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**BULLETIN
OF THE
NATIONAL ASSOCIATION
OF
SECONDARY-SCHOOL
PRINCIPALS**

*Issued Five Times a Year
January, March, April, May, and October*

OCTOBER, 1927

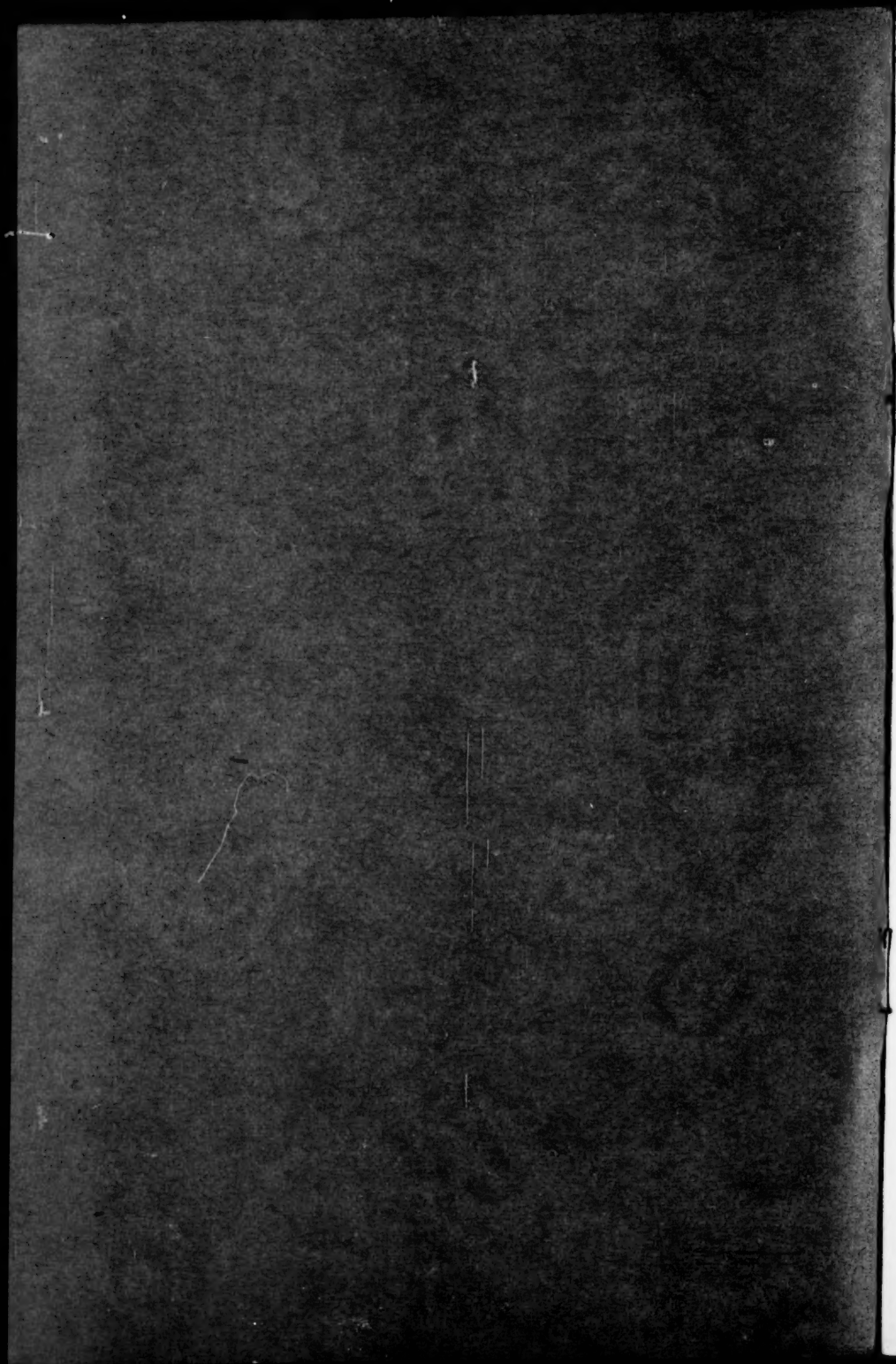
Entered as second-class matter, December 29, 1925, at the post office at Berwyn, Illinois, under the Act of August 24, 1912. Acceptance for mailing at special rate of postage, provided for in Section 412, Act of February 28, 1925, authorized March 30, 1927.

