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no. 10

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BULLETIN
of the
NATIONAL ASSOCIATION
OF
SECONDARY-SCHOOL PRINCIPALS

Issued four times a year
January, March, May, and October

January, 1926

Cicero, Illinois

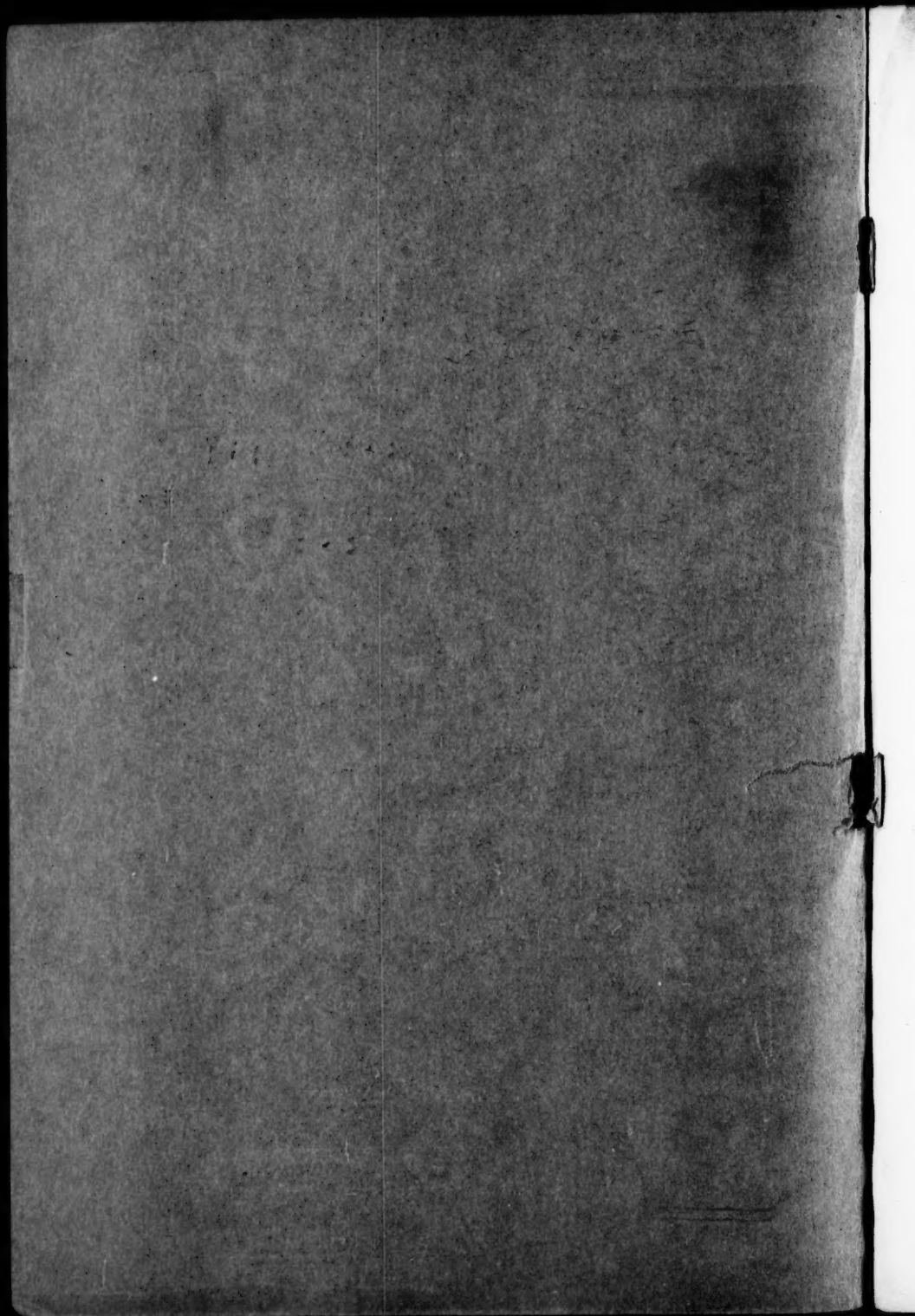
Entry as second-class matter applied for at the post office
at Berwyn, Illinois, under the Act of August 24, 1912

Bulletin Number 10

SECONDARY-SCHOOL ADMINISTRATION
ABSTRACTS

NATIONAL ASSOCIATION
OF
SECONDARY-SCHOOL PRINCIPALS

H. V. Church, Secretary, Cicero, Illinois



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SECONDARY-SCHOOL ADMINISTRATION
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Published under the direction of the
National Association of Secondary-School Principals
with the co-operation of the
Judd Club

The Judd Club is a group of principals of the high schools of the suburbs of Chicago who meet once a month during the scholastic year for dinner and the evening with Charles H. Judd, Director of the School of Education of the University of Chicago. At the meetings administrative problems of the secondary school are discussed.

Members of the Judd Club contributing to this issue:

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All communications for secondary-school administration abstract service should be directed to H. V. Church, J. Sterling Morton High School, Cicero, Illinois, Secretary of the National Association of Secondary-School Principals.

These abstracts are free to all members of the National Association of Secondary-School Principals.

ABSTRACTS

Books

WAPLES, DOUGLAS. *Procedures in High School Teaching*. New York: The Macmillan Co., 1925. Pp. 346.

The aim of the book is to apply the problem method of teaching in the instruction of prospective teachers. Practical problems covering the entire range of teacher experience are grouped logically, solutions suggested, and generalizations made. It is the old "case" method of the study of law applied to education, that is, the book reverses the conventional method of teacher training from the general to the special individual problems. The general topics discussed are: the high-school teacher's activities, studying the pupil, motivation, discipline, use of oral questions, the study recitation, lesson plan and assignment, subject matter and the course of study, an appreciation lesson, transfer of training, teaching pupils to think, a trial lesson, the informal test, and the review. Extensive selective references and supplementary references for individual selection or assignment with a brief comment of the author follow each chapter. The book abounds in useful information and suggestions, challenges the teacher's thinking, stimulates self criticism, and should prove especially valuable to teachers of limited experience.

MILLER, H. L. and HARGREAVES, RICHARD T. *The Self-Directed School*. New York: Charles Scribner's Sons, 1925. Pp. 404.

High-school principals who are interested in socialized secondary-school work with the end of developing independent and responsible citizens should consult this book. The chief topics are: guidance in thinking, training to capacity, building the curriculum, a broader curriculum, extra-curriculum activities, and educational guidance. Segregation on the basis of intelligence is not favored.

COMFORT, W. W. *The Choice of a College*. New York: The Macmillan Co., 1925. Pp. 56.

The president of a small eastern college, with many years of teaching experience in larger colleges and universities, speaks with authority to high-school graduates and their parents on the vital problem of the choice of a college. Clearly, directly, and briefly the book points out the essential considerations of an intelligent choice. These are the kind of course, geographical location, co-education, size of the college, urban or rural college, college endowment, and religious atmosphere. Each consideration is analyzed and advantages and disadvantages suggested. With this book in the hands of high-

school graduates and their advisers, such an important matter as the choice of a college will be determined by something better than mere accident or sentiment.

OPPENHEIMER, J. J. *The Visiting Teacher Movement with Special Reference to Administrative Relationships*. New York: Joint Committee on Methods of Preventing Delinquency, 1925. Pp. 206.

