills which they already possessed. The training served an important purpose in raising morale and restoring self-confidence. See also 162.

177. MAYMAN, J. EDWARD. "The Evolution of the Continuation School in New York City." *School Review* 41: 193-205; March, 1933.

A continuation school is a compulsory, part-time day school for young workers. In New York its development was due to the universal dissatisfaction with the compulsory provisions of the evening school law of 1910. In 1917 the first public compulsory continuation school was organized in the lower East Side of Manhattan. Since 1919 the state has made such schools compulsory. By 1926 the city had fifteen schools. Each of four central schools specializes in one industry. The general continuation school is the main guidance center which provides tryout possibilities. Usually the pupil remains in the general school until he is about sixteen years old. At the age of sixteen or seventeen, when he reaches the age acceptable to industry, he receives his trade-extension training in the central school.

Definite training of this type brings the central schools into close contact with the industries they serve. Industry, represented by organized capital and organized labor, has shown its interest by cooperating actively with the educational authorities. Each of the schools has an advisory board, which helps to plan the curriculum and to lay out the shops in accordance with approved trade practise.

The peak registration was in 1929. Since then the schools have given full-time instruction to unemployed adults and to high-school boys and girls. In general, the goal of the many

courses in the continuation school is to help the pupil "to choose and prepare for any occupation wisely, to enter upon that occupation with little waste of effort and time, and to advance in that occupation as rapidly and as efficiently as possible." The courses are roughly divided into tryout, trade-preparatory, and trade-extension activities. The objective is more than a bread-and-butter proposition. In each school the following activities are well in the foreground:

1. Physical and mental testing, including aptitude testing.
2. Guidance in its most comprehensive meaning.
3. Giving information about occupations and life's problems.
4. Placing pupils in suitable jobs and following them up.
5. Giving vocational training.
6. Teaching subjects closely related to vocational problems.
7. Teaching such subjects as economics, civics, and industrial hygiene.
8. Planned coordination with parents, employers, and others who are interested in the child's well-being.
9. Supervision on the job, with the advice and consent of the employer.
10. Inculcation of ideals and attitudes of sound character and intelligent citizenship.

The system is administered by a director, who is also in charge of all evening school activities. The director is functionally responsible to one of the associate superintendents of schools. Immediately under the director are an assistant director, a supervisor of industrial education, and a specialized clerical staff.

178. NEW YORK PUBLIC SCHOOLS. *Youth in School and Industry*. A Special Report Submitted with the 36th Annual Report of the Superintendent of Schools, 1933-34. New York: Board of Education, 1934. 301 p.

This special report prepared under the supervision of the associate superintendent in charge of continuation schools recounts the history of the continuation schools and traces their growth. It contains chapters written by principals and supervisors on the problems of curriculum, teacher selection, guidance, health and safety education, and vocational trends.

The past two or three years have witnessed a noticeable change in the continuation schools.

Due to the lack of employment opportunities, youths who formerly would have attended only one day a week are now attending on a full-time basis. To meet the needs of this group the continuation schools organized classes in accordance with the curriculum and attendance requirements set up by the state for industrial high schools. Elementary-school graduates for whom there were no accommodations in the six industrial high schools are enrolled in these classes to the number of nearly 15,000. They attend on a full-time basis. The continuation school supervisors have had to devise programs that permit the full use of the costly shop and technical equipment, alternately by part-time and full-time students. Unemployed adults seeking to re-train themselves for entrance into a new field of endeavor have flocked to the continuation schools also. The work done in spite of handicaps is fully described. *See also* 177.

179. RICE, WINFIELD L. "Teaching Economic Citizenship in the High Schools." *Secondary Education* 2: 111; November, 1933. HERSCHKOWITZ, MINNIE L. "The Problem of the Consumer." *Secondary Education* 2: 116-18; November, 1933.

The acting director of civics and civic activities in the high-school division of the New York school system briefly comments on the revision of a syllabus designed for a first year high-school course in Economic Citizenship. Six units cover such topics as importance of work to society, economic activities of New York, pupil's study of an occupation, consumption, and leisure.

In the second article the chairman of social studies in the New Utrecht High School of Brooklyn describes the unit on the problems of the consumer, which is organized under seven main topics: budgeting, the standard of living, characteristics of the modern market, what determines a consumer's choice, ignorance of the consumer, protection of the consumer, and spending and saving. "Suggestions to Teachers" include questions for discussion and subjects for debate.

180. SHEAR, S. ALEXANDER. "Adult Education at DeWitt Clinton." *High Points* 15: 5-10; October, 1933.

In February 1932, the Institute for Adult Education of the DeWitt Clinton High School was launched. A prospectus of the courses was

sent to the parents of those students who were to enter DeWitt Clinton in February and to members of the parent-teacher association. There were 257 women, mostly mothers, who registered during the term. Their interests centered largely in psychology, economics, history, music and art appreciation, the contemporary novel, and health education. Classes met Wednesdays and Fridays from 3:30 to 4:30 p. m. Members of the faculty volunteered as instructors. Additional courses have since been introduced. During the third semester the registration was 718. The institute appeals to the interest of the many whose leisure hours fall during the afternoon and brings the school and the home into closer relationship.

181. SHEAR, S. ALEXANDER. "Highschool Pioneering in Adult Education." *Journal of the National Education Association* 24: 49-51; February, 1935.

The organizer and director of the Institute for Adult Education of the DeWitt Clinton High School describes the achievements of the institute since its organization in 1932. In September 1934, the registration was 900. The number of courses has increased to thirty, which, with few exceptions, have a definite cultural trend. No attempt was made to give completeness to courses, each of which was given once a week for fifteen weeks. Readings and investigations were suggested, but no homework given, except in a few instances. The lecture and discussion method was adopted. A registration fee only is charged.

182. STEINBERG, SAMUEL. "The Gifted Child." *Historical Outlook* 24: 314-18, 366-72; October and November, 1933.

This survey shows how New York City high schools are trying to solve the problems of discovering ability, of devising courses of study, and of providing facilities which will result in a unified, comprehensive program for the education of future leaders. By means of a questionnaire, data were secured on the opportunities furnished the gifted and normal child in high-school history and civic departments of New York City high schools. Responses showed varied opinions regarding the classification of pupils. Sixty percent thought the bright child should assist other pupils in order to develop a sense of mutual helpfulness. In answer to the question of having a special school for the gifted

child, 52 percent said "no" and 36 percent, "yes." Attempts to modify and enrich courses of study include assignments at three levels, a diagnostic school, classification, special courses, additional requirements, readings, and extra-curriculum activities. The committee concluded that few schools outside the city offered any program or device that could not be duplicated in New York City high schools. Leaders must come from the group of bright students. The social sciences can contribute to the development of a social outlook and desirable attitudes. As the solution of the problem of the bright child the committee suggested enrichment of the course of study, pupil activity, and segregation.

183. STEVENSON, J. RITCHIE. "The Continuation Schools." *Journal of Educational Sociology* 7: 447-51; March, 1934.

In 1929 the continuation schools reached the peak of their development. At that time, the schools in New York City had a register of 65,000 children who were programmed on a four-hour-a-week basis in industrial, commercial, homemaking, and academic courses. The program was one of guidance in a very flexible organization. The pupils were employed at wages averaging fifteen dollars a week. The unemployment thruout the city was less than 2 percent. One hour was spent every day by each teacher in individual counseling; another was devoted to visitation at the home or the place of employment; and four hours were given to the classroom, teaching those things which were most helpful to the adolescent in the adjustment from school life to work life.

Since 1929 the register of the schools fell from 65,000 to 32,000 in 1933. In order to use the facilities and to provide a needed service the continuation schools adopted the adult education program in 1931, offering training to over 4000 unemployed adults of all ages. When city funds were not granted, the state with unemployment funds hired teachers from relief lists and continued the work. Industrial courses were offered to large groups of minors who did not fit into the academic high-school course. A reduction in teaching staff increased teacher load and reduced the efficiency of the teacher as a counselor and guide. The fourteen-to-sixteen-year old group has been practically eliminated from employment and therefore from the conventional continuation schools. The schools

must continue to function for these children and provide on a full-time basis some type of education, for those not interested in the traditional type of college preparatory education, to include a variety of activities: apprentice training, adult training, straight shop courses for the mentally slow, trade preparatory courses, academic courses, and part-time courses. See also 177 and 178.

184. "Summer Play Schools in New York City." *School and Society* 40: 86-87; July 21, 1934.

Thirty additional vacation playgrounds at public schools were established in New York in 1934, bringing the total number of school play yards in operation up to 454. On July 9, 1934 fifteen new summer play schools were opened to be conducted during July and August in settlement houses, community and church centers, and in public school buildings with some teacher service supplied by the Board of Education thru its department of extension activities. The organizations conducting play schools provide the additional funds needed for food, supplies, and teacher service. Children attending the play schools are of many and varying backgrounds, races and nationalities, and economic status. The program which is most flexible grows out of the children's own interests and experience and is carried on in buildings and out-of-doors. A well-prepared, nutritious meal is provided at noon for every child and the time is used not only for eating but for social training as well.

185. VOORHEES, ELSA DENISON. "Creative Recreation for Parents." *Progressive Education* 6: 336-39; December, 1929.

At the Lincoln School of Teachers College, Columbia University, parents are making use of the school plant for their own growth and satisfaction, developing for themselves new avocations or taking up discarded interests again under congenial surroundings and with skilled assistance. The plan was suggested in the fall of 1928 to the director of the school and to the board of the parent-teacher association. The name "Parents Recreation Club at the Lincoln School" was finally selected as best representing the purpose of the venture. See also 165.

186. WHALEN, EDWIN A. "Uplifting the Adolescent." *High Points* 14: 5-10; September, 1932.

A committee working on the problem of char-

acter-training education at the James Monroe High School keeps aloof from the classroom. The society known as Arista is being gradually converted into a group of leaders. To the senior and junior branches are added the Arista auxiliary, composed of those pupils who have not reached the academic rating for full-fledged membership, but who show signs of leadership. This combined group meets after school once a week with a teacher to discuss school problems.

The character education committee also studies conduct problems reported by teachers and suggests psychiatric treatment where needed.

Oswego

187. FAUST, RALPH M. "Pupil Self-Direction." *Junior-Senior High School Clearing House* 8: 51-55; September, 1933.

The principal of the Kingsford Park Junior High School, Oswego, describes various situations which aid in developing pupil self-direction. In the homeroom the pupil learns gradually the various phases of his composite school life, works out his problems, makes his adjustments, and renders his services under the guidance of his homeroom teacher. His various interests and activities are observed by sponsors with the objective of helping the student to acquire knowledge and power and to develop interests, habits, and attitudes which will help him to make right choices.

Orientation classes are given information regarding the routine of the school and are assisted in solving their problems and making adjustments—personal, curricular, and social. They are taught some basic principles of how to study effectively, how to budget their time, and how to be successful in school. They are also taught how to participate in school control and thru discussion; desirable traits, attitudes, and habits are emphasized. When students are completing the work of the eighth year, the curriculums and courses of the ninth year are explained, a few typical occupations discussed, and biographies of successful men and women read. In the ninth grade, students are expected to exercise all the rights and privileges and to assume all the responsibilities and duties of students and school citizens. They are made conscious of their position of leadership because

of seniority and encouraged to suggest and initiate things which will benefit the school and its students or improve its school spirit. They are shown how they can contribute by assuming the role of "big brother" or "big sister." They are allowed freedom in their homeroom meetings and almost complete responsibility is placed on them for the successful conduct of their affairs.