BULLETIN NUMBER 18

**Secondary-School Administration
Abstracts**

**NATIONAL ASSOCIATION OF
SECONDARY-SCHOOL PRINCIPALS**

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SECONDARY-SCHOOL ADMINISTRATION
ABSTRACTS

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:

Editor-in-Chief, W. C. Reavis

Under-editors

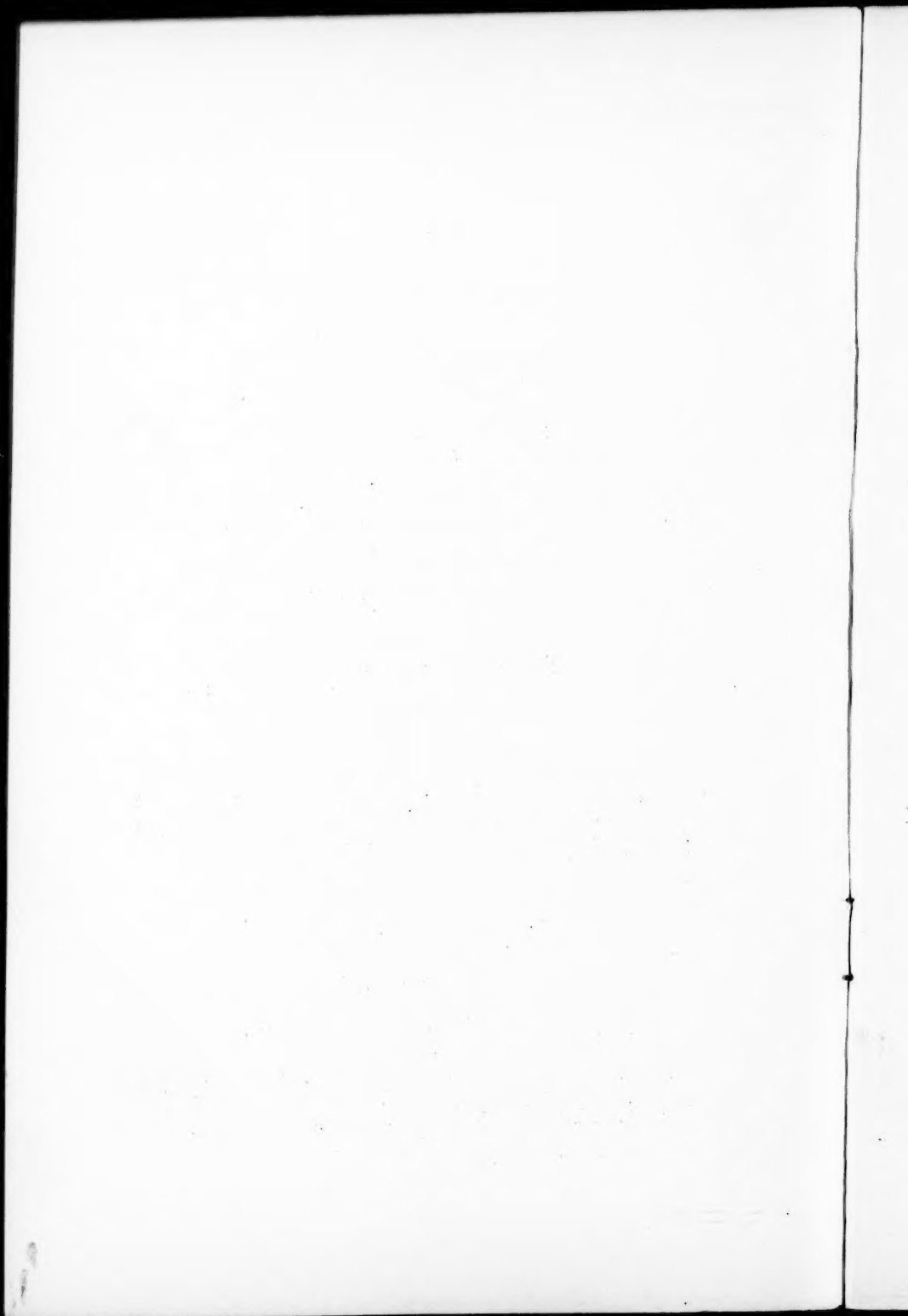
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These abstracts are free to all members of the National Association of Secondary-School Principals.



BOOKS

KOOS, LEONARD V. *The American Secondary School*. Boston: Ginn & Co., 1927. Pp. 755.