Dr. Oppenheimer states in his first chapter that the "appointment of a visiting teacher is an attempt on the part of the school to meet its responsibility for the whole welfare of the child", and that this involves the maximum co-operation between the home and the school." There is need for some one within the school system whose duty it is to know and to help to adjust the home conditions of pupils who fail to get along in school, either because of lack of interest, misbehavior, or irregular attendance. On the other hand the home conditions of the quiet dreamer who attends regularly and makes no trouble, of the unsocial child, the normal child with adverse home conditions, the misunderstood child, the spoiled child, the queer child, have just as great a need for adjustment. The author thinks it is very important that all such cases be accurately and adequately understood early to prevent a more serious delinquency, and that it can be done only by a teacher trained for the work. The regular teacher cannot do the work effectively because of lack of time, energy, and training. The visiting teacher is fitted by training and experience for just this sort of work among school children. The general subjects for discussion are: the development of the visiting teacher movement, its administration, relation to other agencies both in and out of the school, the character of the work involved, and the qualifications and training of such teachers. There are also ten case studies and a bibliography.

PATTERSON, DONALD G. *Preparation and Use of New-Type Examinations*. Yonkers-on-Hudson, New York: World Book Co., 1925. Pp. 87.

The author presents this book as a manual for those who wish to prepare and use the new-type examinations. It should be useful not only to secondary teachers but to college instructors, elementary teachers, members of civil service commissions, and other examining boards as well. The text does not purport to be an argument for the new-type objective examination, but it defines the term and explains the underlying principles. The author divides the common forms of new-type questions into two main classes with their appropriate subdivisions and furnishes numerous examples. He follows with a chapter on the advantages and disadvantages of each form, and closes with a detailed chapter and summary of directions for preparing and using each form of question. Two appendices, one showing new-type examination re-

sults, and the other containing an annotated bibliography, complete the work.

UHL, WILLIS L. *Principles of Secondary Education*. New York: Silver, Burdett, & Co., 1925. Pp. 692.

This book is composed largely of readings gleaned from recent literature on secondary education. In the words of the author, "This volume makes four distinct contributions: first, it presents an organized collection of superior readings in secondary education; second, it presents comprehensive lists of principles of secondary education based upon the best writings of the present time; third, it presents a sufficient variety of education literature to enable teachers, if they choose, to approach each chapter by the problem method; and fourth, it presents supplementary discussions which are designed to guide students successfully through a large body of professional reading." In addition to these four contributions the bibliographies at the end of each chapter should be decidedly useful to high-school principals and teachers. The chief subjects discussed are: American secondary education, the teacher, the pupils, secondary education in foreign countries, reorganization in secondary education, and the curriculum. The book should be a worthy addition to the library of every wide-awake principal and should be on the shelves of high-school libraries. Most principals and most libraries cannot have access to the original sources from which the readings have been compiled.

SAYLES, MARY B. *The Problem Child in School*. New York: Joint Committee on Methods of Preventing Delinquency. 1925. Pp. 280.

The book discusses various representative cases of maladjusted children in public schools as reported by visiting teachers belonging to the national organization of visiting teachers. In addition to the recital of the several stories of cases are found comments by the author and some brief references to psychological and pathological literature. Mr. Howard W. Nudd, Chairman of the national organization, adds a discussion on the purpose and scope of visiting work. Some idea of the contents of the book may be gathered from the general headings which include: "parental attitudes", "feelings of inferiority", "diverse issues", "questions of honesty", and "sex problems." Each of these topics is developed by means of case studies of four or more problem pupils. The cases do not appear to be unusually peculiar nor does it seem in most instances, that the treatment attempted was unusual. Any active principal in a modern industrial community can easily match the cases from personal experience and will in many instances have solved the situation fully as satisfactorily as in the cases reported.

RICHMOND, WINIFRED. *The Adolescent Girl*. New York: Macmillan Co., 1925. Pp. 205.

This book has been written with the view to aiding parents and teachers in meeting the problems which arise in dealing with the girl during adolescence with an understanding needed to do justice to the girl and her development. The treatise seems particularly valuable in that the author deems it necessary to turn for enlightenment to the girl herself and discover as far as possible what are her mental and emotional characteristics and needs, and then let her training and education be guided by the girl herself. The main aspects discussed are: the adolescent girl in the past, the meaning of puberty, the abnormal girl, the delinquent girl, the normal girl, and her training and education. Frankness, conciseness, simplicity, and common sense characterize the method of presentation of evidence and facts. Many cases are cited as examples in each phase of the subject and all such cases have come under the personal observation of the author. The "case study" method of presentation is particularly helpful in studying the problems of adolescence. Clear-cut suggestions are given as aids in the solution of the many perplexing problems accompanying this period of the girl's development. There is a bibliography. The volume will render its greatest service to parents, teachers, and deans of women, but it could be read with profit by others having to deal with girls of this age.

JOHNSON, B. J. *Mental Growth of Children in Relation to the Rate of Growth in Bodily Development*. New York: E. P. Dutton & Co., 1925. Pp. 149.

The opening sentence of the first chapter states the problem as follows: "The primary purpose of this investigation was the accumulation of scientific data concerning the mental growth of children and the relation of the rate of mental growth to the rate of growth in other phases of bodily development." The author, while sympathetic with the making of special studies by those interested in a limited phase of development, is of the opinion that such studies do not contribute much that is of value to the teacher or parents because of the technicality with which they are presented, and with the wide range of literature which must be gone through in order to find them. The author brings together in one volume scientific findings, gathered under normal school conditions, which bear upon all of the general phases of growth and development. The first chapter deals with the statement of the problem and a description of the method of solution. Other chapters consider in great detail the following phases of development: anatomical and physiological growth, muscular control, mental develop-

ment measured by a series of mental tests and dissected pictures, and mental development measured by perceptual and thought processes. An abundance of data is presented in easily understood figures and tables. This book will be of greatest value to superintendents, kindergarten directors, and elementary principals.

ALMACK, JOHN C., and LANG, ALBERT R. *Problems of the Teaching Profession*. New York: Houghton Mifflin Co., 1925. Pp. 335.

The authors state that the book was written to acquaint teachers in service and those about to enter the profession with the leading professional problems which confront the teacher. The statement of each professional problem is followed by a statement of the factors involved in the solution. Whenever the problem discussed has been subjected to scientific scrutiny these investigations are briefly summarized. Controversial problems, e. g., legal tenure of teachers, are not ignored but arguments pro and con are presented. The purpose has not been to reach final conclusions in reference to such problems but to suggest a method of discovering the solution. The problems discussed may be classified under the following heads: the teaching profession; its opportunities, ethics, and training requirements for both pre-service and in-service teachers; administrative problems concerned with the improving of teaching conditions such as better salaries, tenure, provision for old age, recreation and health facilities, and adjustment of teaching load; problems in supervision such as improvement of teachers in service, the teacher and supervision, and the measuring of teaching efficiency; problems involving the improvement of teaching morale, as for example, teacher participation in administration and the function of teachers' organizations, councils, and committees.

FOSTER, CHARLES R. *Extra-Curricular Activities in the High School*. Richmond, Virginia: Johnson Publishing Co., 1925. Pp. 216.

The purpose of the book is to place before those interested practical and workable material that can be used in both junior and senior high schools. It covers a wide range of activities as well as a short outline history and a discussion of the underlying principles of extra-curriculum activities. The author emphasizes the importance of having an extra-curriculum director or teacher and outlines samples of programs of clubs, general assemblies, home meetings, and gives a comprehensive lists of clubs in the various schools with which he has been associated. The book also contains an outline of what is being done in various schools and can be done to advantage in the matter of student participation in high-school government.

COE, GEORGE A. *What Ails Our Youth?* New York: Charles Scribner's Sons, 1925. Pp. 97.