The student council helps to make rules for the school. Its members bring problems from their units to the council. They learn desirable attitudes toward rules, officers, teachers, the principal, and the school. They learn to exercise good and fair judgment in voting and in the solution of problems. They develop civic responsibility and a desire to render service. They have first-hand experience in dealing with people in real life situations.

The auditorium activities of the junior-high-school boy and girl are closely tied up with the whole school organization. In meetings of the school community, in original programs and pageants worked up by teacher-pupil cooperation, and in dramatics, pupils have the experience of working together for definite results.

The elective feature of joining clubs offers another example of pupils' choice along lines of his interest. Successful participation in these school activities often not only enables a pupil to find his interests, but also helps him decide upon an avocation or even a vocation for life. Possibly student activities afford the one most effective means of training youth for loyal participation in the affairs of everyday life.

Rochester

188. FINCH, CHARLES EDGAR. "Social Studies in the Rochester Junior-Senior High Schools." *Junior-Senior High School Clearing House* 5: 181-83; November, 1930.

Under the unit-of-learning plan followed in Rochester, problems are formulated which call for answers in terms of understanding rather than mere information; questions are raised which present a real challenge to reflective thinking on the part of pupils; and as a result of such procedure attitudes are developed and adaptations are made, rather than mere facts memorized. In the junior high school, work in history, civics, geography, elementary economics, and sociology is combined into units or large problems, each of which is subdivided.

The emphasis is not on the subject, but rather on what the child is to get out of a given piece of work. Each unit is placed in the course of study because it helps in realizing objectives that are definitely stated at the beginning of the unit, objectives which the teacher is expected to keep in mind as the unit is developed. In the senior high school, because of the attitude of the colleges, it has not been entirely possible to get away from subject distinctions, even tho in planning the various courses the primary consideration has been the guiding of boys and girls thru the most vital experiences possible in the field of social affairs.

The formulation of satisfactory units required careful study and much experimentation. All of the social-studies teachers in the junior high schools have contributed to the making of the units and their related problems which constitute the present tentative course of study. Four teachers, who with the director worked out the details of the plan for junior high schools, were released from regular classroom work for one half day for a period of two semesters. In addition all teachers in the social-science department of the senior high schools had a share in making the senior-high-school course of study.

189. GIBBONS, ALICE N. *Tests in the Social Studies: A Record of a Testing Experience in Senior High School Social Studies*. Publication No. 3. National Council for the Social Studies. Philadelphia: McKinley Publishing Co., 1929. 144 p.

In September 1925, a survey of the work being done in all departments of the Rochester schools was instituted to discover the educational objectives claimed for each subject taught, the methods of instruction being pursued to attain the objectives, and evidence that these methods were being successful. One survey committee represented the social-studies teachers of the five senior high schools. A wide variety of opinions was noted, both as to the goals of social-science teaching and as to how the achievement of objectives might be tested. It was felt that no uniform city-wide testing of objectives would be wise until there was greater harmony of attitude and opinion, as well as more knowledge of objectives and of the methods and values of new-type testing. Accordingly the first year of the survey was devoted to study and individual experimentation along these lines, so that in the second year it might

be possible to give a uniform series of survey tests in all city high schools with some degree of justice. During this first year besides study of the newer educational ideas, experimentation with standard tests, and local construction of new-type tests, an attempt was made to draw up tentative objectives for social studies. Among the specific objectives were listed habits and mental technics dealing with social knowledge and certain social attitudes, appreciations, ideals, and interests.

Mastery testing was delayed until the faculty understood that the survey was a cooperative self-examination and self-educative project. The first uniform pre-tests were given September 1926: a reading comprehension test in social science, a working skills test, and four factual background tests, in history—ancient and medieval, modern European, and American—and civics. Experience showed that a pre-test should be focused upon a single, or at most two or three objectives, and simple enough so that correction and making of simple statistics for diagnostic purposes could be done in a few days' time. In 1928 a uniform final examination in civics was developed as a voluntary undertaking by the teachers. A conclusion of four years' experimentation is the need for a teacher-statistician in each department.

Appendices (p. 75-144) reproduce tests used in the survey program.

190. NORTON, HERMAN J. "After-School Athletic and Recreation Activities in the Senior High Schools of Rochester, New York." *Junior-Senior High School Clearing House* 4: 278-84; January, 1930.

During the past fifteen years the after-school athletic and recreation program in the Rochester high schools has been organized and administered with a view to providing an equal opportunity for all boys and girls, physically capable, to participate in seasonal indoor and outdoor athletic and recreational activities. Participation is optional, but the range in the percent of participation in the various schools in 1927-28 was from 51 to 91. A two-year trial of a proposal to make the participants of an athletic contest responsible for their judgments and acts during a game has convinced the physical education directors that the learning situation has been markedly improved by developing a greater degree of self-direction in individual behavior.

Schenectady

191. CLARK, CHARLES W. "The Leisure-Time Program in Schenectady." *American School Board Journal* 85: 50, 52; September, 1932.

In an endeavor to carry out the recommendations of the President's Commission on Unemployment Relief, a local committee known as the Leisure-Time Committee, organized in 1931 a program of educational and recreational work, utilizing all possible agencies in the city of Schenectady.

The city schools were asked to assume the responsibility for educational courses in this attempt to raise the morale of the unemployed, and to strengthen their educational and vocational preparation during the period of unemployment. A reduction in the evening school budget required that the schools be operated with the voluntary services of teachers. It was found that the greatest number of registrants were interested in vocational self-improvement.

192. PALMER, EDGAR B. "Social Science in the Junior High Schools of Schenectady." *Junior-Senior High School Clearing House* 4: 603-5; June, 1930.

The chairman of the social-science committee of the Schenectady schools devised a three-year course of study in social science which was placed in operation in the junior high schools in September 1927. The content was planned to meet the following objectives:

1. To interpret the industrial, social, and economic contacts of the junior-high-school pupil with his environment.
2. To train pupils in the type of thinking most utilized in everyday life.
3. To furnish the background of knowledge of economic conditions necessary for a wise selection of a vocation.
4. To acquire an appreciation for, and a knowledge and sense of, responsibility in upholding the social and civic ideals of the American people.

In the organization of the junior high schools, the seventh- and eighth-grade pupils are divided into fast-, average-, and slow-moving groups. The objectives of the course vary for each group. The content in grades seven and eight is based on Rugg's texts.

Syracuse

193. GIBSON, CHARLES S. "A Project in Citizenship." *Junior-Senior High School Clearing House* 7: 351-53; February, 1933.

The principal of the Theodore Roosevelt Junior High School describes some of the situations set up in his school in which boys and girls may have opportunities for practicing good citizenship in their school society. Soon after the school opened in 1924 each homeroom was directed to choose two delegates to a council of students. This council was organized with a president and a secretary and appointed committees of pupils to prepare a school creed and a constitution. The first election for constitutional officers was held the following semester. The pupils voted by ballot using a printed form similar to that used in general elections in the state. The school was divided into three voting districts which necessitated three sets of election officials. Registration days preceded election day. The returns were duly canvassed by the student council and at the opening of the next semester the elected officers were inaugurated. A brief campaign with political speeches, placards, etc., was carried on. In later elections the entire school has used voting machines loaned by the city for the purpose.

The student council meets weekly. It charts all clubs, conducts one party each term, and passes on student activities which may improve the morale of the school. A court has also been developed. None of these activities is allowed to proceed in the absence of the teacher sponsor, whose duty it is to prevent degeneration into disorder and to answer questions. In most cases the pupils furnish sufficient initiative.

The homerooms take the names of states and their presiding officers are therefore governors. These meet weekly in a governors' club or council to study elementary parliamentary law. The secretaries of the various rooms meet with an English teacher to write their minutes and the treasurers have a club with a commercial teacher for practice in keeping accounts.

NORTH CAROLINA

Winston-Salem

194. CALDWELL, A. B. "North Junior City." *Junior-Senior High School Clearing House* 6: 117-19; October, 1931.

The principal of North Junior High School, at Winston-Salem, N. C., describes his attempt to superimpose a form of self-government. Grammar school pupils who would make up the body of the new junior high school were told that their form of government had not in

the past been based on any type of American government and that in the junior high whatever form of pupil self-government might be allowed must be copied directly after that of the United States government, the state of North Carolina government, or the government of the city of Winston-Salem.

Discussions followed in homerooms, social-science classes, on the playground, and among teachers. Each room selected a representative to confer with the principal so that some kind of plan might be ready. The convention met and decided to copy the city government. A committee drew up a charter for North Junior City, which provided for a mayor and board of aldermen under whom operate: the court; department of public safety; finance department, which directs school savings; board of health; board of education; and public works department, which has charge of the supply store, lost and found bureau, bulletin boards, etc. Each phase of the junior city government has a teacher adviser appointed by the principal. As much as possible pupils are allowed to make their own decisions, subject to veto by the principal if deemed inadvisable. So far this power has not been exercised. It is the belief of the faculty that this plan had done more to teach real citizenship than all of the book work, lecturing, and formal civic lessons that might be devised.

OHIO

Akron

195. GERMANO, GUY G. "The Volunteer Teaching Corps." *Education* 54: 44-46; September, 1933.

In Akron a corps of unpaid volunteers composed largely of unemployed and ex-school teachers, are giving several hours weekly of their time and professional efforts in order to instruct bed-ridden, crippled, and shut-in children who would otherwise be deprived of an education, due to depleted school funds. Most of the instruction is elementary. In some instances, sewing, weaving, various handiworks, and even music and art are being taught in addition to the regular school subjects, altho not all to any one individual.

Altho it is still too early to evaluate the services of these unpaid volunteers in terms of measurable progress, it is definitely known that progress is being achieved, and that these unemployed and ex-teachers are rendering a service to the community.

Athens

196. DOWELL, EDWARD S. "A Social Science Club." *Historical Outlook* 20:226-28; May, 1929.

This article sets forth the operation of the Social Science Club in Athens High School. The organization was started at the suggestion of several students taking work in economics and sociology. Other pupils approved and a committee was named to draft a constitution. The purpose was "to study seriously economic and sociological problems of a local character." Anyone taking the courses in economics and sociology may join. There is no scholarship requirement. One big topic forms the basis of each semester's work. Committees attack various phases of the problem, and secure the willing co-operation of local business men.

Cincinnati

197. CORRE, MARY P. "The School Counselor Helps Edward Solve His Problems." *Nation's Schools* 14: 25-28; October, 1934.

The director of counseling for the Cincinnati schools describes the vocational advice given to several junior-high-school students. The vocational counselor in junior high schools teaches a class in occupations and confers with the individual boys and girls concerning their future educational and vocational plans. Each pupil has an opportunity to talk to a business or professional man or woman who is doing the kind of work that interests him. The counselor appreciates the disastrous effect which results from trying to work beyond one's ability. Her program provides for continuous outside contacts and conferences with individual children to aid them in preparing for a happy vocational and social life in later years.

198. REAVIS, WILLIAM C. *Programs of Guidance*. U. S. Dept. of the Interior, Office of Education Bulletin, 1932, No. 17. National Survey of Secondary Education Monograph No. 14. Washington, D. C.: Government Printing Office, 1933, Chapter 7, "Case Report on Cincinnati," p. 72-83.