The rural high school, the high-school staff, community relations, the school plant and costs, the junior high school and the junior college are embraced in the scope of this book. It opens with the consideration of the most dynamic aspect of modern secondary education—its recent, rapid growth. This is followed by a treatment of the background of the present secondary school. In addition to the three historical types formerly presented, Koos adds the fourth type, the extended secondary school, having reference to the downward extension—the junior high school, and the upward extension—the junior college.

The second and third chapters deal with the physical and mental growth, and the variation and selection of secondary-school pupils.

In the treatment of the aims and functions of secondary education, Koos breaks with the traditional formulation and sets up one which is in reality "a composite portrait of the purposes proposed by individuals or groups of persons expressing themselves along these lines in recent years." The author is unable to accept the Cardinal Principles without modification. "Although authoritative, helpful, and influential, this formulation harbors certain inadequacies of comprehensiveness and organization that handicaps it in usefulness for a full consideration of the obligation of secondary education." Koos objects to considering command of fundamental processes on a par with the other aims, but believes that "such command is clearly preliminary to the achievement of the remaining objectives." In regard to the comprehensiveness, the author has reference to five of the functions mentioned by a large proportion of the writers represented in his analysis but not included in the list of Cardinal Principles. These functions are: (1) Achieving a democratic secondary education, (2) Recognizing individual differences, (3) Providing for exploration and guidance, (4) Recognizing the adolescent nature of the pupil. He believes that "the list of objectives, 'Cardinal Principles,' on which the attention of the country has been founded, is not so comprehensive as it might well be from the standpoint of encouraging all desirable changes in the American secondary school."

Five chapters are given to the secondary-school organization with chapters treating the size and distribution of schools, the junior high school and junior college, the rural high school problem, vocational education, and other types of secondary education, as specialized types, private secondary schools, etc.

In connection with the discussion of the junior high school and junior college, there is presented the analogy of the extended American secondary school with the organization in certain European systems. The relationship makes the consideration of European secondary education much more meaningful than when it is considered

in isolation. In this connection, the author openly challenges the criticisms which are made of American secondary education when it is compared with the European school, and suggests that "by intelligent and persistent effort we may be able to render a substantial service to the world's progress by providing the models of practice to be followed in European countries when these countries shall have arrived at the degree of popularization which we have already reached."

The chapter on the rural high school problem, not treated in the former books on secondary education, is a valuable addition to the study of secondary education. Nearly eighty-five per cent of the high schools of this country are rural schools with problems which deserve careful study. The author gives consideration to the limitation of rural secondary education and to the problem of organizing for its improvement.

The secondary-school offering is treated in four chapters. The first chapter deals with general considerations with discussions of recent trends in subjects taken, the criteria of subject values, and methods of curriculum making. The second chapter is given to the academic subjects and the third to the special subjects. For each of the subjects there is presented the development and present status, the aims and values, and the nature of the modern content, drawing upon the investigations and best opinion in each case. The organization of this treatment is by high-school subjects. The aims and values and practices in the different subjects are related to the aims and functions of the secondary school which the author accepts as the final criterion or test of a subject of study. The fourth chapter on the secondary-school offering is given to the program of studies in which the different types are presented and evaluated, and certain principles of curriculum organization are proposed.

Chapters are given to educational and vocational guidance, allied activities, community relations, the high-school staff, and the school plant and costs. The last three chapters are distinct additions to the former general treatments of secondary education. An understanding of all three of these problems is vital for both the teacher and administrator. The problems of the high-school staff are especially important, and the author gives them an extended treatment.

Throughout the book, one is impressed with the large amount of materials published for the first time which are the results of the investigations of the author and of graduate students working under his direction at the University of Minnesota.

The book will be of vital interest to high-school principals. Although the book appears not to be intended as a text in high-school administration, most of the material has a direct bearing on many of the administrative problems. Teachers desiring the latest investigations and best recent opinion in their teaching subject or in any phase of the secondary school program will be attracted by the treatment given in this book. For the training of teachers, the com-

prehensiveness combined with the inductive and scientific attack on problems will be attractive.

COLLINGS, ELLSWORTH. *School Supervision in Theory and Practice*. New York: Thomas Y. Crowell Co., 1927. Pp. 368.