Professor Coe, for many years associated intimately with the youth

of the country, lists the faults most commonly attributed to the young people of to-day and then proceeds to inquire into the reasons for them. These he finds to reside largely in the conditions of modern life, for which the young people themselves are not responsible. He then inquires particularly into the work done by the schools and the churches in an effort to find in what respects they have failed to prepare youth to meet the complex problems of to-day. One of the most valuable portions of the book is the chapter in which Professor Coe inquires "When is a youth well-educated?" His conclusion, after extended definition of the well-educated man is: "This is and ought to be a changing social world, and the prime function of educated men and women is to make appropriate social changes." And the youth should be given a "conscious participation with God and fellow men in the creation of a new order of society—a really new order; one that aims at fundamentally fresh and universally good social experience."

ROHRBACK, QUINCY ALVIN W. *Non-Athletic Student Activities in the Secondary Schools. (A Study of Aims and Outcomes.)* Philadelphia: Westbrook & Co., 1925.

The author's preface reveals that the volume is the result of collecting and compiling data from the staffs of secondary education in state departments, sponsors and directors of activities in secondary schools, from student publications, and from more than six thousand secondary-school students. Each of the more than two hundred activities listed and outlined is treated by stating its aim and its outcomes, or results. The outcomes are expressed in terms of student conduct-control, although student criticism is not ignored. A statistical table of time spent in non-athletic student activity, and a discussion of considerations that enter into leadership training are valuable informational features. The aim of the author is to present to secondary-school authorities, especially to high-school principals, a comprehensive view of non-athletic student activities in secondary schools, details for choosing the most worth, and suggestions for their organization and administration. The major headings indicate the scope of the work: language and literature activities, science activities, art activities, home making, student participation in management and control, welfare and social activities, honor organizations, unclassified activities, miscellaneous clubs, publications, leadership training afforded by activities, time spent in activities, observations, and conclusions.

ANDERSON, C. J., BARR, A. S., and BUSH, MAYBELLE G. *Visiting the Teacher at Work.* New York: D. Appleton & Co., 1925. Pp. 382.

The editor states that supervision is essentially a cooperative enter-

prise demanding expert leadership. But many supervisors do not know what to look for, or knowing, do not know what to say to the teacher or how to say it. There is, however, a small group who have developed an efficient technique and an ability to discuss analytically their procedure. To this group he evidently believes the three authors belong.

The authors state their purpose to be threefold: how to visit the to lead the teacher through conference to a realization of her own needs classroom, what to look for, and how to diagnose teaching; how and to plan for her improvement; and how to plan remedial programs through preteaching, individual, and follow-up conferences.

MITCHELL, E. D. *Intramural Athletics*. New York: A. S. Barnes & Co., 1925. Pp. 191.

The author states that the rapid strides which intramural athletics have made in recent years furnish convincing proof that underlying our present public demand for the spectacular and skillful performance in sports, there is a genuine interest in "Sports for All" and "Sports for Sports' Sake." He indicates that athletic directors realize the need of fostering intramural athletics. The following topics are discussed: nature of intramural athletics, intramural movement, objectives of intramural sports, organization of the department, units of composition, program of sports, methods of organizing competition, scoring plans for the group, scoring plans for the individual, intramural rules and regulations, awards, and special administrative problems. Thirty-eight illustrations are given to show the different kinds of intramural sports. Many charts and tables are presented which give suggestions for administrative work in universities, colleges, and high school. The methods of competition in games and exercises explained in this book may be used by women as well as men, perhaps with slight modifications. The book is written for coaches and intramural directors. Chapters I-III have several things of interest to school administrators.

STALEY, S. C. *Individual and Mass Athletics*. New York: A. S. Barnes & Co., 1925. Pp. 257.

In this volume are assembled many individual athletic events available for school use and an outline of various methods of athletic competition. Over two hundred individual athletic events and eleven different methods of playing are covered. The work as outlined is supposed to be equally well adapted for the use of girls and boys. The material presented will provide many suggestions for the physical director or the person in charge of intermural athletics. The programs are centered around individual rather than group events. By individual events is meant those in which the whole activity is carried out by one person.

The mass games on the other hand are arranged so that a large number can participate. The activities used in this type of play include most of the events found in the regular track and field programs plus a number of other events similar in nature which are well adapted to this purpose. In this book may be found the school programs of individual athletics of New York, Detroit, the University of California, and the University of Illinois.

PAYNE, ARTHUR F. *Organization of Vocational Guidance.* New York: McGraw-Hill Book Co., 1925. Pp. 438.

Administrative procedure in the field of vocational education has had a rapid development in recent years. Dr. Payne furnishes a valuable summary of the practices in the field. The purpose of the book is not "to theorize about vocational education, but to develop methods, standards, requirements, and practices in the organization and administration of schools and classes in a certain precisely defined field of vocational education, namely, industrial education." A large proportion of the volume is devoted to an exposition of the Federal Vocational Education Law. The relationships of the local community and the state and the federal government in the administration of this law is clearly brought out and the specific requirements of the law discussed in considerable detail. Vocational education in its most valuable aspects, also, comes in for careful attention. One of the most valuable features of the book is the careful definitions it contains of the various types of vocational education and a discussion of their function and relationships to the general field of vocational education. The volume should be a necessary part of the equipment of every school executive who has supervision of any phase of vocational education.

ROGERS, FREDERICK RAND. *Physical Capacity Tests in the Administration of Physical Education.* Teachers College Contributions to Education, No. 173. New York: Teachers College, Columbia University, 1925.

The author shows uses in a high-school physical education program of team games, of differentiated work for individual pupils, and of standards for scoring such games and tests. He gives a comprehensive scientific method of arriving at what he would probably choose to designate "the physical fitness index", and expresses the hope that directors of physical education will find the physical fitness index a valid and useful method of determining the general needs of the pupils and that they may be encouraged thereby to organize programs and activities better adjusted to meet individual needs. The index is simple and relatively easy to apply. Its use indicates that the physical capacity tests should correlate positively with athletic ability tests. In addition to being a very definite and at the same time comprehensive treatment of the subject, the book contains a very generous bibliography which apparently covers the whole field. The subject is treated with a

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definiteness which evidences the obvious validity of the method employed.

JOHNSON, FRANKLIN W. *The Administration and Supervision of the High School*. Boston: Ginn & Co., 1925. Pp. 402.

The aim of the book is to present the best procedure in administering and supervising the multitudinous activities of a modern high school. The twenty chapters each treat a phase of the principal's duties. Though written in a cheery, happy style, the chapters are sufficiently detailed to let the principal see what it is that gives him "that harassed look". However, if the suggestions are followed, the book will prove helpful in straightening out many a difficulty. All the chapters are good. Especially noteworthy are the second, "Aims of Secondary Education"; the third, "The Elementary School and the High School"; the sixth, "The Principal and His Teaching Staff"; the tenth, "Training in Ethical Character"; the twelfth, "The School Plant"; the sixteenth, "The High School Library, and the eighteenth, "Supervision of Instruction". Throughout the book experienced principals will find little to oppose and much to commend. It should be read once or twice a year if only to avoid the nightmare of neglect in administering the bewildering details of a modern high school.

HALL-QUEST, ALFRED LAWRENCE. *Professional Secondary Education in Teachers' Colleges*. Teachers College Contributions to Education, No. 169. New York: Teachers College, Columbia University, 1925. Pp. 126.