The Vocation Bureau of Cincinnati is organized in five divisions: psychological laboratory, which administers tests and makes recommendations on these data; visiting teachers division, which relates home and school problems; scholarship division; child accounting division, which conducts the school census, issues work certificates, and enforces attendance laws; and the division of occupational research and coun-

seling, which has the functional responsibility for the guidance of pupils. This latter division collects information regarding occupations, confers with pupils concerning their vocational and educational plans, and conducts classes in occupations. Counselors are assigned to regular duties in selected schools. Counseling is stressed in the eighth and ninth grades, due to the fact that pupils completing the eighth grade must choose between an academic education in an unspecialized high school and vocational training in some one of the ten vocational high schools.

199. ROBERTS, EDWARD D. "The Schools and the Cincinnati Community Chest." *American School Board Journal* 89:23; October, 1934.

Early in the development of the Cincinnati Community Chest, which was the pioneer organization of this type in the country, connections were made with the public schools with a view to establishing friendly relations and to making available for the schools the unusual opportunities for educational service to children and their parents which originate in the purpose and work of the agencies involved in the Chest. This relationship has become closer each succeeding year, until now the Chest officials look upon the schools as an essential factor in the success of the annual campaign, and the school workers anticipate the yearly return of this occasion as an opportunity for educational service to the pupils. The schools are not used for solicitation purposes. Each year, however, a leaflet is prepared by the Community Chest for general distribution and a copy given to each pupil to be taken home. Every effort is made to make the pupils Community Chest conscious. In many classes dramatizations vitalize Chest activities. Excursions likewise are employed.

Cleveland

200. ALLEN, W. PAUL. "A Character Education Program." *Educational Method* 14:391-92; April, 1935.

The principal of the Garfield Heights Elementary School of Cleveland describes how his school tries to develop character in the child by teaching him what is right, creating a desire to do what is right, and strengthening his self-control. Teachers are urged to read widely on the subject. Participation in clubs is encouraged. No grades are given on report cards; instead the teacher writes the parents about the child's

work, discussing not only his academic work but also his school activities and his social attitudes.

201. "The All-Hi-Council of Cleveland." *School Review* 37:407; June, 1929.

This news note comments on a pamphlet entitled *Student Government in Greater Cleveland* issued by the central pupil council of the Cleveland high schools. This central council represents an attempt of student councils of the various schools to work on a cooperative basis, since each school sends delegates.

202. BEMISDERFER, FRANKLIN R. "East Technical Orientation Program." *Junior-Senior High School Clearing House* 7:97-100; October, 1932.

The principal of East Technical High School in Cleveland has initiated a scheme whereby he, his vocational counselor, and a student leader visit the senior high preparatory schools each semester to give prospective pupils thru movies, talks, and conferences, a description of East Technical's activities and its various specializing departments. The first step towards helping the boy to adjust himself to his new environment is made when he is greeted at the door on the opening day of school by one of the members of the Adelpian Club (big brothers) who escorts him to the auditorium. The principal explains procedure, and introduces other officers. Homeroom teachers during the first two weeks explain the course of study. A letter explaining the course and the general school regulations is sent to the parents, who are requested in turn to list on an enclosed card to be returned to the school any information concerning the habits of the boy which might be valuable to the teacher. This method can be very effective in convincing the boy and the parent that certain required courses are essential to a well-rounded education and prevent many cases of maladjustment, as well as give the parent information about the school.

As soon as the boy becomes acquainted with his new surroundings and the aims of the school, he hears a series of programs during homeroom periods, at the rate of one a week, on the habits one ought to acquire to insure success. These programs have to do with health, conduct, methods of study, and citizenship. Student participation in activities is another vital part of orienta-

tion. The choice of the proper course is greatly facilitated by interviews between homeroom teacher and pupil and the conference which each pupil has with the vocational counselor and the freshman dean. The Adelphian boys make contacts with new pupils and help them solve problems that arise in this connection, and also do most of the routine work, freeing the homeroom teacher during homeroom period and at other times to interview boys both individually and collectively.

It is the aim of the school to lay a substantial foundation in desirable habit building, establish the pupil's proper social relationship, assist in making his vocational choice, and set a high standard of scholarship for him at the beginning of his high-school career. It also locates potential leaders and develops them to take their places as leaders of the school of tomorrow, instead of waiting until tomorrow to train the leaders of tomorrow.

203. CLEVELAND PUBLIC SCHOOLS. *The Special Schools and Curriculum Centers*. Report of the Superintendent of Schools for the School Year, 1929-30. Cleveland: Board of Education, 1931. p. 13-115. (Brief account by Garry C. Myers in *Journal of Education* 117:93; February 19, 1934.)

Cleveland has established a wide variety of special classes and special schools. Altho this development has been rapid, care has been taken to segregate children only when it is apparent that they are so handicapped as to make it difficult for them to succeed in the regular schools.

Braille and sight-saving classes aid the blind and the partially-sighted children. Cleveland was the first American city to organize a class for subnormals. The aim of the classes for subnormals is to fit them to live acceptably, and, if possible, to be self-supporting. The Alexander Graham Bell School is an oral school for deaf children, which enrolls children of kindergarten age and carries them thru the eighth grade. The Jane Addams School for Girls was established in 1924 as a girls' opportunity school. It is organized to meet the needs of girls of high-school age who are forced, by economic necessity, to leave school as early as the law will permit; for those who are discouraged with the academic subjects; and also for those who have been retarded by foreign birth or by illness. The Thomas A. Edison School is a day school for truant and problem boys. In 1925 rooms at two schools were designated as centers for average

pupils. The subjectmatter is made concrete and tangible, with special attention to the individual. The Sunbeam School for Crippled Children emphasizes health habits and orthopedic treatment. The curriculum is the regular elementary curriculum. The orthopedic department of the school system deals with cases of disability in all sections of the city. Other special schools have been established, such as those at detention homes and the tuberculosis sanitarium.

In describing the above-mentioned schools the report discusses such matters as history, aims and objectives, curriculum, and special features.

204. "Teaching Tolerance." *Survey* 63:590; February 15, 1930.

A Cleveland public school which is a melting-pot for a dozen different nationalities, was until recently split three ways by religious differences. Heated arguments that ended in gang fights occurred frequently on the playground, and the bad feeling was carried into the classroom. The school authorities finally decided to experiment with a course in religious tolerance as a possible solution. Because the history work in the 7A grade centered in the colonial period, which included mention of the religious reasons which brought about many of the early American settlements, the religious tolerance unit was placed in that grade. A committee of social science teachers outlined the course. The first group taught were behavior-problem boys. Materials used included textbook matter, graphs, maps, pictures, music, current material from newspapers and magazines, and selections from the sacred writings of the leading religions of the world. A marked change in behavior on the playground and in the classroom has resulted from the course.

205. WATSON, P. M. "Cleveland's School for Problem Boys." *Journal of Education* 112:499-500; December 15, 1930.

Cleveland has operated a day school for 1000 truant and problem boys—the Thomas A. Edison School—since 1921. Each boy is transferred to the school by the attendance department, at whatever time seems best. Therefore there is a constant stream of entering boys, at an average rate of twenty-four a week. The absorption of all this new material without injury to the school morale is provided for by a Receiving Room into which all new boys are taken and kept until thoroly oriented. They are in

charge of a capable teacher who arranges for a physical and mental examination, and studies the interests and drives of each boy. They are permitted to visit various classrooms and shops, before being assigned to a particular group.

The school is in no sense a penal institution. Its purpose is educational. It seeks to adapt the curriculum and teaching methods to the needs and characteristics of the boy. The faculty, consisting of thirty-seven men and seventeen women, has been carefully selected because of special fitness and adaptability. They rank among the best teachers of the city. It is the belief of those responsible for the institution that it is natural and normal for a child to like to go to school, and that most of his misbehavior and truancy will cease when he is provided with work he can do with satisfaction and success. This belief has been sustained by the records the boys have made.

Available records of former pupils show that in most cases the change in the boy has been permanent. He has been tided over a difficult period in his life by a satisfying school experience, has replaced his undesirable habits with better ones, and is on his way to be a useful and law-abiding citizen.

206. WINGERT, S. EVA. "The Jane Addams School of Cleveland." *Junior-Senior High School Clearing House* 4:100-4; October, 1929.

The Jane Addams School for Girls is maintained by the Cleveland Board of Education to meet the needs of girls of high-school age who are forced by economic necessity to leave school as early as the law will permit; for those who are discouraged with the academic subjects; and also for those who have been retarded by foreign birth or by illness. The school has an enrolment of four hundred. The distribution of intelligence is fairly normal. The Dalton plan of instruction is used, and thru conferences with teachers aid can be given to the girls individually. The program of studies offers a choice from three curriculums: dressmaking, commercial-cooking, and office training. Placement and follow-up services are other features.

207. WISE, CLAYTON R. "Thomas A. Edison School for Boys." *Journal of the National Education Association* 17: 277-79; December, 1928.

The Thomas A. Edison School is a school for truants and misfit boys. This article describes its program as adjusted to the interests and

abilities of a particular boy. The policy of the school is to furnish each boy with tasks which he can perform with interest, success, and satisfaction. In the largest sense the entire administration of the school is a guidance program. See also 205.

Columbus

208. ZIRBES, LAURA, and LABRANT, LOU. "Social Studies in a New School." *Progressive Education* 11: 88-94; January-February, 1934.

The demonstration school of the Ohio State University has eleven grades and a kindergarten. First-hand experience is made the basis for guided group discussion. Trips to a farm, studies of seasonal changes and of life in other countries are some of the activities initiated. The school environment also has furnished incentives for educative social responsibilities. In the upper grades the teacher guides children into an increasingly meaningful world. In the seventh grade the pupils decided to study their own community. This program of communal activities is extending over two and one-half years and involves science, social science, literature, composition, industrial and fine arts. Its integration relates subjectmatter areas to each other without employing the logic of formal courses.

Dayton

209. LONGNECKER, DON D. "An Adventure in Adult Education in Dayton." *Proceedings, 1933*. Vol. 71. Washington, D. C.: National Education Association, 1933. p. 293-95.

Teachers in the Fairview High School of Dayton were convinced that the average adult (a) did not properly evaluate the purpose of public education; (b) had certain prejudices and stereotypes making local self-government dangerous; (c) did not have an adequate medium thru which to express his own convictions about local affairs; (d) needed an opportunity to grow in his knowledge of parent problems, social problems, and economics; and (e) lacked a foundation on which to build a creative interest to take care of an increasing amount of leisure time.

Four years ago, eight courses were offered with an enrolment of two hundred adults. This enrolment has increased to one thousand as two other schools have combined in a program. The general committee chose as their definition of adult education, "that organized type of educa-

tion designed primarily for individuals beyond regular school age for securing continual adjustment to changing social and economic conditions of contemporary life." It was the assumption of the committee that the schools form a natural community center and as such should participate in the life interests of all ages and class groups.

Twenty-seven classes were offered during the past year. No class had a teacher, but each had a discussion leader. No course was offered which had direct vocational value. Two months previous to the first session, discussion leaders were called together, the plan of the school was outlined, and all those taking part were given a common background. In addition to the regular discussion leaders, practically every course used special leaders for special topics, with the result that more than seventy took some definite leadership in the school. School authorities note that the community is less critical and more cooperative with the schools.

Toledo

210. KELSO, MARY M. "Job Plan Assists Social Adjustments." *Junior-Senior High School Clearing House* 8: 144-48; November, 1933.