Much of the school supervision at present is conducted in the old conventional way, which is really teacher rating or inspection, not supervision. What the usual supervisor looks for in a school is "skill on the part of the teacher in questioning," "clearness in presentation," "power to interest," "effectiveness of drill," "control of class," etc. These qualities have been derived from old theories of education. In the preparation of this book, the author has followed the theories of Dewey, Kilpatrick and others. It differs from most books on supervision, because it is based upon newer theories of education. The title of the book indicates its purpose. The first ten chapters are devoted to the improvement of supervisory theory. In these chapters are discussed "Education as Growth," "The Nature of Growth," "The Criteria of Growth," "Criterion of Activity," "Criterion of Success," "Supervision as Guidance," "The Standard of Supervision," etc. The fundamental ideas of the author are that education is a "continuous growth through purposeful activity;" that the work of the teacher is inspiration and guidance, in other words stimulation and direction of boys and girls "in purposing, planning, executing, and judging," with a maximum of child activity, and a minimum of teacher activity; and that the object of supervision is not teacher rating or inspection, but the improvement of the teacher stimulation and guidance of the growth of the children. The last twelve chapters discuss the improvement of supervisory practice, under such headings as "Conduct Scale for the Measurement of Teaching," "Supervisory Guidance in the Choice of Teaching Difficulties," "Illustration of Direct Measurement of Teaching Difficulties," "Illustration of Indirect Measurement of Teaching Difficulties," "Construction of Teaching Procedures," "Measuring the Improvements of Teaching," "The Individual Teacher Conference," etc. The improvement of the teacher's work is measured by the growth of the children and by the increase of "child participation in school enterprises." "The teaching procedure advocated is founded upon education as change of the conduct of each and every individual child." The teacher's work is the real job of the school. She comes into close personal contact with the children. No matter how broad her education has been, she needs an intelligent helper, and sympathetic friend, in other words a competent supervisor, preferably the principal, whether it be grade school, junior high school or senior high school. The appendix comprises forty-four pages of stenographic reports of school enterprises. The procedure of the book has been tested for a number of years at the University of Oklahoma and in several city school systems and is believed by the author to be practicable.

WAPLES, DOUGLAS. *Problems in Classroom Methods*. New York: Macmillan Co., 1927. Pp. 609.

This volume is intended to serve as a manual of case analysis for high-school supervisors and teachers in service. It treats in Part I the procedures involved in the identification and solution of learning and teaching difficulties. Three types of difficulties or problems are discussed: (1) those encountered by beginning teachers, (2) those met by experienced teachers, and (3) those which confront principals or supervisors. Actual classroom problems are then presented and dealt with in a fourfold manner: (1) the problem is definitely stated in terms of the difficulty offered to the person who encountered it; (2) principles are selected which may be applied to the solution of the problem; (3) different solutions are proposed by means of which the difficulty may be met; and (4) a pedagogical evaluation of the proposed solutions is given. The second part of the volume contains a classified list of 424 typical difficulties which are likely to confront any high-school teacher. The difficulties are discussed from the viewpoint of the suggestions available in professional literature, from teachers in service, and from teachers in training. The purpose of the treatment is to aid the teacher or supervisor in analyzing troublesome classroom problems into their specific difficulties and in finding specific solutions for the difficulties in question. Through the case treatments the author hopes to help teachers and supervisors to discover and solve their individual problems.

COX, PHILIP W. L. *Creative School Control*. Philadelphia: J. B. Lippincott Co., 1927. Pp. 320.

The author addresses this book "to those who conceive the school to be a laboratory, wherein youth may develop skill in coöperation so that not merely a selected group, but each member of the community will accept responsibility for social control" (p. vii). The underlying philosophy of the book is that the things which boys and girls do are the things they learn. Hence, it becomes the function of the school to arrange educational situations which will challenge pupils to take part in social activities. Through participation is valuable experience acquired and creative control attained.

The volume is organized in three parts. Part I sets forth the problem and the point of view. Part II deals with the media through which social responsibility and control are acquired, such as home-room activities, classroom procedures, athletics, programs of recreation, clubs, societies, assembly exercises, student publications, participation in grade congresses and student councils, etc. Part III gives an evaluation of the organization of the school of the future and the mode of procedure in carrying forward the ideals of the author.

MAGAZINES

COUNTS, GEORGE S. *"Who Shall Make the Curriculum?"* School Review, XXXV (May, 1927), 332-39.