This book contains an analysis of the characteristics of the curricula that have been organized by teachers' colleges for prospective high-school teachers. The chief topics are: historical development from the colonial academy, the present number and extent of teachers' colleges, the scope of the curricula, a plan for the standardization of the nomenclature of the titles of the courses and of the content of the courses, the provision for observation and directed teaching, and recommendation of more practice teaching and more broadening courses for the future high-school teacher. A bibliography is included.

WILES, IRA S. *The Challenge of Childhood*. New York: Thomas Seltzer, 1925. Pp. 305.

This is an outstanding case book on the maladjustments of childhood. The author has succeeded admirably in putting into story form interesting cases of maladjustment encountered in his twenty years of experience in dealing with children in schools, settlements, dispensaries, and homes. The cases are grouped into divisions: physical problems, intellectual problems, emotional problems, and social problems. For the

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experienced teacher, administrator, or parent the volume is replete with suggestions of a practical character, which can be drawn upon for use in meeting the problems of child behavior in school and home.

BLACKHURST, J. HERBERT. *Directed Observation and Supervised Teaching.* Boston: Ginn & Co., 1925. Pp. 420.

The high-school principal will find this book useful as a statement of teaching activities which he is often called upon to supervise. It is one of the first books to appear which deals directly with methods of teacher training. The volume is divided into four parts, dealing respectively with routine and the physical conditions of the classroom, general survey of teaching methods and devices, lesson plans for lessons of different types, and discussion of more specific teaching procedures. Of the four parts, the second and the fourth should prove useful as an outline of teaching procedures. Many of the procedures apply to high-school teaching, and the brevity of treatment makes for clearness. Part one will also be of interest and value to the principal of any high school which provides facilities for practice teaching to students of neighboring colleges.

BURT, CYRIL. *The Young Delinquent.* New York: D. Appleton & Co., 1925. Pp. 619.

This book approaches the problem of the young delinquent as a study in child psychology. The attention of the reader throughout the volume is focused on the study of the offender rather than on the offense. The starting point is the offense but the major problem for study is the personality and environment of the delinquent. Although based upon exact scientific investigations, the treatment is non-technical. It will throw great light upon the daily conduct problems of the classroom and the school. It will appeal to social workers, physicians, counselors, teachers, administrative officers, and all who are interested in the welfare of youth.

HINES, HARLAN CAMERON. *Junior High-School Curricula.* New York: The Macmillan Co., 1925. Pp. 188.

The burden of this brief book is to bring down to date the content of the courses of study in the junior high-school zone. The author essays to answer the question of what shall be studied, how shall the course be presented, and how shall the teacher be trained to present these courses. With these questions in mind the writer treats of mathematics, the languages, the sciences, both social and physical, and the fine and practical arts.

MARTIN, HERBERT *Formative Factors in Character.* New York: Longmans, Green & Co., 1925. Pp. 346.

The author claims that this volume was written with a growing

conviction of the need for a re-emphasis of moral values in the life of the nation. It is not a book of methods but of principles for moral guidance. The main thesis of the volume is the imperativeness of the development of moral character. The author not only maintains this thesis successfully, but indicates very specifically the ways by which character is to be progressively achieved by boys and girls in home and school.

PROCTER, W. M. *Educational and Vocational Guidance*. Boston: Houghton Mifflin Co., 1925 Pp. 352.

The guidance movement in the beginning was concerned only with vocational aspects. In recent years the proper guidance of young people is being recognized as a much larger undertaking. The volume under review expands the guidance function of the school to include educational, health, moral, social, and civic guidance as well as vocational. It attempts to define the nature of guidance in all of its aspects and to set forth ways in which teachers and principals can co-operate with personnel officers in carrying out a comprehensive guidance program.

MONOGRAPHS

Studies in Secondary Education. II. University High School, University of Chicago. Supplementary Educational Monographs, No. 26. Chicago: Department of Education, University of Chicago, 1925. Pp. 202.

Those on the lookout for important contributions to the literature of secondary education came in contact about two years ago with *Studies in Secondary Education. I*, prepared by the members of the staff of the University High School of the University of Chicago. Not only the title of the volume but portions of the content as well led its readers to expect further contributions through similar avenues. The second volume is composed of two parts: the first dealing with "Pupil-Progress Accounting in the University High School," and the second with "Experiments in Curriculum Organization and Administration." Separately and together, the two volumes of *Studies in Secondary Education* report some of the best of the innovations being made on the high-school level in the country. School administrators, supervisors, and classroom teachers will find much in the studies that can at once be applied, because it has already been put to the crucible test of use in school situations.

COUNTS, GEORGE S. *The Senior High-School Curriculum*. Supplementary Educational Monographs, No. 29. Chicago: Department of Education, University of Chicago, 1926. Pp. 158.

The investigation reported in this monograph represents an attempt to ascertain, through first-hand observation, the prevailing curriculum practices in representative senior high schools in fifteen different sections of the United States. In addition to the study of actual curriculum practices, answers to the following questions were also sought: "How rapidly and in what direction are these practices changing? In what measure are the traditions generated by the earlier forms of secondary education being abandoned? What changes are taking place or are under contemplation? What is the attitude of the members of the teaching staff toward the modification of the curriculum and the altered character of secondary education? What are the forces which are responsible for bringing about changes in the curriculum? Is the curriculum of the senior high school responding to that general demand for reorganization which is affecting the lower and higher schools?" These and other questions of vital importance are thoroughly discussed. The monograph should be studied by every high-school principal.

Addresses given at the Department of Secondary-School Principals of the National Education Association

LAMAR, FRANKLIN, S. *"Extra-Curricular Activities," National Education Association, Addresses and Proceedings, Indianapolis, 1925. Pp. 609-614.*

Character is developed by social contact and the world to-day is more interested in one's behavior than in one's culture. Actual practice is needed and the student activities are the training ground, and therefore there should be plenty of extra-curriculum work and this should be carefully sponsored. The end should be social control and then our problems of discipline will disappear.

AIKEN, WILFORD W. *"Education and International Relations," National Education Association, Addresses and Proceedings, Indianapolis, 1925. Pp. 614-618.*

The World War is now history, but the same type of forces are still active, and ill will, distrust, and self-seeking may bring on another war. An appeal should be made to the sentiments and traditions that do not incite national hatred, but rather stir one to pride in the bene-

factors of mankind, such as Pasteur, Beethoven, Shakespeare, and Lincoln. Let us believe that we are intelligent enough to find a better way than war to settle international differences. Knowledge of our national neighbors, understanding of the peoples of this world will bring the banishment of humanity's "greatest stupidity—war." This task lies with the teachers in our schools.

WHITTEN, C. W. *"The Place of Interscholastic Athletics on the High-School Program," National Education Association, Addresses and Proceedings, Indianapolis, 1925. Pp. 618-628.*

The Secretary of the Illinois State Athletic Association discusses the evils of interscholastic athletics and defends the athletic program because it offers wholesome entertainment, keeps the boys in clean activities during leisure time, teaches self-control, demands co-operation of team work, exacts unselfish devotion to a social unit, requires "good sportsmanship," and in many ways is "daily changing human nature."

TRESTER, ARTHUR L. *"The High-School Principal's Job in Athletics," National Education Association, Addresses and Proceedings, Indianapolis, 1925. Pp. 628-631.*

The "job of the high-school principal in athletics" is to direct the athletic policies of the school, to determine which sports shall be major and which minor, to develop good sportsmanship in the student body, to keep a hand on the athletic finances, to select the athletic coach, to co-ordinate athletics and physical training, and to mould public opinion to display good sportsmanship and to appreciate the value of athletics.