This article describes the plan of student aid at Libbey High School, whose pupils average in number about twenty-two hundred a year. The nurse uses much of her time in working out social adjustments which are closely allied to health service. During the present period of economic stress she advocated an employment service to provide a means of aiding underprivileged pupils to help themselves to secure food, clothing, or other necessities. A welfare committee was named during the school year 1930-31 to aid pupils. All relief work was carried on in close cooperation with the Child Benefit Association, sponsored by the Board of Education, to prevent duplication of effort. Money from the relief fund is not given to pupils directly. Pupils are referred to the proper place for the services they need and the bills sent to the school. The child in turn works in some capacity around the school building on the basis of twenty-five cents an hour.

The present welfare committee has a faculty personnel of eight. The nurse interviews and investigates all cases. She refers them to the proper agencies to fill their needs, as well as to the teacher in charge of employment. The latter meets the child on the same basis as a future

employer. She lists the child's abilities and preferences and refers him to the department that wants workers. She canvasses various teachers and departments for jobs. She keeps tab on employees. Their attitude in the classroom is checked. Their dependability, thoroughness, honesty, and courtesy are watched carefully. The personal traits that will better fit these children to fill positions of greater responsibilities later in life are stressed.

One teacher keeps all records and makes frequent reports for the benefit of the faculty so that their interest in aiding the cause may not wane. She handles all money, gives receipts for donations, and pays bills. She supervises three girls who volunteer their services and give out the food tokens each morning before school. Clothes are contributed by faculty and students for the Clothes Shop. Sometimes a garment must be bought.

The writer concludes: "By our employment plan we are able to take care of our own children in this time of stress. We relieve congestion at all welfare agencies. But what is best and most important, we save the child's self-respect. Both pupils and parents are always most grateful. Teachers who were dubious about our employment plan in the beginning are now quite enthusiastic. At a time when the need is most pressing, we feel we are handling the situation in a creditable manner without making any one whom we are trying to benefit an object of charity. By helping the child to maintain his self-respect, by giving him honest-to-goodness work—work which is beneficial to the educational system as a whole—we are helping him, as an individual, to prepare for the time when he will actually be faced with his life work."

OKLAHOMA

Tulsa

211. BOWMAN, NELLE E. "The Social-Studies Curriculum in Tulsa." *Fourth Yearbook: The Social-Studies Curriculum*. National Council for the Social Studies. Philadelphia: McKinley Publishing Co., 1934. p. 90-114.

Committees of teachers for both elementary and high-school levels were appointed in 1932 as an advisory group in determining what materials should be selected for the social-studies curriculum of the Tulsa schools. This group met frequently to formulate philosophies. With this background they attended the first six

weeks of summer session at the State Teachers College, Greeley, Colorado, where they worked with the Greeley faculty. Members were assigned to work at the various grade levels. Units were hastily constructed to serve as a temporary guide for the revision program. Before the units were placed in the hands of the teachers, a social-studies club was organized whose meetings prepared them for the curriculum program and the philosophy underlying it. Outstanding teachers were chosen to serve as chairmen for each unit of work to be installed. Meetings were held to secure teachers' reactions. The revised outline took the form of an assignment book to help minimize routine assignment in class.

In grades two to six geography and history were correlated. In the junior high school separate courses in geography and history were discarded and units set up to center thinking on some of the outstanding problems of the day. Courses in senior high school have undergone as yet no radical change. Following the junior-high-school course, which attempts to create social attitudes, a chronological survey course in world history is offered in grade ten. Two years of history are required in senior high school, three semesters being indicated and the fourth elective. The senior course consists of four electives of one semester each: modern European civilization, modern Asiatic civilization, social problems, and making the most of one's leisure. All these courses are more on the traditional order, but are being recast with the objectives clearly stated. A fusion plan has been proposed. The need is also realized for greater differentiation in courses for varied abilities.

It is the task of the social-studies department to frame a course of study which will integrate the best thinking of all groups to the end that children may attain a better comprehension of the adult world.

212. ELLIOTT, FLOY V. "Promoting Student Life through Extracurricular Organizations." *Junior-Senior High School Clearing House* 4: 290-95; January, 1930.

The dean of girls in the Central High School of Tulsa describes certain extracurriculum influences which help develop students into functioning citizens. The general work of the student governing board known as the senate is to recognize school needs as they arise and to

see that a solution is assigned to some efficient organization. The house of representatives, composed of one delegate from each homeroom, is a clearing house for school problems, which appoints committees to investigate any grievances. The members of the Courtesy Service organization volunteer for service, but are actually chosen on their citizenship record. They serve in the corridors or at the doors to check on all passes of students; help at all school activities as ticket takers, general caretakers, or for any other need; and serve as guides for visitors within the school. The T-Club or letter club of the school, gives varied service. This group has all concession rights at the athletic events. This club is the club with money and to it the senate looks when a school need involving an outlay of money seems expedient. Score boards at the athletic field, some needed scenery for plays, and a high-school banner have been ways in which its money has served a need. Another all-school activity is the general assembly, which is planned by students as well as faculty. The writer concludes: "Extracurricular activities are not usurping any academic curriculum: they are meeting other needs quite as urgent. A school needs experiences, founded upon every phase of community living, that the community supporting the schools through taxation may profit through a better citizenry. Youth's real leadership, real character, real service come through youth's initiative and interest. Age may suggest, or attempt to guide, but these essential characteristics are gained only through participation, experience, self-generated interest. Extracurricular organizations are a proving ground and the school is enriched in spirit by youth's happy participation in them."

213. FOSTER, ELI C. "A Program of Non-Athletic Organizations." *High School Teacher* 9: 83-86; March, 1933.

Tulsa has developed a non-athletic program of activities in addition to an extensive intramural and inter-scholastic athletic program. The non-athletic organizations may be divided into two groups. Group I meets at regular class time five days a week as any academic subject. Group II has not been so definitely curricularized and meets periodically at homeroom time or at the close of school. Group I includes a journalism class which sponsors the publication of "School Life"; the staff which produces the

yearbook and manual of administration; the girls' and boys' glee clubs and an a capella choir; the band and orchestra; and the thrift bank. Group II consists of such organizations as the senate, house of representatives, courtesy service club, national honor society, Girl Scouts, Hi-Y Club, and many others.

214. FRENCH, WILL. "Developing a Social Studies Philosophy." *Progressive Education* 12:233-38; April, 1935.

The superintendent of schools in Tulsa discusses the philosophy underlying the new social-studies curriculum in that city. A committee of teachers was named in 1931 to rewrite the social-studies course for the junior high schools. As a result of their reading, discussion, study, and contacts with members of the faculty of Teachers College, Columbia University, the committee in the fall of 1932 submitted to social-studies teachers a statement of position on vital social, economic, and political issues which had to be accepted or rejected by them before they as a body could teach any social-studies curriculum with sincerity and conviction. Certain educational points of view are recognized also, with reference to the basis for state-supported programs of social studies, individual thinking and group action, the atmosphere of the classroom, opportunities for practicing good citizenship, and the importance of the teacher as a guide on the children's journeys of exploration into and discovery of their social, economic, and political world. *See also* 211.

215. HARRISON, EILEEN M. "Tulsa Schools Maintain Classes to Educate Parents for Home Tasks." *School Life* 14:16-18; September, 1928.

Parental education, or mothercraft as it is called in Tulsa, is a department in the city school system. Meetings are held in the schools mornings and afternoons, and evening classes are conducted for both fathers and mothers. Mimeographed notices are taken by the children to their parents, and the mothers who come are eager to study the problems of home and family. The local newspapers are also helpful mediums for giving publicity to class meetings, and the parent-teacher associations aid with their telephone committees.

The work is divided into units of six, nine, and twelve weeks, depending upon the course offered. These units consist of many aspects of home and family problems. Besides home and family relationships other units deal with the

psychology of the school child, the preschool child, the adolescent, recreation and stories in the home, behavior problems, and social problems of the family.

216. PRUNTY, MERLE. "Our Tomorrow; the Tulsa Public Evening Schools." *Progressive Education* 11:287-88; April-May, 1934.

Recognizing the need for a better informed citizenship in the realms of civic, social, economic, and political problems, the Tulsa board of education authorized a series of free public forums to begin in the fall of 1933 in connection with the Tulsa evening school opportunities for adults. Oklahoma institutions of higher learning accepted the invitation to cooperate and supply a portion of the lecturers for the forums. Other lecturers were selected from the school staff. Each lecture is preceded by a short program of music by high-school orchestras, band, choruses, or group singing. The speaker is allowed forty minutes. Discussion follows. During the first semester, 1933-34, thirteen different topics were discussed, continuing each Monday evening. A large audience attends. The cost to the taxpayers is the very small sum for the traveling expenses of out-of-town speakers. The forums are held the same night as the regular evening school, thus saving building operation costs. All programs are free. Local talent is engaged and local civic leaders are utilized as chairmen. The response to the directive efforts of local educational leaders shows a deep public interest in current problems.

217. RECTOR, GERTRUDE. "Meeting Senior-High-School Problems through Concerted Action." *Junior-Senior High School Clearing House* 6:409-13; March, 1932.

This article discusses how the Tulsa Central High School attempts to solve the two problems of orienting new pupils in the school and making the parent-teacher association a real asset, thru the guidance program, homeroom organization, assemblies, and patroness organizations.

The orienting of pupils from the junior high school in the senior high school begins several weeks before the end of their junior-high-school career. The first step is a visit to the several schools by the principal of the senior high school and the director of the sophomore class. A unit in the course in occupational civics in the last semester of the junior high school deals with

the high-school curriculum and college entrance requirements. After this unit has been presented, the occupations teacher and the homeroom teacher work with the pupil and his parents to plan the senior-high-school curriculum with a more or less definite aim in view. After the curriculum plans for each child are made, they are checked by the sophomore class director, who returns to the junior high schools for a very brief personal interview with each pupil as she completes his registration for the first semester in the senior high school.

Once the child has entered the senior high school he is assigned to a homeroom in which he remains during his entire course. The grouping in the homerooms is heterogeneous and is made by the class director. Each homeroom has its own organization, its own officers, and its own patroness. The homeroom president conducts all meetings according to parliamentary rule, but provision is made for much informal discussion. There is a program committee in each room which plans the programs so that each member of the group appears before the class at least once in a six weeks' period. So far as possible the pupil selects the thing he can do best.

Out of the homeroom grows another organization—that of the homeroom presidents. In a group which is made up of individual pupils selected by the vote of their own classmates to represent them in all class matters, the pulse of the entire class can readily be felt. This group meets with the class director fortnightly for forty minutes before the beginning of the homeroom period. In these meetings all class activities are launched, school attitudes are somewhat directed, special talent in the class at large is reported, and suggestions for class assembly programs are made.

In the weekly class assemblies the programs are arranged to develop a feeling of unity and class loyalty. The weekly general assembly is planned around a definite theme and the programs arranged by a standing committee made up of students and faculty representatives.

In order to give the parent-teacher association a participating activity in the life of the school a patroness group of each of the three classes is organized each year. A patroness is the mother of one of the members of a homeroom group who is selected by the vote of the

homeroom to be its representative in all matters concerned with the P. T. A. Monthly meetings of each group provide discussion of school matters. Each patroness makes contact with the mother of each of the pupils in her homeroom between the luncheon and the succeeding evening monthly meeting of the P. T. A. which both mothers and fathers attend. She does what she can to attract parents to the regular evening meetings of the association, and is there to greet them when they arrive. She is also prepared to answer many questions and allay much adverse and unjust criticism that is directed at the school.