Evidence accumulating from many sources indicates that the high-school program throughout the country is undergoing rapid changes, many of which are very wide departures from the established program of fifteen or twenty years ago. Conflicting social agencies outside the school have been the chief cause of these changes. Members within the teaching profession have contented themselves by following the line of least resistance. In making a curriculum two salient facts must be kept in mind. In the first place, curriculum making is a task of such great difficulty that it should be made only by persons specially and intensively trained for the task. In the second place, because the task requires the uses of such wide ranges of knowledge and experience it must be made a coöperative effort. Five agencies that have busied themselves with curriculum-making who are not fitted for the task are: state legislatures, boards of education, powerful minorities, colleges, and persons concerned with the defense of special subjects. Professor Counts believes that the groups mentioned are unfitted for the task of curriculum-making and that the coöperative efforts of at least seven types of persons are required. The services of the psychologist, the sociologist, the philosopher, the specialist in the materials of instruction, the classroom teacher, the expert in the appraisal of the curriculum, and the high-school administrator are needed. It is the high-school principal who will have the task of integrating the efforts of the specialists so that a live, forceful program will result.

KOOS, LEONARD V. and TROXEL, OLIVER L. *"A Comparison of Teaching Procedures in Short and Long Class Periods,"* School Review, XXXV (May, 1927), 340-53.

In order to determine the comparative value of the short and long class periods the writers observed classroom work in several of the Minneapolis high schools in order to find out "what went on" during the period. They noted the amount of time given to each of the following: recitation, assignment, supervised study, testing, and other activities. Their data show that, on the average, teachers in the schools having the long class period resorted to supervised study more frequently, and for longer intervals than did those in schools which had the short class period. It was also found that the longer period permitted greater variety of activities. However, it is not to be inferred that the long class period is essential to the introduction of varied types of instruction.

ADAMS, JESSE E. "*Reactions of High-School Pupils to High-School Subjects*," *School Review*, XXXV (May, 1927), 354-62.

Several prominent educational writers have attempted to view curriculum-making from the pupil's standpoint. The writer of this article investigated student likes and dislikes in 67 Kentucky high schools ranging from 32 to 151 pupils enrolled. The pupils were asked to fill out a questionnaire without signing their names. The number of failures was found to be highest in mathematics and Latin; the lowest number in vocational courses. Two-thirds of the failures were in the freshman classes. The pupils were of the opinion that the chief cause of failure was neglect of doing back work. Next in order of the reasons given by students for failure were: "subject matter too difficult;" "failure to see any value in the subject matter given them;" "did not like the teacher." It is significant that 75 per cent of all students expected to continue their education immediately after graduating from high school; and that only 2 per cent expected to go on the farm. They were in favor of dropping geometry, algebra, and Latin from the curriculum. Subjects in greatest demand by girls were: domestic science, French, Spanish, typewriting, shorthand, chemistry, and bookkeeping. The boys expressed a preference for manual training, typewriting, shorthand, chemistry, and bookkeeping. In many cases the fact that a subject was easy was given as the reason for liking it best. It is estimated that if the per capita cost of education in the schools studied was \$80 a year and each pupil were carrying a load of four subjects, the money cost of failures for those schools would be \$38,000 annually.

PROCTOR, WILLIAM M. "*Curricular Revision and College-Entrance Requirements*," *School Review*, XXXV (June, 1927), 411-16.

Several recent investigations regarding curriculum revision have been made because of the general impression among secondary-school principals that their freedom in altering the curriculum was limited by the necessity of meeting college-entrance requirements. A subcommittee of the National Committee on Research in Secondary Education is attempting to find the relation between college-entrance requirements and the efforts now being made to reorganize the secondary-school curriculum. When data shall have been gathered from the colleges and the secondary schools it is hoped that much light will be thrown on at least two phases of the problem: (1) "Whether the colleges are tending toward a more liberal policy so far as specific subject requirements are concerned and are thus prepared to grant autonomy to the high schools in the reorganization of their curriculum;" (2) "Whether the high schools are really taking advantage of all the freedom they now have." In the meantime it will be well to consider some of the experiments that are now being carried on. For example, the policy of Stanford University has always been to consider that "whatever is properly a high-

school subject is to that extent proper and effective preparation for university study; that the high-school curriculum is primarily a subject for determination by secondary-school men; and, that aside from insisting on high standards, the university should avoid all intent and appearance of dictation." Thus, the American high school should determine first to serve its own community. It should insist that the college select on the basis of high scholarship without reference to the specific subjects studied, mental capacity as revealed by aptitude tests, and social promise as shown by teachers' estimates and leadership in high-school activities.