MAGAZINES

JOHNSON, FRANKLIN W. *"The Department Head." School Review, XXXIII (September, 1925), 523-531.*

With the great increase in school enrollment, the principal must be a highly trained organizer and business manager. As such he must delegate much of his former detail work to his assistants. The department head can do much of this work, both administrative and supervisory. He must acquaint himself with the policies and plans of the school and interpret these to his department while he acquaints his principal with the work and the needs in his department. The department head must be carefully chosen for such important work.

CLARK, HARRY P. and BEATTY, WILLARD W. *"Physical Training in the Junior High School." School Review, XXXIII (September 1925), 532-540.*

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Basing its policy upon the desirability to develop strong, healthy, normal bodies and minds; and to foster personal, civic, and social attitudes, the Skokie School, Winnetka, Illinois, has organized all its pupils into teams according to physical ability, weight, and skill, in which the work and development of each is closely supervised in school and out. Interest and fair play is maintained by awards based on sportsmanship as judged by team mates. The plan is showing good results.

JORDON, J. N. "*Prognosis in Foreign Language in Secondary Schools.*"
School Review, XXXIII (September, 1925), 541-46.

The article is a report of "the results of two years of personal research in, and observation of, pupil prognosis." In the investigation the Wilkins Prognosis Test in modern languages was used. It was found that most of those scoring less than 300 failed in the course in foreign language. For purposes of comparison the Terman Group Test of mental ability was given to the same students. The results showed that most of those with I.Q.'s less than 100 were marked either "inferior" or "failure" by the teachers. The correlations although not high were significant, and indicate that for prognostic purposes in foreign language either test may be used to advantage in advising pupils as to their possible success in the pursuit of a foreign language.

EDMONSON, J. B. "*Some Policies of the North Central Association of Colleges and Secondary Schools.*" School Review, XXXIII (October, 1925), 573-77.

There seems to be a misunderstanding on the part of several schools as to the requirements of the North Central Association, and a belief that the policy of this organization is a rigid and arbitrary enforcement of its rules which are made by a group of college men unacquainted with high-school conditions. Such a belief is unfair and unfounded as is readily seen if the rules are understood. The personnel of the group who set up the standards is in a large measure high-school men; while "the important changes of recent years have come as a result of referendum vote in which hundreds of high-school principals have participated." As to the value of membership in this Association; "It is common knowledge that the schools approved by the North Central Association constitute an honor group of schools" the standing of which is comparable to that of a business firm rated high in Dun and in Bradstreet in the field of finance. This is shown by the consideration given schools on the accredited list of the North Central Association by institutions in other parts of the country not included in the association.

LYMAN, R. L. "*The Junior High Schools of Atlanta.*" School Re-

view, XXXIII (October, 1925), Pp. 578-93.

"The establishment of junior high schools in Atlanta is an essential feature of what may appropriately be called a city's educational awakening." A careful survey of the educational system of the city revealed deplorable conditions in all of the schools, and the need for immediate action. Although the city had begun to realize its deficiency and had started a remedial program, the survey pointed out the definite needs to which the city has responded both with financial and administrative support. The system was organized on the 6-3-3 plan and five junior high schools were established. New buildings have been built and equipped for both elementary and secondary schools. All phases of the child's education have been quite adequately provided for. "By improved housing, carefully selected teachers, and flexible courses of study; by ability grouping, differentiated instruction, and guidance; both educational and vocational; and by extensive provisions for pupil participation in school government and for avocational interests, the junior high schools appear to have won the hearty approval of the children, the parents, and the public."

DIAMOND, THOMAS. "*Do Our Vocational Schools Prepare for Vocations?*" School Review, XXXIII (October, 1925), Pp. 594-600.

This study was made on a small scale and is not at all conclusive, though the problem is significant and worthy of further study. It indicates that we are not training our pupils in our vocational schools for the occupations which they actually enter. Should we not change our courses to train for the occupations prevailing in our community? Are we justified in doing otherwise? It is also questioned as to how much use our graduates make in industry of the training they received in our vocational schools. We should emphasize more with our students, the importance of carefully choosing an occupation with an idea of a permanent position.

HUDELSON, EARL. "*Making a Local Composition Scale.*" School Review, XXXIII (October, 1925), 601-9.

There is a wide and increasing demand for local English composition scales. If however the purpose is merely to measure objectively the general merit of the pupils' writing, the local scale is not needed for the existing general merit scales are more accurate. Local scales may be justified on the basis of pupil motivation. "It is not worth while for less than ten teachers to undertake to derive a composition scale; probable errors of judgement will be too significant." This can be done only in the larger schools unless two or more of the smaller

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schools join in such a project. To make a local composition scale teachers must first learn to use a standard scale accurately.

SAUNDERS, OLGA M. *"What Teachers Want from the Principal in His Capacity as a Supervisor."* School Review, XXXIII (October, 1925), Pp. 610-15.

Based on the results of a questionnaire to classroom teachers, education articles, and direct observation the writer concludes that classroom teachers may be classified as: (1) the bold, who want no interference; (2) the timid, who depend upon the supervisor to lay out the work in all details; and (3) the courageous who want democratic supervision, in an earnest desire to improve their classroom instruction. Current literature indicates an increasing interest in the improvement of classroom instruction. This seems to warrant a reasonable and efficient supervision, which if done by the principal should recognize the position and ability of the classroom teacher as a co-laborer desiring direction in the modern conclusions of educational science and opportunity to study technique from teachers of experience who are meeting with success in classroom work.

DICKINSON, CHARLES E. *"A Study of the Relation of Reading Ability to Scholastic Achievement."* School Review, XXXIII (October, 1925), Pp. 616-26.

"If we grant that reading is the most important of the basic subjects, the pupil's ability to grasp and interpret thought from the printed page qualifies the measure of his success or failure in all other subjects." This study seems to verify this hypothesis, as there is a positive correlation between reading ability and school achievement. Those who did the best in silent-reading and vocabulary tests, as a group, made the best record throughout the three-year period considered in the study. This was true not only in regard to English but in all subjects. Since this is true, more stress should be placed on silent reading and word study in the upper grades and even in the high school.

BOVEE, ARTHUR G. *"Foreign Languages in France."* School Review, XXXIII (November, 1925), Pp. 653-60.

In the study of foreign languages in France as well as in America there has been a gradual gravitation toward sounder methods and saner objectives. The trend is away from the stand for disciplinary values to more abundant reading as a means of attaining a definite cultural objective. This stands even above the objective of their practical values.

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SASS, DOROTHY M. "*Student Service in the High School.*" School Review, XXXIII (November, 1925), 661-70.

By careful organization students may help to lighten the work of teachers, administrators, and office assistants in many ways. Careful supervision is necessary in all cases, but it saves time, gives training to the students, and increases interest in the school as a whole. The students must be carefully selected. In most cases they will serve without remuneration although some form of honor points or credit may be used to advantage.

NOYES, E. LOUISE. "*Enlarging the Horizon of High School Pupils.*" School Review, XXXIII (November, 1925), 671-74.

In this experiment in the Santa Barbara High School the teachers selected subjects they would like to discuss with pupils such as astronomy, art appreciation, ethics, psychology, logic, history, etc. Opportunity classes were also formed in reading, arithmetic, spelling, grammar, and penmanship, for those with deficient preparation. A half hour period was provided during the forenoon for such classes two or three times a week. On Monday group meetings were held in which the principal met the seniors for discussion of life values. The other classes were met for similar discussions by other members of the faculty. The results have fully justified the plan.

SHEPHERD, EDITH E. *An Experiment in Teaching English Usage to Junior High School Pupils.* School Review, XXXIII, (November, 1925), 675-84.