OREGON

Eugene

218. FLETCHER, AUBREY L. "An Orientation Program." *Junior-Senior High School Clearing House* 9:108-9; October, 1934. (Reprinted in *Oregon Education Journal* 9:4, 19; January, 1935.)

The orientation program outlined in this article has been in operation in the Roosevelt Junior High School at Eugene for a year and a half. Class instruction units, three to a grade, are provided for all three years, with a total of ninety class periods during the school year for this course. Four units deal with educational guidance, stressing in the seventh grade how-to-study helps and school orientation; American educational opportunities in the eighth; and career planning in the ninth. Three units deal with social-moral guidance, stressing in the seventh grade the building of a desirable personality; relations to others in the eighth; and problems in self-analysis and self-development in the ninth. A survey of occupations is provided in the ninth, and an avocational guidance unit in the eighth grade. In this group-guidance procedure, the counselor encourages the pupils to make their own decisions.

Milton-Freewater

219. BROWNSON, HAROLD G. "How To Vitalize the Teaching of Citizenship." *Nation's Schools* 8:63-68; July, 1931.

At McLoughlin Union High School pupils are made citizens in the community in which they spend the major portion of their time. A system of student government has been evolved, in which pupils are responsible for their conduct. A student council makes rules. The study

hall is in charge of pupil monitors. Pupils who violate rules may be reported to the court clerk by any of the monitors for the halls, roll rooms, and study halls, or by any teacher or other pupil-citizen. A jury of eight members, two from each class, presided over by a judge elected from the senior class, hears all cases and passes sentences. Appeals may be made to a supreme court composed of class and organization presidents. Before any roll room is placed under student control, each pupil pledges himself to obey the regulations of the school and constitution. The principal is convinced that the plan is a success.

Portland

220. FOWLER, FRANKLIN W. "Problems Encountered in the Better Scholarship High School." *High School Teacher* 10: 201, 224; September, 1934.

Four years ago a new high school was established in Portland, Oregon. It was originally known as the Probationary High School and its official name is now the Better Scholarship High School. Boys and girls who have failed to do satisfactory work in the conventional high schools are placed on probation in this school until their scholarship has improved sufficiently to warrant their return to the other schools.

The school has two main functions: (a) to relieve classes in the regular high schools of the dead weight of failing students; and (b) to discover the cause of failure in each case and to put the student on the road to success.

PENNSYLVANIA

George School

221. MOHR, WALTER H. "The Study of Local History as a School Hobby." *Social Studies* 25: 31-32; January, 1934.

Recognition of the desirability of studying local history and tradition led to presenting this subject as a project to be worked out by a school hobby group. A small group of boys along with some members of the faculty determined to explore the possibilities of the subject. One of the first undertakings was to discover the history of the immediate vicinity of the school. Several boys interested themselves in a biography of a prominent citizen of the community.

Certain definite values are evidenced. There is a sense of reality to the studies made which causes the boys to be greatly interested in all

phases of what they are doing. The results of the work are presented in both the school paper and also in the local papers. The development of a leisure-time hobby is another value. Community interest in school work is stimulated. Moreover, an excellent opportunity is presented for teaching how history is really written.

Jenkintown

222. LANKS, H. C. "The Jenkintown Junior-Senior-High-School System of Student Participation in School Government." *School and Society* 36:406-9; September 24, 1932.

The principal of the Jenkintown Junior-Senior High School describes the school's plan to give students the maximum control of which they are capable. The present constitution provides for a student and teacher association. Representation in the student-teacher congress, which is composed of twenty-four members and a teacher adviser, is based on class and homeroom. A method of preferential balloting is used to elect members. The ballot given each student reads, "I honestly think the following persons by reason of their able leadership, courage, and *sincerity* are best fitted to be intrusted with making the necessary decisions in representing our body." Each voter is then encouraged to arrange on his ballot the correct number of names fulfilling these requirements in order of his choice. Special committees then give weights to the names in counting.

The congress divides itself into five committees: the tribunal, which has charge of disciplinary matters and jurisdiction over the monitor system; the athletic council, with the coaches as sponsors; publicity council, which is also a "booster committee"; assembly program committee; and property committee, which conducts a lost and found department. The homeroom and class representatives report back to homerooms or classes the various matters taken up. The system thus retains contacts with student opinion.

Johnstown

223. COLL, B. J. "The Johnstown Pennsylvania High School." *Journal of the National Education Association* 19: 249-50; November, 1930.

The Johnstown Senior High School identifies, at every possible opportunity, the student's work with the city's work and history. For several years a local theme has been adopted for

the commencement program. Further aligning of the school and city is expressed in the weekly assembly programs. Each semester a member of the senior class is elected to be the school representative to each of the service clubs of the city. Shopwork is closely linked with local industrial plants.

Student control of school affairs is another major feature. Each assembly room elects two representatives to the student council which directs a monitor system, the weekly assemblies, and the sale of tickets for school events.

224. STACK, HERBERT J. "Organizing Your Community Study." *Historical Outlook* 19: 335-37; November, 1928.

A school committee of Johnstown planned a community survey, a "Book of Johnstown" to be used in classes in civics, history, science, geography, English, and vocational subjects. Social-studies teachers were allotted subjects to be developed by their classes.

Philadelphia

225. DAVIS, FRANK G., and WHEELER, CHARLES A. "The Development of the Work of Attendance Officer into that of a Guidance Worker." *Vocational Guidance Magazine* 11: 310-13; April, 1933.

In 1914 Philadelphia had no scholastic requirements for the position of attendance officer, as is shown by the examination questions used. The 1917 examination indicated that his work was still largely of a police character. By 1922 there is an injection of the idea of definite social service into his work. The technic of interviewing is given attention by 1926. More recent examinations stress the idea that the attendance officer should be a personnel officer, whose business it is to counsel with the pupil and his parents, and whose qualifications include professional study of social casework.

226. NEVILLE, CHARLES E. "The Orientation or Group-Guidance Program." *Junior-Senior High School Clearing House* 6: 104-7; October, 1931.

The faculty of the Warren G. Harding Junior High School developed a program of group guidance topically. The adjustment phase was divided into three parts: adjustments to the school building and equipment, to the school's regulations, and to the school's activities. The second phase, vocational guidance, consists merely of sufficient occupational infor-

mation for those students who are leaving school to be employed, as the consensus of the committee's belief is that vocational guidance properly belongs to the senior-high-school level. A somewhat more detailed study of occupations is made in connection with course-choosing under the head of educational guidance. Health education is a regular course in the curriculum. The work in civic guidance is divided into three parts: the development and study of a code of good school citizenship; instruction in the qualities and duties of good student officers, with actual election of such officers for participation in school control; and the development of the ideals of good citizenship with comparison showing the great similarity of these ideals to those of the previously studied school-citizenship code. This plan is based on Dr. Franklin Bobbitt's declaration that a life of good citizenship in school will carry over into a continuous life of good adult citizenship.

Under the heading of social and ethical guidance the program attempts to develop in the students realization of and right attitudes towards six social virtues. These are courtesy, cooperation, service, honesty, self-reliance, and proper personal appearance. Educational guidance involves supervised study and information regarding courses. Instruction in the wise use of leisure consists of discussions of types of recreation. The time allotment provides for one forty-five minute period a week for guidance instruction to be carried on by the homeroom teachers.

227. PHILADELPHIA BOARD OF EDUCATION. *Character Education in Elementary Schools*. Philadelphia: the Board, 1931. 33 p.

This booklet, prepared by a committee of school officers, discusses the personal influence of the teacher, classroom procedure, the contribution of the courses of study, the development of pupil responsibility thru participation in school control activities, and the possibilities for socialized experiences thru the school assembly and the school paper. The conclusion was reached that character education can best be accomplished when it is not formalized and definitely separated from other school activities. The utilization of socializing experience to develop character is what may be called "applied or active civics." It is civic living as distinguished from instruction in civics.

228. PRICE, JOSEPH HAINES. "Social-Studies Planning in Germantown Friends School." *Fourth Yearbook: The Social-Studies Curriculum*. National Council for the Social Studies. Philadelphia: McKinley Publishing Co., 1934. p. 129-33.

The social-studies program of the Germantown Friends School has adhered to College Board blocks of ancient, medieval, and American history, since more than 90 percent of its graduates enter college and many take College Board entrance examinations. When the school accepted an invitation from the Progressive Education Association to be one of a group of secondary schools in which a new and liberal plan of college preparation was to be tried, the social-science teachers were directed to evolve a course of study for the last three years of the curriculum in keeping with the liberalized program. They decided to provide a general survey of history and civilization, drawing on all available social sciences. This organization gives a continuity not possible under the former block system. In the primary school social studies had already been built up as the core of the curriculum.

229. STERN, ANNA LOUISE. "An Attempt To Individualize Instruction in Social Studies at South Philadelphia High School for Girls." *Historical Outlook* 21: 329-32; November, 1930.

Eighty percent of the student enrolment for South Philadelphia High School for Girls is from homes where English is not the daily speech. In addition, the I. Q. mean is 90, the lowest in the city. To meet the problem four types of work are offered. The first is a one-year course which only those girls who would never be able to graduate from high school are permitted to take. The vocational aim is to train the girls to do filing, typing, and to be of assistance in an office. A course in elementary sociology is offered in which problems of everyday life are considered. There is no text and the work is practically all done by supervised study. The second group takes History II or slow history, which parallels the city course but differs in the text used and the amount of work covered. Some elective reading is permitted those who do satisfactory work. This group is composed of those who by effort may graduate, but who will probably never have records good enough to be certificated for normal school or college. A silent reading test is a criterion of ability. The third group is com-

posed of those who can do from fair to excellent high-school work. Monthly guide sheets are given them to help organize their material in history. Elective reading is necessary for higher grades. Biography and magazine articles are used extensively. The fourth group is made up of the honor students. No girl may be a member unless she has been recommended by all her teachers. In the social-science department they may do independent work in either American history or social problems. Group conferences are held at first. Later individual conferences are necessary as work is differentiated. The girls apparently understand that their chance for self-expression is greater in the group to which they belong.

230. WHITE, HELEN D. "A Model Assembly of the League of Nations." *Progressive Education* 7: 79-81; March, 1930.

In November 1929, over a hundred students of the Germantown Friends School presented twice a Model Assembly of the Tenth Session of the League of Nations before both a school and an adult audience. The burden of responsibility rested largely on the European history class of juniors, who made a preliminary study of the organization and accomplishments of the League. Older students gave talks to all classes above the fourth year on what the League stands for. Younger history classes studied elementary facts about the League. The entire school cooperated in providing for the details of arrangement.

Adult members of the audience were convinced that a Model Assembly was a fine, dramatic method of teaching internationalism.

Pittsburgh

231. "Character Training." *Pittsburgh Schools* 8: 206-45; May-June, 1934.

The plan for character training in Pittsburgh schools involves both the direct and indirect methods of presentation. Activities represented in clubs, auditorium programs, homeroom organizations, athletic contests, student council, etc., are indirect in their influence. The plan of direct instruction provides for the organization of courses for each grade around ten areas of human experience: health, educational, economic, vocational, citizenship, recreational, friendship, and esthetic activities; home and family life; and general life in the group. Ambition, loyalty, and perseverance as fundamental

traits are considered to operate in all the areas. Classes are held one period a week. Material takes the form of actual experiences children have had or seen demonstrated in the actions of others. It may be obtained thru the recorded experience of others in the form of stories, pictures, and poems. The method of instruction suggested by a committee for the development of a course of study was the case-problem method, because it was felt that thru the presentation of actual experience, there is an opportunity for pupils to enter into the experience of the principals in the case and feel the need for solving the problems involved in it. The committee also outlined methods for developing a lesson in character education.