STETSON, F. L. *"What Oregon High-School Teachers Think About the Program of Studies,"* School Review, XXXV (September, 1927), 510-17.

For the most part the program of studies in the elementary and high schools in the state of Oregon has been unimpeded by legislative restriction. In 1923, and again in 1925, a legislator, being of the opinion that high-school graduates had not the proper training for the common walks of life, introduced a bill which would obligate every high-school student to study "United States history; the history and principles of American constitutional law, in simple form; American literature; the English language, including grammar, composition, rhetoric, spelling, and punctuation; penmanship; bookkeeping; and practical operations in arithmetic." The author of the bill designed to eliminate all teaching of sociology, problems of democracy, and similar social-science material. It was felt by the teachers of the state that this prescriptive legislation regarding specific subject matter was unnecessary. Results from a questionnaire sent to 460 high-school teachers and administrators, one-fourth of all in the state, showed marked opposition to legislation which would compel the teaching of elementary subject matter in the high school. It was the feeling of the high-school teachers that the teaching of fundamentals in the high school should be incidental rather than organized into credit courses. The teachers believed that the present list of required high-school subjects was acceptable, and suggested that numerous other subjects meeting college-entrance requirements be added to the curriculum. The survey seems to indicate the desirability of preparing teachers so that they will be enabled to make a thoroughly scientific attack on curriculum problems. Trained leadership based on scientific attitudes must come from within the profession.

MORGAN, AGNES F. *"The Value of Certain Home-Economics Courses as a Means of General Education,"* School Review, XXXV (September, 1927), 518-29.

Twenty years ago home economics courses were making their beginning in American high schools. Their popularity was on the increase until about five years ago. It is now recognized by those

in charge of home-economics courses and by school administrators that a new alignment of the courses is necessary in order to continue to hold the interest of high-school students and patrons. Four chief reasons for a decline in interest in such courses may here be stated: (1) "The establishment of one or two years of this curriculum in the junior high school;" (2) "The adoption of a certain amount of home-economics material and method as part of the content of several other departments;" (3) "The increase in the proportion of high-school pupils who are preparing for college through a prescribed curriculum of academic subjects;" (4) "The relative slowness with which home-economics teachers have adapted their material to changing domestic and social conditions." A remedy is sought by adapting home-economics courses to serve two purposes: that of training for home duties and responsibilities; and that of more effective instruction in the fundamentals. Four phases of development are suggested: the scientific, the artistic, the economic, and the social. One or more important courses ought to be offered in each of the fields. Moreover, there should be sharp division in subject matter between the junior and senior high schools. Home-economics teachers and principals in schools in which home-economics courses are waning in popularity will do well to diagnose their situation in the light of this article.

WARD, DAVID A. "*Vocational Courses and the Junior High School*," *School and Society*, XXV (June 18, 1927), 711-16.

Vocational courses should be introduced into the school program not earlier than the senior high school. Semi-vocational courses should constitute an integral part of the junior high school curriculum. Guidance is the fundamental factor on which the junior high school should be organized—guidance in continuing the fundamentals of education; in finding the abilities and tendencies which will aid in the choice of the right occupation; in the formation of those higher moral and spiritual conceptions which determine the character of the adult. The junior high school pupil is not mature enough either physically or mentally to enter a life occupation with profit to himself and society. His instruction should be informational or exploratory in character and should supply a background of general knowledge which will be useful in the consideration of an occupation. The exploratory work of the junior high school will make the choice of a vocational course in the senior high school or the college a much safer one from the standpoint of adaptability of the child to the occupation, and instead of preventing, should accelerate the development of the senior high school and the college.

WALTERS, RAYMOND. "*The Regents' Examinations: An Anniversary Discussion*," *School and Society*, XXV (June 25, 1927), 740-44.

The number of Regents' Examinations has grown since 1877 from approximately 2,900 papers in five subjects to 325,000 in the

same five subjects, and to 800,000 papers in all subjects in approved secondary schools in 1927. The writer suggests that for a period of five years, the Regents' Examinations be omitted from all grades below the senior high school and that they be retained only for the senior high-school students, strengthening the examinations along the lines of testing for quality rather than quantity in education.

NYQUIST, FREDRIK V. "*Some Historical Aims of Art Education*," School and Society, XXVI (July 9, 1927), 25-31.