This is the second experiment undertaken to determine pupils' individual needs in capitalization, sentence structure, etc. The pupils were grouped for instruction and study according to the actual need as shown by their written work in various subjects. Each pupil was made to feel his need for this special work and his own responsibility in the mastery of the principles involved. As soon as he had learned the principle and felt that he was ready, a test was given, which if passed, credited him on the record for the lesson, and he was then allowed to take up another. Evidence of mastery was required in all of the pupil's school work. Results have been very encouraging for this method.

JENSEN, J. C. "*The Metric System and the Public Schools.*" School Review XXXIII, (November, 1925) 685-87.

This brief study revealed the fact that the metric system is given

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little consideration throughout the country in our public schools. While a majority of the principals are favorable to it, yet few of the teachers are prepared to teach it and little if any time is allotted to it in the curriculum.

DOWNING, ELLIOT R. "*A Comparison of the Lecture-Demonstration and the Laboratory Methods of Instruction in Science.*" School Review, XXXIII (November, 1925), 688-97.

Although too brief to be conclusive this study indicates that, in general, the lecture-demonstration method of instruction yields better results for all pupils than the laboratory method and is more economical in both time and expense. This method also appears to impart more skill in laboratory technique. In the teaching of science less attention should be given to details and more emphasis placed on fundamental principles.

CRAWFORD, C. C. and RAYNALDS, D. A. "*Some Experimental Comparisons of True-False Tests and Traditional Examinations.*" School Review, XXXIII (November, 1925), 698-706.

The conclusions reached in this article indicate that in some cases the traditional examination seems to be a more accurate measuring instrument of classroom work while in other cases the true-false test seems to give better results. The note taker organizes and evaluates his material somewhat better but is apt to overlook specific points. He makes better grades with the traditional examination, while with other types of students the true-false test is more satisfactory and saves much time on the part of both students and teachers.

TERRY, PAUL W. "*Administration of Extra-Curricular Activities in the High School. I.*" School Review, XXXIII (December, 1925), 734-43.

The increasing amount of literature on this subject indicates the increased attention it is receiving by administrators. One of the chief problems involved in the administration of extra-curriculum activities is to provide a suitable time for meeting. Practice varies in this regard, but there is a marked tendency toward a definite provision for such activities. Another problem is that of restrictive regulations. There seems to be no uniformity in practice in this regard. A point-rating is being used with satisfactory results in some schools.

MINER, J. B. "*An Analysis of Vocational Interests.*" School Review XXXIII, (December, 1925) 744-54.

In view of the lack of serious consideration given to the selection

of a vocation the writer has attempted to help the individual to discover his special interests and abilities by means of a self examination through a series of questions. This leads to a study of qualifications on the part of the individual. It will help him to discover his vocational bent, and assist in the choice of a vocation. It emphasizes the importance of a vocational choice both to the individual and to his parents and gives data of value to the vocational counselor.

GOOD, CARTER V. "*An Experimental Study of the Merits of Extensive and Intensive Reading in the Social Sciences*". *School Review* XXXIII, (December, 1925), 755-70.

In this study grouping according to intelligence levels was made. Progress in reading is shown to depend largely on the intelligence of the individual. The investigation shows that for some, extensive reading brings better results, while in others, intensive reading is to be preferred. In general, the character and the length of reading assignment should vary with the purpose of the reading: intensive reading for accuracy and detailed information; extensive reading for breadth and range of information.

BARTON, JR., W. A. "*Pupil Reaction to School Reports*." *School Review*, XXXIII, (December, 1925), 771-80.

This study undertakes to determine how much value should be placed upon school grades. An attempt has been made to determine the view-point of the pupils in regard to them, and how pupils are influenced by the grades they receive in various subjects studied. It is of interest to note that on the whole, about fifty per cent of the pupils answering are influenced in a constructive way.

MASON, H. C. "*A Modification of the Dalton Plan*." *School Review*, XXXIII (December, 1925), 781-86.

River Falls, Wisconsin, High School has provided for individual differences by a modification of the plan advocated by Prof. H. L. Miller, in his book "*Directing Study*." The plan has provided for individual differences while it sets no limit to ability. It has also reduced the number of failures and of discipline problems. Every pupil has an equal chance to work up to the level of his ability.

VAUGHAN, W. W. "*The Warp and the Woof in Education*." *School and Society*, XXII (September 12, 1925), 313-19.

Likening a child's educational life to a pattern in weaving, the author allows the warp to represent the influences of home and state while the woof is the cross threads of teaching itself. After an exten-

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sive history of educational tendencies in the last few centuries the author concludes that "work and pleasure are becoming isolated in water-tight compartments; more and more does work tend to get squeezed of all idea of pleasure." Teachers and schools have been more concerned with how pupils spend their leisure, than with teaching them how to get happiness from their work. Let the community be the custodians of a proper environment and an extension of compulsory school age will not be necessary or advisable.

VITELES, MORRIS S. "*Psychological Tests in Guidance: Their Use and Abuse.*" *School and Society*, XXII (September 19, 1925), 350-56.

This article is a section of a report prepared by the Vocational Guidance Association of Philadelphia and Vicinity and contains some of their principles as formulated after a great number of surveys in the use of tests as guides to individuals. Of these conclusions, one seems paramount: "Tests, to be of service in guidance, must measure not only the general and specific mental abilities which are of importance in vocational success; tests must also be provided to measure the temperamental and character qualities which play so great a part in vocational adjustment." Tests must be made by a trained personnel and interpretation of results for purposes of guidance can be made only by clinical psychologists.

RYAN JR., W. CARSON "*The Third International Pedagogical Conference at Heidelberg.*" *School and Society*, XXII (September 19, 1925), 356-59.

"That there must be a fundamentally new approach in education; that the schools need to realize the marvelous possibilities of children for artistic expression and creative achievement generally; that education can indeed transform the world, but only if it becomes a wholly different kind of education, seeking to develop rather than repress—these are some of the ideas that found expression at the Third International Pedagogical Conference held at Heidelberg, Germany, from August 2 to 16, under the auspices of the New Education Fellowship." The theme of the conference was "The development of creative powers in the child" and the results of many schools founded on this idea were shown and fully demonstrated. A number of the speakers at this conference have been invited to come to America to interpret this new movement in education.

ELLIS, ROBERT S. "*Army Alpha Scores in Relation to Progress in High School and to Mental Growth.*" *School and Society*, XXII (October 3, 1925), 439-40.

The Army Alpha was given by the author to all the students in one

of the Knoxville, Tennessee, high schools. After all the classes had graduated, the class norms were determined for the members of each class, who graduated. A comparison of the members of the freshman class, who graduated and of those who did not graduate is shown. Results indicate that age at entrance to high school is a better indicator of the probability of graduation than is the score on the Army Alpha. The author feels there is strong evidence that intelligence, "or whatever is measured by Army Alpha," increases in high-school students after the age of sixteen years.

PROCTER, WILLIAM M. "*The High-School's Interest in Methods of Selecting Students for College Admission.*" *School and Society*, XXII (October 10, 1925), 441-48.

The youth of America according to the author is college bent and measures taken to discourage or frighten them away have operated as a stimulus. Different methods of admission to college are critically examined and a combination method is proposed. This combination method should have as determining factors total high-school record, mental capacity, and character-trait ratings.

JONES, GERTRUDE. "*High-School Freshmen at Lincoln, Nebraska.*" *School and Society*, XXII (October 24, 1925), 527-30.