232. HENNINGER, MARIE J. "An Evaluation of Extra-Curricular Activities in the Pittsburgh High Schools." *Pittsburgh Schools* 8:4-41; September-October, 1933. (Excerpts in *School Review* 42:9-11; January, 1934.)

Extracurriculum activities in the Pittsburgh high schools are for the most part divided into three groups: clubs, homeroom organizations, and assemblies. Membership in a club is voluntary, altho time is allowed in the regular school program for participation in this phase of extracurriculum activity.

Homeroom organizations are based on report room assignments. Approximately forty students under the direction of a report or homeroom teacher elect officers and become a separate school unit with representation in the general student council, composed of one or two students from each class. One day each week is designated as homeroom day, when a program pertaining to school, local, or national interest, or to the development of character, culture, and citizenship, is given by the students of each homeroom in their own report rooms. During the semester when report cards are distributed to the students, a period called an advisory or conference period in which the individual students and report-room teacher confer in regard to subjects with which the student is having special difficulty, takes the place of the regular homeroom program. The homeroom period, therefore, has become a definite part of extracurriculum activities.

In an effort to appraise the program, a questionnaire requesting a "yes" or "no" answer was sent to three groups of persons, namely, pupils in grades nine to twelve, teachers, and alumni. This investigation revealed an active

interest in extracurricular activities. Since answers to all questionnaires indicate that participation in activities aids in the wise use of leisure time, an effort is being made to interest every student in some club activity since the success of his life will in some measure be determined by the wise use of his leisure. On the other hand efforts should be made to restrain the student from participation in too many activities. It is suggested that each high school adopt a system similar to the point system for evaluating participation in activities. This method is successfully used in Westinghouse High School as an aid in securing for the student a well-balanced activities program.

Extracurriculum activities according to this study form an important means of establishing a link between the school and the community. Since in Pittsburgh there are high schools in practically every section of the city there is an opportunity for development of greater interest in education and the winning of more generous public support for the schools thru adopting a diversified activities program which would be of value to parents, patrons, and students.

233. HUGHES, R. O. "Citizenship Training in the Pittsburgh Public Schools." *Pittsburgh Schools* 6:155-216; March-April, 1932.

This issue of *Pittsburgh Schools* is devoted to a survey of citizenship training activities already carried on in the schools. In one sense the citizenship program comprehends the whole range of school activities. Certain interests and activities, however, may contribute more directly than others toward the development of those ideals and habits which are commonly connected with citizenship. The discussion in this bulletin centers around eight phases of citizenship promotion:

1. School and class organization
2. The development of citizenship ideals thru discussion and expression
3. The development of citizenship habits thru pupil responsibility and practise
4. Recognition of individual examples of good citizenship
5. The teaching of the social studies
6. Contributions to good citizenship from the general program of studies
7. Community activities projects
8. Cooperation for community betterment.

In every high school some form of student organization is now in operation which has some

measure of responsibility in the government of the school. Every school has its homerooms or report rooms organized with the customary officers. It is felt that pupils should have the opportunity to discuss the elements of good citizenship. Suggestions are offered for such training. As an added incentive to the cultivation of good citizenship it may be desirable to provide some sort of recognition of worthy citizens. Some schools present special awards to those who have displayed something more than ordinary scholarship and good citizenship thru the school term or school year. Some establish an honor roll, setting up standards for such recognition that can be attained by most pupils.

The writer believes that every subject in the school program should make some contribution to an all-round efficient citizenship. English is the tool which American citizens must use, whatever their activities may be. Arithmetic and science both have an everyday place in the life of an intelligent citizen. The work in the shops may not only teach thrift, accuracy, and other desirable qualities, and impart useful skills, but also produce a healthy attitude toward manual labor.

The writer also urges practical citizenship in doing things of actual immediate value for the school, the neighborhood, or the community as a whole. Thru such activities pupils discover that they do not have to grow up before they can do things of distinct benefit to their school and city. The article concludes with a statement of viewpoint which the writer contends has been too often lacking in school life—that the school is a real part of the community life and that the work of the school is as real as anything else that is done in the city today.

234. MORGART, J. H. "The Extracurriculum Activities of the Junior High School and Ways in Which They May Be Encouraged and Directed." *Secondary Education* 3:189-92; November, 1934.

This report is a brief sketch of the extracurriculum program that has been in effect at Herron Hill Junior High School since its opening in 1928. Suggestions for encouraging and directing activities based upon six years' experience are grouped as follows: professional study for teachers; assistance for sponsors; and pupil organization in homerooms, school clubs, auditorium programs, and community activities.

Homeroom organization provides for committees on scholarship, activities, thrift, and housekeeping, etc. A club handbook, kept up-to-date each semester by using a separate page for each club, bound in loose-leaf fashion, sets forth the purpose, cost, skill, or interest required, and the work each club does. Copies are kept in the library thruout the semester and the activities of the various clubs are carefully discussed in the homeroom prior to the date of selection. The number of clubs in the school varies from forty-five to fifty-five each semester, and the number of pupils per club ranges from twenty in a printing shop foreman's club to sixty in a glee club. Eighty percent of the auditorium programs are presented by student groups. Each year the demand to make the school more of a community center is becoming stronger. One activity in which this school co-operates as a community project is the annual Clean-Up Campaign.

235. SOFFEL, CATHERINE A., chairman, and others. "Report of the Committee on Character Training." *Pittsburgh Schools* 4:196-222; May-June, 1930.

This preliminary report of the Committee on Character Training appointed by the Principals' Club discusses character training in Pittsburgh schools, the need for such training, and the methods used. Typical examples of adaptation of subjectmatter to character training are taken from the fields of reading, nature study, gymnasium work, and history. *See also* 231.

236. WHITE, JANE A. "How the Museum Contributes to Leisure-Time Interests." *Educational Method* 14:305-10; March, 1935.

For a number of years the eighth-grade students of Pittsburgh have made three visits a year to Carnegie Institute. A two-hour period is equally divided between the Department of Fine Arts where lessons deal with appreciation of architecture, sculpture, and painting, and the Museum, where the subjects of interest are botany, birds, and mammals. The institute provides supplementary work for any grade. In addition to classwork, clubs have been organized. The Junior Naturalists Club meets Saturdays and in the summer daily. A Specially Gifted Class was organized four years ago, consisting of the outstanding eighth-grade pupils in nature study. An Art Class organized eight years ago is composed of fifth-, sixth-, and seventh-grade

pupils with artistic ability, and meets Saturdays. These organizations have both vocational and avocational implications.

Reading

237. EIDAM, ELSIE M. "The Guidance Program in the Reading Senior High School." *Education* 54: 330-31; February, 1934.

The purpose of guidance in the Reading High School is to make the student's life there profitable, happy, and purposeful. Two advisers for each class are named who progress with a class group from the time it enters the high school until graduation. Bi-weekly meetings of homeroom teachers are held to discuss responsibilities. Each teacher keeps a homeroom information card for each student which lists his interests, activities, home environment, etc. Group guidance is carried on thru a weekly homeroom period. Since a course in occupations is required of all students in the ninth year of the junior high schools, no classwork is done in the vocations, altho they form the basis of homeroom discussions in the senior year.

Uniontown

238. LUBOLD, J. A. "Clubs in Uniontown, Pennsylvania, Senior High School." *Junior-Senior High School Clearing House* 4: 308-11; January, 1930.

The student senate of the Uniontown Senior High School charts all clubs. A charter is valid only so long as the objectives, as set forth in the application for charter, are being fulfilled. All club activities are under the supervision of a director of extracurriculum activities who is appointed by and responsible to the principal of the school. The director is trained for this work and has his program so arranged that he has ample time for the careful supervision of the school activities.

Clubs can function at their best only when a regular time is provided for their meeting. All clubs are scheduled to meet during a daily activities period of forty-five minutes. Pupils not engaged in clubwork during the activities period may be engaged in any one of three things: (a) observing a homeroom work period; (b) studying or reading in the library; or (c) working on a special project at the request of, and under the direction of, a regular teacher.

239. MAURER, HAROLD R. "Guidance at Work in a Junior High School." *Junior-Senior High School Clearing House* 6: 547-49; May, 1932.

The faculty of the Benjamin Franklin Junior High School in Uniontown considers guidance to be its chief function. Thru carefully planned faculty seminar meetings the program was initiated. Guidance manuals were prepared by the teacher to be used as a basis for discussions during the homeroom and guidance periods each week. Homeroom counseling is recognized to be the basic factor in guidance.

RHODE ISLAND

Pawtucket

240. BULLARD, J. E. "Educational Guidance in Pawtucket, R. I." *School Executives Magazine* 53: 311-12; June, 1934.

Since 1923, intelligence tests and pupil guidance have developed in the junior and senior high schools of Pawtucket into a system which aims to assure maximum school benefit for each pupil. Employers, who avail themselves of the service offered, derive a material monetary benefit also.

Pupils are grouped according to the results of the Haggerty and Otis tests and of teacher estimates. A personnel card lists detailed information for each student. Course cards are filed for some 4400 pupils. A dean's advisory card is made out for each pupil before he selects his courses. If he wishes other subjects he is asked to consult the dean. The records contain the judgment of a number of different people and are factual rather than impressionistic. The plan is designed to aid the pupil to benefit from his last years in school, but also aids after graduation in placement and advancement in industry.

Providence

241. ALLEN, RICHARD D. "The Adviser's Program in the Junior High Schools of Providence." *Junior-Senior High School Clearing House* 5: 428-33; March, 1931.

If the school is to serve each child in accordance with his needs, abilities, and interests, it is necessary that the adviser have an opportunity to study individual differences. In an attempt to avoid the dangers of specialization and to make the adviser's task a composite one and an articulating element, the following program has been evolved for Providence schools:

1. Of a twenty-five period load, each of the class advisers is given one period a day for individual conferences for each 200 pupils in her class.

2. Whenever possible advisers are relieved from homeroom duties in order to assist in homeroom programs, to confer with other teachers and with parents, and to meet committees of pupils.

3. The adviser is given an entire grade of pupils for whom she is to be responsible during their entire school course.

4. The adviser teaches the study of occupations to all of the sections of her grade for one period each week for three years. Thus she is responsible for the background of occupational information which all children need. She can study their reactions to occupational interests over a period of three years.

5. The adviser conducts a pupils' forum for one period each week in each section of her grade. Problems of personal and social relations are discussed, as well as choices of electives, school activities, and community problems. Thus the adviser has an opportunity to study individual social reactions. This class is often conducted by the case-conference method.

6. The adviser therefore has less than ten hours a week scheduled in other school subjects. The chief adviser, or head of the department, is allowed a period each day for supervision and may be allowed another period a day for the continuous study of the program of the school.

242. ALLEN, RICHARD D. "The Continuous Follow-Up Survey in the Senior High School." *Junior-Senior High School Clearing House* 7: 44-49; September, 1932.

Every follow-up study of graduates under the Providence plan is a project for the class counselor in each school. In no year is more than one such study required. It may be a one-year, three-year, or five-year study, since counselors follow each pupil for eight years, including his three years in high school. The facts disclosed by the questionnaire replies are used in orientation courses for succeeding classes, to reveal educational and occupational opportunities and give a knowledge of wage conditions and occupational supply and demand; in curriculum research and revision, in order better to prepare for success in education and employment; and in placement and counseling. The field of employment seems a vast, indefinite, unknown region to the pupil. The study of what recent graduates of the school have done and are doing is near, definite, and familiar. The adviser needs such studies to enable him to know the results

of his own labors and the problems of young people. A continuous survey is also necessary, since occupations and conditions change.

243. ALLEN, RICHARD D. "Work of the Class Counselor." *Junior-Senior High School Clearing House* 8: 12-18; September, 1933.

This article describes the guidance plan in operation in the junior high schools of Providence. The work of the counselor is much more than a three-year task, for it includes contacts with oncoming classes that are still in the elementary schools; with the follow-up studies of junior-high-school graduates who have passed on into the senior high school; and with pupils who have left school to enter employment. Contacts with the elementary schools include visits to discuss special cases; to inspect guidance and test record cards to discover and prevent possible maladjustments; to provide for visits of 6A pupils to the junior high school; and to give group psychological tests to 6A's. With respect to junior-high-school pupils, counselors interview pupils to check plans, adjustments, elective choices, and careers; conduct vocational civics classes; study class marks and test results; and make group adjustments. Contacts with pupils after leaving the junior high school include follow-up studies with senior-high-school counselors and with drop-outs to discover problems in employment. See also 241.

244. REAVIS, WILLIAM C. *Programs of Guidance*. U. S. Dept. of the Interior, Office of Education Bulletin, 1932, No. 17. National Survey of Secondary Education Monograph No. 14. Washington, D. C.: Government Printing Office, 1933. Chapter 6, "Case Report on Providence," p. 59-71.

Guidance in Providence schools is an integral part of the administration and curriculum of the school system. The functions of the Department of Personnel Research and Guidance are research, orientation, and counseling. A staff of six counselors, organized in each of the secondary schools, has responsibility for the guidance of each pupil thru such means as individual conferences and pupils' forums. The adviser is given an entire grade of pupils for whom he is to be responsible during their entire school course, and teaches a course in occupations to all sections of his grade. Continuous pupil records are maintained from the time of admission to graduation. These make possible personnel research and enable counselors to offer guidance with a background of knowledge and un-

derstanding. Guidance clinics are held for the diagnosis of problem cases. A central placement service is maintained. Follow-up studies of high-school graduates are made at intervals of one, three, and five years. Each junior-high-school counselor also makes follow-up studies of pupils one, two, and three years after completion of the ninth grade.

SOUTH CAROLINA

St. Helena Island

245. COOLEY, ROSSA B. "Education in the Soil." *Progressive Education* 10: 448-55; December, 1933.

Penn School on St. Helena Island, altho over seventy years old, is called an outstanding example of the new education. There "education is life," for the needs of the community form the basis of the school's activities. An attempt is made to bridge the gap between child and adult life. The school reaches out to the family circle and the community thru visits by teachers, club-work, and participation in community life. School children have their "home acres" to be cropped only by them. A more detailed account of the school's program and activities is contained in the author's *School Acres*, described below.

246. COOLEY, ROSSA B. *School Acres: An Adventure in Rural Education*. New Haven, Conn.: Yale University Press, 1930. 166 p.

The principal of the Penn Normal, Industrial and Agricultural School on St. Helena Island describes the development of this school for Negroes since a group of sea islands became Union territory in November 1861. Since the first group came to school in June 1862, St. Helena has become a laboratory in community education. To prevent conflict of the school with work in the fields, the school program was adjusted to coincide with the seasons. "School acres" are set aside by the parents on their farms for the children. Homemakers' clubs are encouraged among the women. Campaigns for better homes have been launched successfully.

The story of this school is told with a wealth of human incident as the result of twenty-five years' work on the island.

SOUTH DAKOTA

Madison

247. HUNT, R. L. "A Character Education Program." *Journal of Education* 117: 238-40; May

7, 1934. (See also his "Making Character Education More Effective." *Pennsylvania School Journal* 83: 71-72, 96; October, 1934.)

An analysis of literature in the field of character education by the superintendent of schools of Madison, South Dakota, resulted in a bulletin used in the schools in the fall of 1930. Character education is defined as that part of the school program which attempts to present to the pupils the most desirable traits, thru trait situations, in such a way that these traits may become ideals and characteristics of the individual. As aids in presenting the program, possibilities in the regular curriculum, extra-curriculum activities, and the Young Citizens League (a state organization) are suggested. A trait-measuring scale is provided. Ratings are based on pupil reactions to each of eight groups of traits, the purpose being to provide a personal analysis sheet for each pupil: courage, courtesy, health, honesty, industry, loyalty, punctuality, and self-control. The school notes an improvement in punctuality and thru subjective evaluation improvements in the other traits.

TEXAS

Dallas

248. SCOTT, ELMER. "The New Era School." *Journal of Adult Education* 6: 186-88; April, 1934.

The New Era School is the outgrowth of the interest of the Civic Federation of Dallas in what happens to the high-school graduates of the city. A study of 3600 boys and girls who had graduated from the high school during the previous two years was undertaken by personal interview. Responses obtained from 1500 showed that the responsibility of school, church, family, and community for enriching the life of youth had not been fulfilled.

The New Era School is being set up as "an informal meeting place for young men and women, where their interests may be cultivated under able leadership." Registration is open to those who have graduated from high school since January 1931. There is a nominal fee of fifty cents for one course, seventy-five cents for two, and one dollar for three or more. The constant aim will be active participation and self-education of every student. The program includes group study of drama, art and esthetics, literature, music, philosophy, citizenship, and family problems.

Fort Worth

249. BENNETT, ROSSIE BETH. "Developing Citizens in the Junior High School." *School Executives Magazine* 49: 510-12; July, 1930.

The director of citizenship in the William James Junior High School, Fort Worth, explains the functioning of the citizenship program of her school. The school formulated for itself a Citizenship Code, which consists of ten characteristics: honesty, courtesy, truthfulness, good sportsmanship, friendliness, cheerfulness, obedience, cleanliness, loyalty, and promptness. Each child is placed in a cross-section homeroom that meets for one half hour weekly, for it is believed that a heterogeneous group corresponds more closely to the environment and conditions of life than does the homogeneous class group. Programs for these homerooms, or "civic societies," as they are called, are carefully planned in advance. A third feature is the student council. Officers and representatives of the homerooms are elected on the basis of the Citizenship Code. The council has sponsored a Conduct Code, an honor society, hall guards, a safety patrol, and a program of welcoming entering students.

Houston

250. OBERHOLTZER, E. E. "The Integrated Curriculum in the Junior High Schools of Houston." *Educational Method* 13: 364-66; April, 1934.

An integrated curriculum was introduced into the junior high schools of Houston in September 1931, as an experiment to be carried on thruout the entire semester. Four schools, representing a cross-section of the city system, were chosen as centers for this try-out.

These schools used all of their low-sixth-grade classes, which were composed of students entering junior schools from the elementary schools. These same centers continued the integrated work thruout the second semester with the same students classified in the high-sixth grade, and with all of the new low-sixth-grade pupils, while the remaining eight junior schools introduced the use of the new curriculum in September 1932, with their beginners.

Materials from the various subjectmatter fields were organized so that they centered much of the pupils' learning around a few fundamental themes having integrated relationships. One field may receive major emphasis in one unit and be subordinated in another. Teach-

ers scheduled to use the same unit meet in conference to organize their programs and plan a culminating activity.

San Antonio

251. BALL, C. C. "Social Studies in the Schools of San Antonio." *Fourth Yearbook: The Social-Studies Curriculum*. National Council for the Social Studies. Philadelphia: McKinley Publishing Co., 1934. p. 115-28.

In San Antonio social studies are taught in all grades from grade one thru the last year of high school. In the elementary and junior divisions it is required of all pupils. In the senior division all courses are elective except American history which is required by state law. In the elementary division the term "social studies" is applied to activities in the study of geography and history and in the development of desirable attitudes and ideals in health, character education, and citizenship. In the junior division the subjectmatter not only touches the above, but also the fields of government, elementary economics, and sociology. In these two divisions social studies is a fused course. In the senior division specialized courses are offered—world history, English history, and American history and civics. The course of study has evolved largely from the experience of teachers. The fact is recognized that subjectmatter must serve as a vehicle for the development of desirable attitudes, abilities, appreciations, and character traits in children, but not be a dominating factor. An understanding of the aims and materials must be based upon a knowledge of the methods of teaching used by teachers and the methods of study used by the students, which are directed toward challenging thought and discussion and creating interest in the problems to be studied.

UTAH

Granite School District

252. KIRKHAM, FRANCIS W. *Educating All the Children of All the People*. U. S. Dept. of the Interior, Office of Education, Bulletin, 1931, No. 11. Washington, D. C.: Government Printing Office, 1931. 57 p. (Summarized in *School Life* 17: 107, 114; February, 1932.)

Granite School District is the largest consolidated school district in the state of Utah. The school board at its first meeting decided it had responsibilities to those pupils who left school. School officers created a program to meet the needs of youth in and out of school thruout

the year. With the cooperation of the parent-teacher association, the plan was launched.

A child accounting system was authorized in July 1925, to account for all youths up to eighteen years of age. Data were collected to enable school authorities to guide each child to healthful living, to the full development of his abilities, and to the best use of leisure time. Responsibility for guidance was placed upon teachers in the regular school and upon the part-time instructors for young people excused to work. Thus the district attempts to account for every child from six to eighteen years of age and to hold someone responsible for his guidance and placement in activities that make for a good life and for good citizenship.

Sandy

253. PETERSON, ARTHUR E. "Guidance More Than a Hope." *Junior-Senior High School Clearing House* 9: 144-46; November, 1934.

Guidance in the Sandy Junior High School is a part of the daily program. One period each day is set aside as the social-activity period. The period on Monday is used for general vocational guidance work. Tuesday is club day, which helps develop leisure-time interests and opens new fields for exploration not offered in the academic program. Wednesday is council day. Each student belongs to some one council whose objective is the improvement of a specific condition in the school or the community. Definite recommendations are made to the homerooms or the student council. Thursday is set apart as homeroom day, when the order of business includes reports from the student council, bank deposits, and self-evaluation projects. This is in addition to the daily homeroom period.

VIRGINIA

Konnarock

254. HATCHER, O. LATHAM, editor. *A Mountain School*. Richmond, Va.: Garrett and Massie, 1930. 248 p.

Konnarock Training School is a mountain mission school, located in Smyth County, Virginia, in the Appalachian mountain region. It was founded in 1924 by the Woman's Missionary Societies of the United Lutheran Church for the education of children in the "Southern Highlands." The actual conduct of the school and the determination of its educational program is committed to the school principal. The school serves both as a private boarding school

and as a public elementary day school for its own neighborhood.

This report deals with the study of the school and its girl students made by the Southern Woman's Educational Alliance for the three school years covered by the period 1926-29. A testing program was initiated during the first year. Curricular adjustments have resulted in enrichment and a tendency to emphasize textbooks less and activities more. Thruout the school the effort is made not only to consider the curriculum as a thoroly adjustable instrument for meeting the individual needs of the children and of their communities as they are, but to emphasize the essential unity of the curriculum for accomplishing that end. Thus, altho, broadly speaking, English is conceived of primarily as the means of making the children more articulate; the study of health and hygiene as giving them sound bodies and preparing them for standards of health; home economics and agriculture as making them better home- and farm-makers; and civics and religious education as stressing the development of character and citizenship—each of these types of instruction is recognized as intimately bound up with all of the others.