Certain Lincoln, Nebraska, High-School teachers have formulated in outline to be used for acquainting their freshmen pupils with the various activities of the school. This outline covers the organization of the school, the extra-curriculum activities, school traditions, and the curricula. The order of the topics in the outline follows the calendar of school events. Freshmen deserve special guidance. "They will be of worth when they become juniors and seniors only as they are given an opportunity to develop as freshmen and sophomores. We attempt to Americanize the foreigner who comes to our shores. Why not attempt to "highschoolize" the freshman who enters our high schools?"

RICE JR., JOHN A. "*The Exceptional Student in the Middle West.*" *School and Society*, XXII (October 31, 1925), 543-47.

This paper was at a Conference on Honors Courses at the State University of Iowa, March 17, 1925. The real student, according to Mr. Rice should be given more attention. This real student has certain traits which are easily recognizable: his mind sees the truth and his heart loves it. "He has some of the madness of the passionate lover in his devotion to the truth. You may know him by the gleam of the eye, the quick leap of the intelligence with which an idea is discovered, caught, and held. Life is to him an adventure. He is our young philosopher. Books to such are living minds and they need no prodding to drive them; books are their friends. They are not in want of a task-

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LOWE, BOUTELLE E. "*Student Government in Our High Schools.*"
School and Society, XXII (October 31, 1925), 556-57.

A plan of student government was devised at Hackensack High School, Hackensack, New Jersey, whereby a council of ten students took general supervision of study halls, appointed student proctors, and determined what punishment should be inflicted upon those who were guilty of any infraction of rules. A faculty adviser co-operated with the council in its work. "Thanks to the policy of an administrative head who believes in maintaining maximum efficiency with as few of the formalities of government as possible, an experiment of this nature is turning out to be both successful and popular as applied to the study halls of this school."

WALTERS, RAYMOND, "*A Conference on the Junior High School.*"
School and Society, XXII (October 31, 1925), 563-64.

This article gives an account of the First Annual Educational Conference of Teachers' College, Temple University, held at Philadelphia, on October 16th and 17th. More than 500 teachers from nearly as many schools in eastern Pennsylvania, New Jersey, and Delaware were in attendance.

FARRAND, WILSON, "*The College Entrance Examination Board.*"
School and Society, XXII (November 14, 1925), 600-7.

This article is an historical sketch of the College Entrance Examination Board. It states three conclusions concerning the work of the Board: (1) the Board has proved a most effective instrument in securing co-operative action of colleges, schools, and individuals; (2) it proclaimed and maintained standards of attainment in the work of our secondary schools and standards of admission for our colleges; and (3) it is forward-looking.

MILLIKAN, R. A. "*The Problem of Science Teaching in Secondary Schools.*" School and Society, XXII (November 21, 1925), 632-39.

The possibilities of science instruction in the secondary school as a preparation for rational, scientific living and thinking have scarcely begun to be touched. The author raises the question as to whether general science should remain a part of the high-school curriculum and concludes "it should be largely, if not exclusively, for those who cannot

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

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finish the high-school course and who therefore have no opportunity to get more and better science." To be able to secure the best results the following elements should be considered: (1) the method or technique of teaching; (2) the organization of the curriculum; (3) the provision of suitable teachers. The author reaches the conclusion that the first element has always been considered the most important, but he thinks that the second and third elements are of equal, if not greater, importance.

FENNEMAN, NEVIN M. "*The Case For Latin*," School and Society, XXII (November 21, 1925) 639-44.

As a required study, Latin cannot successfully correct the inability of students to think accurately, although it is of disciplinary value because of the drill which it necessitates. On the other hand, it has cultural value which begins only after the required two years have been covered, while from other subjects the same amount of culture may be obtained in much less time. It is necessary, however, that in every community there should be some one who has obtained this classical culture by actual study of the language. Therefore, Latin should be elective and the permanent solution will be found in the better teaching of other subjects.

HUNTER, FREDERICK M. "*Teacher Participation in the Determination of Administrative Policies*," School and Society, XXII (November 28, 1925), 665-71.

America is a land of many institutions, some inherited from the past, others resulting from our economic development. The public school is one of our most important institutions and in its development four essentials are necessary: (1) public sentiment; (2) the necessity of the public school doing its work well; (3) the knowledge on the part of every participant that the work is being done well; (4) the creation of an interested group whose business it is to protect the youth and the school. In order to have these essentials, in the opinion of the author, we must create among the teachers of our country a thorough professional interest in teaching by allowing them to share in the administrative work of the school.

RUSSELL, J. E. "*Problems Facing the Public Schools of America*," School and Society, XXII (December 5, 1925), 723-24.

The chief problem of the school of to-day is, as it has always been, how to make school work contribute most toward the making of good citizens. Good citizenship as a dominant aim of the American public school is something new. This responsibility imposes a severe burden

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upon teachers. The author feels that problems of trade and transportation, of capital and labor, of political policy and international relations must be faced in the modern school.

MEYER, ADOLPH E. "*Modern Education in Switzerland.*" School and Society, XXII (December 12, 1925), 736-41.

The spirit of democracy and patriotism pervades all Swiss institutions including its school system which, in many ways, is similar to our own. A great deal of attention is given to the child's health, with free medical treatment in the cases of poverty, and proper feeding of smaller children. The government supports open-air forest schools for the sickly. The schools of Switzerland are divided into four classes which would correspond roughly to our primary grades, high school, college, and university. At present there are a number of questions facing the Swiss schools: need of strict economy as a result of the World War, the agitation for direct federal control of the educational system, and the quarrel between public and parochial schools, much as we have in America.

FLINT, ELSIE M. "*Freshman Fatalities.*" Educational Review, LXX (September, 1925), 79-81.

The causes of failures of ninth-grade students are discussed in this article. Sane suggestions for the reduction, in the early months of high-school work, of these unsuccessful efforts are made. Constructive educational and vocational solutions are given.

BIRCH, JOHN T. "*The Lazy High-School Student.*" Educational Review, LXX (November, 1925), 210-12.

Some very reasonable and usable proposals are made for the rescue and rehabilitation of high-school students who are doing unsatisfactory work. The author discussed the problem cases from the physical side, from the standpoint of adolescence, from the basis of the student's aptitudes and interests, and from the youth's social setting, all to the end of correcting habits of indolence and of pushing the student onward to a place of useful citizenship.

NICHOLS, J. H. "*Physical Education Objectives and a Program.*" Educational Review, LXX (December, 1925), 248-53.

This article contains a careful and logical arrangement of the aims of a secondary-school department that has come to demand a daily part in an adequate program. The writer shows wherein physical education contributes to the general objectives of the high school. The second half of the article outlines a program of medical and physical examinations, of healthful environment, of instruction in hygiene and health

problems, of physical equipment, of playground and field facilities, and of time allotment. It is a comprehensive picture of a modern plant designed to give a sound mind and a sound body.

THAYER, V. T. "*Democratic School Administration.*" Educational Administration and Supervision, XI, (September, 1925), 361-72.

An article that commends and recommends democratic school administration. The author writes clearly and forcibly. He believes that no school can be properly organized or administered unless the administrative head seeks guidance and co-operation from all.

THAYER, V. T. "*Present Tendencies in Secondary Education.*" Educational Administration and Supervision, XI, (October, 1925), 433-46.

The writer maintains that the high school will soon have to change its curriculum and its method of administration so that it may conform to the present character of the high-school body. His thesis is that we are no longer dealing with a select group, and therefore can not expect the old curriculum to suffice.

SHUTTE, T. H. "*Is there Value in Final Examination?*" Journal of Educational Research, XII, (September, 1925), 204-213.