Separate chapters of *A Mountain School* are devoted to health and hygiene, social and recreational activities, religious education and character building, and the various subjects of the curriculum. A final chapter cites as needs a co-ordinated guidance program, more exploration for special aptitudes, and facilities for teaching industrial arts. The report concludes that the school is realizing its objectives of helping each girl to make the most of herself and of training all for homemaking and community usefulness.

Norfolk

255. NORFOLK CITY SCHOOL BOARD. *Character Education in Norfolk Elementary Schools*. Norfolk, Va.: the Board, 1928. 207 p.

This bulletin was prepared by committees of teachers, principals, and supervisors. General chapters on the influences affecting character, and on desirable habits and attitudes, are followed by discussions of character development from the kindergarten thru the sixth grade. School activities and situations are outlined under such heads as the physical environment of the classroom, classroom habits and organization, and school subjects.

Roanoke

256. DUNCAN, MARY B. "Civics Vitalized in Roanoke." *Journal of Education* 112:368-69; November 10, 1930.

The instructor in civics in Jefferson High School, Roanoke, had her classes in 1929 and 1930 make a study of the comprehensive plan adopted by the city. This was done in connection with the topic of municipal functions and activities in the textbooks. When the time came for the graduates to select their commencement program two types of program were submitted to them—an outside speaker of prominence or a class program. The latter was preferred, and a class committee was appointed to choose a subject. The committee submitted three subjects from which the majority of the class chose as most timely "The Roanoke City Plan," to be presented at commencement by six members of the class.

With the help of the civics teacher the following program was selected and approved by the chairman of the city planning commission:

1. Introduction by the Class President.
2. The History of City-Planning in Roanoke.
3. Development of Traffic Facilities.
4. Public Buildings and Public Areas.
5. Development of Open Spaces, Parks, and Parkways.
6. Expansion of Roanoke City Schools.
7. Making City Planning Effective.

The class representatives were given access to material in the commission office. Newspapers commented favorably. Civics was thus made effective in the present.

Whitmell

257. KING, BESSIE M. "A Rural School Blazes a New Trail." *Journal of the National Education Association* 17:205-6; October, 1928.

The Whitmell Farm Life School in Pittsylvania County, Virginia, is a consolidated school of twelve grades. The life of the school is organized so as to build character and instill high ideals of citizenship. A plan of student elections is modeled after the state primary elections. The high school is governed by a mayor, a court, and one representative from each grade. A citizenship creed has been formulated by the pupils. At weekly class meetings pupils judge their own loyalty to the creed and

admit breaking any principle. Confessed offenders are judged by their fellow citizens and punishment decreed. A citizenship score card is also kept by each pupil.

WASHINGTON

Seattle

258. DEASY, CATHERINE M. "Articulation of Schools in Seattle." *Junior-Senior High School Clearing House* 9:57-60; September, 1934.

A junior-high-school counselor comments on the method of articulating the work of the junior high school with the elementary and senior high schools. Articulation with elementary schools involves pupil and teacher contacts, and the analysis of pupil records. In the junior high school a definite plan of guidance thru conferences and classwork is designed to help pupils succeed according to their mental rating and scholastic achievement. The orientation of entering pupils includes group guidance thru class meetings, clubs, roll-room conferences, and special assemblies. Visits from the boys' and girls' advisers and the boys' and girls' club presidents to the corresponding junior-high-school club groups are made to aid in pupil orientation in senior high school.

WISCONSIN

Appleton

259. ROHAN, BEN. J. "Guidance in Appleton, Wisconsin." *Vocational Guidance Magazine* 7:61-63, 78; November, 1928.

In the belief that the junior high school is an exploratory school which should provide overviews and introductions to a world organized as the workshop and playground of man, and which should help each child discover the most effective method of adjusting himself to that world in a satisfactory way, the junior high schools in Appleton have selected the field of seventh- and eighth-grade science as the avenue of approach in realizing this aim. Eight units were chosen for exploration: agriculture, forestry, astronomy, biology, heating and ventilating, chemistry, electricity, and mechanics. The aim is the social approach to these units showing what the accomplishments in them have meant to civilization and what the solution of the unsolved problems in these fields might mean in the future. The importance of each field to presentday civilization is made clear.

A view of the past is given and the conditions of today surveyed. Present problems and possible solutions are discussed. This makes possible a glimpse into the future. The material in each field is so organized that it is a guidance unit. Each contains information which should aid in making an intelligent and happy choice of a field for life endeavor.

Near the close of the ninth grade in the junior high school, the pupil in class studies a thirty-page booklet for one week, "Your Need of the Senior High School." This pamphlet contains the senior-high-school course of study; regulations for graduation; admission to college; advice on necessary preparations for a number of life's vocations; why go to college; what college to choose; and similar information.

In the senior high school itself, the pupil in the tenth grade is given guidance once a week in character, conduct, and how to study. Numerous opportunities to apply these teachings in the practical contacts of classroom, study hall, street, and assembly situations are pointed out and offered. In the eleventh and twelfth grades, a study is made once a week of vocations and occupations.

Kenosha

260. JOHN, D. T. "A Student Government without Adult Dictatorship." *Wisconsin Journal of Education* 64: 19-20; September, 1931.

The principal of the Central Junior High School, Kenosha, describes the procedure followed on student council election day. The newly elected officers—president, vicepresident, secretary, and judge—together with a representative of each homeroom and the editor of the school paper, constitute the student council. They are responsible for such routine matters as traffic regulations and fire drills. A committee acts with a teacher in the arranging of programs for assemblies. Another committee with a teacher governs the clubs. A lost and found committee gives service. Several weeks before a campaign is launched for the election of new officers, the council arranges for a primary election in each homeroom. Ten names from each room are taken to council meeting for discussion. The slate for submission to the student body represents the composite judgment of the school.

The principal believes the plan to be successful. Graduates become leaders and dependable citizens in senior high school and college.

Madison

261. CHARMLEY, BEULAH M. "An Effectual Program for Character Building." *Education* 53: 240-43; December, 1932.

The teachers of the Lapham School in Madison became convinced that character education was the school's greatest objective. Accordingly they shifted emphasis from a knowledge of fundamentals to the development of right standards of living. A new report card was adopted so that children might be marked in character attitudes and not academic subjects. Seven desirable traits which seemed best adapted to the first six elementary grades were listed: health habits, self-control, initiative, social attitudes, industry, thrift, and judgment. The project was explained to the parents and their cooperation requested. The plan was to concentrate on establishing right character traits and habits, using the regular curriculum and all extracurriculum activities as tools in developing these attitudes. The staff did not want to preach, but planned to provide countless opportunities for the child to live naturally, to think for himself, to make right decisions, and not to accept false standards of right and wrong. The program has made increased demands upon the teachers in adjusting their work to the needs of individual pupils, but the results have been gratifying.

Milwaukee

262. REAVIS, WILLIAM C. *Programs of Guidance*. U. S. Dept. of the Interior, Office of Education, Bulletin, 1932. No. 17. National Survey of Secondary Education Monograph No. 14. Washington, D. C.: Government Printing Office, 1933. Chapter 8, "Case Report on Milwaukee," p. 84-94.

Guidance as a specified function of the secondary school was introduced into Milwaukee schools in 1928 by the establishment of the Life Advisement Bureau. A director was appointed to consult with the principals of the high schools regarding the establishment of guidance services in the schools, and to develop an organization designed to aid pupils in making school adjustments and in planning their life careers. Principals assigned teachers to guidance duties, and, as special aptitude was shown, chief advisers were assigned to direct the work in the different schools. Assistants were then selected by the principal and chief adviser and gradually trained for guidance work. Certain general practises are encouraged on the part of all schools: pre-admission ad-

visement, follow-up of pupils after admission, individual counseling, group advisement, and occupational information. The director has not imposed a fixed program on individual schools, but has chosen to accept the role of consultant rather than executive. As a result initiative on the part of principals and advisers has been stimulated and programs of individual schools vary greatly.

263. REAVIS, WILLIAM C. *Programs of Guidance*. U. S. Dept. of the Interior, Office of Education Bulletin, 1932, No. 17. National Survey of Secondary Education Monograph No. 14. Washington, D. C.: Government Printing Office, 1933. Chapter 9, "Case Report on Milwaukee Vocational School," p. 95-103.

The Milwaukee Vocational School is independent of the public school system, altho it functions in close articulation with the public schools in receiving or returning by transfer pupils whose educational status is determined by the necessity of remunerative work. Pupils need guidance for adjustment to the opportunities of the school and to employment. The Guidance-Employment Division assigns duties to members of the teaching staff on a functional basis; the member accepting responsibility for guidance, placement, and follow-up work in the occupation to which his training and experience warrant his assignment. These coordinators keep in touch with industries of the city in order to articulate work of the school with employment. Try-out courses are offered to aid in self-discovery.

264. ROSECRANCE, FRANCIS C. "Character Building, a Community Enterprise." *Journal of the National Education Association* 21: 51-53; February, 1932.

Milwaukee recognizes that no school system will be able to raise the level of ideals of its children very much unless the community itself takes an interest in seeing that outside-of-school activities do not destroy the desirable ideals and attitudes of young people which education has sought to inculcate. An organized, community-wide program is essential in correlating school and community ideals.

Milwaukee's municipal program of playgrounds and social centers is conducted by the extension department of the public schools. It attempts to provide a wholesome play atmosphere and worthwhile recreational activities. After-school programs include provisions for games, club meetings, story-telling, gymnasium activities, and recreational reading. Emphasis

is placed on competent leadership. Play supervisors are carefully chosen.

The correlation of outside-of-school activities with intra-school activities made possible thru the schoolboard's direction of both, provides an opportunity for a concerted attack on the problem of character building.

Sussex

265. RIENOW, ROBERT. "Building Character through Self Government." *Wisconsin Journal of Education* 64: 425-27; May, 1932.

The principal of the Sussex State Graded School describes the system of student government for the high school known as the Conduct Corporation. This corporation carries on the administration of the conduct of the high school, and is modeled on civil business institutions. Each enrolled student at the beginning of the year automatically becomes the owner of five shares of stock, which makes him a stockholder with five votes. These shares are printed at a minimum cost in regular stock certificate form, signed by the student representatives and the trustee, who in this case is the principal of the school. The officers are president, vicepresident, secretary, and treasurer. The powers of the president are purposely extensive: he may call meetings of both the board of directors and the stockholders at will, he may employ individuals to perform any duty that he thinks will further the cause of the Conduct Corporation, and with the consent of the board, he may extend or diminish the scope of the Corporation's activities at will. The treasurer, secretary, and the vicepresident, collectively, are called the board of directors, whose duties are to act in an advisory capacity to the president and to pass on matters of policy. Five rules of conduct have been drawn up. When a student violates a rule, he puts a mark opposite his name on a chart in the assembly room. Then the offender may decide upon whatever action in his own judgment he deems proper, whether to report himself or dismiss the matter. At the end of the day the principal calls those who have reported themselves for a settlement. The alternative of punishment is usually preferred to that of relinquishing a share or part of a share of stock. Those shares relinquished are awarded to good citizens. Three guiding purposes of the plan are the development of honor, of restraint, and of community spirit.

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A PREVIOUS report of the Committee on Social-Economic Goals of America of the National Education Association was issued in December 1933 entitled *The Social-Economic Goals of America*. This summary also appeared in the January 1934 issue of the *Journal of the National Education Association*.