In an effort to determine the value of final examinations two groups of one hundred each, of approximately equal I. Q. standing, were selected in the Oregon Normal School. One group was taught constantly to prepare for final examinations. The other group was led to believe that there would be no final examinations. All conditions in both classes were made as nearly the same as possible. At the end of the course both divisions were given the same examination. The article discusses all conditions and gives tables of summaries and conclusions on the experiment.

ALMACK, JOHN C. "*Literature in Problems of School Building.*" Journal of Educational Research, XII, (November, 1925), 228-235; (December, 1925), 301-310.

This article discusses literature appearing in recent years on the many phases of school buildings and building programs. Problems are divided into eighteen sub-heads, such as finance, selecting architects, planning class rooms, and lighting. Each topic is briefly discussed and the complete bibliography of available material on each division is listed.

STUDIES

MONROE, W. S. *Making a Course of Study*. Bureau of Educational Research. Bulletin No. 27. Urbana, Illinois: University of Illinois, 1925.

The first part of the bulletin is devoted to suggestions and instructions for making a course of study. This includes adaptations of objectives and instruction, and the appointment of committees for the work. The author believes that the making of a course of study by a corps of teachers is good training for teachers in service. The rest of the bulletin is given over to bibliography.

GLICK, H. N. *Effect of Practice on Intelligence Tests*. Bureau of Educational Research. Bulletin No. 35, Urbana, Illinois: University of Illinois, 1925.

The study in this bulletin is an examination of the generally accepted assumption that an intelligence test score is not materially increased by practice or coaching. For this work students from the seventh and eighth grades, high school, and college were tested. This study shows that "extended practice or deliberate coaching" results "in very significant increases in the scores".

REAGAN, G. W. *Principles Relating to the Engendering of Specific Habits*. Bureau of Educational Research. Bulletin No. 36, Urbana, Illinois: University of Illinois, 1925.

The author of this bulletin calls attention to the importance of habit formation in the classroom, and gives a "reasonably complete list of the principles" helpful in this process. To each of the twenty-five principles is added some explanation and in some cases an illustration showing its application. It was written especially for upper-grade and high-school teachers. A short bibliography is added.

PROGRAM
NATIONAL ASSOCIATION
OF
SECONDARY-SCHOOL PRINCIPALS

FEBRUARY 20 to 25

All meetings to be held in the auditorium of
Central High School, Washington, D. C.

• • • •

Saturday, February 20th
2:30 P. M.

Joint meeting with the
NATIONAL COUNCIL FOR THE SOCIAL STUDIES

Vitalizing the Teaching of American History

Professor A. S. Barr
University of Wisconsin

Discussion

Professor J. M. Gambrill
Columbia University
Professor A. E. McKinley
University of Pennsylvania
Edward P. Smith
State Department of Education, New York.

• • • •

Saturday, February 20th
8:00 P.M.

Joint meeting with the
NATIONAL VOCATIONAL GUIDANCE ASSOCIATION

A Central Vocational Guidance Bureau for High-School Counseling

Miss Anne S. Davis, Director
Department of Vocational Guidance
Chicago Public Schools

The Use of Measures of Achievement in the High School

Dr. Ben Wood
Columbia University

Problems of Research in Vocational Guidance

Dr. John M. Brewer
Head of the Vocational Bureau of the Graduate School of Education
of Harvard University

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Monday 2:30 P. M.

INTERNATIONAL UNDERSTANDING AND
SECONDARY EDUCATION

President's Address

Internationalism A View Point

William E. Wing
Principal, Deering High School
Portland, Maine

Report of Committee on Size of Class

Milo H. Stuart
Principal, Arsenal Technical High School
Indianapolis, Indiana

Appointment of Committees

The World Court

Honorable Carroll L. Beedy, M. C.
First District, State of Maine

Report of Committee on Standard Blanks

R. R. Cook, Chairman
Principal, Theodore Roosevelt High School
Des Moines, Iowa

Laws against High-School Fraternities

M. R. McDaniel
Principal, Oak Park and River Forest Township High School
Oak Park, Illinois

Report of the National Committee on Research in Secondary
Education

William A. Wetzel
Principal, Senior High School
Trenton, New Jersey

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Tuesday 9:30 A. M.

HIGH SPOTS IN SECONDARY EDUCATION

Plan of Organization in Julia Richman High School

Dr. Michael H. Lucey
Principal, Julia Richman High School
New York

The Detroit House Plan

W. R. Stocking, Jr.
Associate Principal, Central High School
Detroit, Michigan

The Dalton Plan in South Philadelphia High School for Girls

Dr. Lucy L. W. Wilson
Principal, South Philadelphia High School for Girls
Philadelphia, Pennsylvania

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

The New Britain Laboratory Plan

Louis P. Slade
Principal, Public High School
New Britain, Connecticut

Curriculum Making in the Field of Citizenship

Dr. Earle U. Rugg
Professor of Education
State Teachers College, Colorado

Personnel Charts for High School

Richard D. Allen
Providence, Rhode Island

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Tuesday 2:30 P. M.

SUPERVISION AND ADMINISTRATION

Alvin W. Miller, Principal, Central High School, Washington, Presiding

School Marks

William L. Connor
Director of Research
Cleveland, Ohio

Discussion

Bernard Ross
Principal, Public High School
East Hartford, Connecticut

Some Possibilities for More Efficient High-School Administrations

John Guy Fowlkes
Associate Professor of Education
University of Wisconsin

Discussion

C. V. Courter
Principal, Flint High School and Junior College
Flint, Michigan

How I Supervise Instruction

J. E. Marshall
Principal, Central High School
St. Paul, Minnesota

Some Suggestions in Supervision

Ross N. Young
Principal, John Marshall High School
Minneapolis, Minnesota

How I Control Student Organizations

E. B. Comstock
Principal, North Dallas High School
Dallas, Texas

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Tuesday 2:30 P. M.

THE JUNIOR HIGH SCHOOL

(Music Room, Central High School)

Truman G. Reed, Chairman

Principal, Central Intermediate School, Wichita, Kansas

A Neglected Phase of the Curriculum

Dr. Thomas H. Briggs

Professor of Secondary Education

Teachers College, Columbia University

Experimental Approaches to the Measurement of Character

Dr. Hugh Hartsborne

Character Education Inquiry of the Institute of Social and Religious
Research, Columbia University

Ethical Character as Interpreted by the Holmes Junior High School

Mrs. Jessie DuVal Myers

English Department, Oliver Wendell Holmes Junior High School
Philadelphia, Pennsylvania

Psychiatry and Moral Education

Dr. Charles I. Lambert, M. D.

New York City

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Tuesday 8:00 P. M.

Address - (Speaker not yet chosen)

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Wednesday 10:30 A. M.

Installation of a chapter of the National Honor Society,
Central High School

Program in charge of Dr. Edward Rynearson, Fifth Avenue High
School, Pittsburgh, Pennsylvania

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Wednesday 2:30 P. M.

IDEALS IN SECONDARY-SCHOOL EDUCATION

The Function of Ideals in the High-School Curriculum

Dr. W. W. Charters, Professor of Education

The University of Chicago

The Ideal of Culture in a Democratic Society

Dr. B. H. Bode, Professor

Department of Principles and Practice

Ohio State University

The Importance of Suggestion in Education

Armand R. Miller

Principal, McKinley High School

St. Louis, Missouri

Some By-Products in High-School Education

G. W. Murdock

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

Principal, Southwestern High School
Detroit, Michigan

The Standards of Life and the Standards of the School

W. C. Giese
Principal, High School
Racine, Wisconsin

Report of Nominating Committee

ADDRESSES

of

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