Five-fold functions of art instruction should be recognized in the modern elementary curriculum: (1) Communication—the usage of pictorial and plastic art as means of informational record and imaginative expression; (2) Observation—perceptual learning through directed attention to forms, lines, tones, colors and their associations; (3) Selection—specific recognitions, comparisons and judgments of art qualities in commodities; (4) Construction—development of the capacity for visualization, planning and objectification of two and three dimensional art problems; and (5) Appreciation—esthetic contemplation through guided attention to nature and graphic and plastic art for purposes of enjoyment.

COE, GEORGE A. "*What Do Professors of Secondary Education Think of Military Training in High Schools?*" School and Society, XXVI (August 6, 1927), 74-178.

This report sifts the results of an inquiry showing the trends of thought among persons who are most directly concerned with the technical study of high-school problems. Thirty-three of the fifty-one answers showed professors of secondary education unfavorable to military training in the high school; of the thirty-three, twenty-one hold positions in state and municipal institutions. Military training is evidently being introduced into high schools faster than the study of the matter is developing.

TIEGS, E. W. "*A Study in Special Supervision*," School Board Journal, LXXV (August and September), 1927, 39-40, 44.

Twenty special supervisors in eight different fields coöperated in furnishing the data for this study. Various items were recorded on an eight-column daily report kept for one week. The study shows actual time spent, distribution according to departmental percentages, extent of observation by principals, size of special supervisory fields, and cost of special supervision. Three-fourths of the special supervisory service is initiated by the supervisors themselves, three-fourths of this special service is observed very little or not at all by principals, and some departments reach eight or ten times as many teachers as do other departments. There is marked variation in the length of the supervisory day, in the technique used in different departments, in the size of the field each supervisor is expected to cover, and in teacher-hour unit of supervisory costs.

WHITNEY, FREDERICK L. *"Effective Factors in the Growth of Teachers in Service,"* School Board Journal, LXXIV (June, 1927), 41-42.

The teacher-training institution and the public school system must join hands in working out an adequate program for the improvement of teachers in service. Several projects designed to accomplish the foregoing end are already under way. Reports from 138 state normal schools and teachers' colleges in 44 states and Hawaii indicate the attitude of the training schools toward the problem. In all but one institution responsibility has been assumed for continuation training. The methods used included such items as extension and correspondence courses, full-time field workers, faculty visitation, reports from superintendents, etc. Fifty teacher-training specialists give first rank to the method of supervision by full time field workers. For teacher improvement in service the public school systems are depending very largely on visitation by superior officers, personal conference, results in terms of pupil progress and standard tests. Better instruments are needed for revealing levels of teaching skill attained. Among the better methods suggested are demonstration teaching, single salary schedule, supervision, assignment to special educational projects, group conferences on specific problems, visiting other teachers, administrative participation, etc. Each superintendent, however, "must reach his own generalization as to proper values in the light of the specific needs of his own system."

GREEN, CRAWFORD. *"An Examination Exemption System,"* School Board Journal, LXXV (July, 1927), 48.

The weight of educational opinion is decidedly against the examination exemption. Many educators who voice their objections nevertheless permit exemptions in their schools. The plan used in El Dorado, Arkansas, has the following features: (1) The pupil must apply for exemption in writing, (2) He must answer certain specific questions in regard to his work and conduct, (3) His conduct must be passed upon by the entire faculty, (4) There is no arbitrary grade set, (5) Initial responsibility is placed on the pupil, (6) Teachers consider only those who apply, (7) Exemptions are made publicly in a faculty meeting, (8) Grades of each teacher are distributed on the normal curve after each examination period. Among the advantages cited are that it furnishes a worthy goal, stimulates the pupil to pass judgment on himself, and stimulates him to better conduct.

JONES, WILLIAM E. *"Legal Status of High School Fraternities,"* School Board Journal, LXXC (July, 1927), 53.

Nineteen states have passed laws providing for the elimination of high-school fraternities. With one exception the courts have held that in the absence of a statute, local school boards have a legal right

to restrict or forbid fraternities in high schools. The dissenting opinion was given by the Supreme Court of Missouri. The following quotation from the American Law Reports points out the inconsistency of this opinion: "The weight of authority is to the effect that rules by a board of education or other school authority forbidding membership of pupils in so-called Greek-letter fraternities, and providing for punishment for violation by expulsion of the pupils or rendering them ineligible to participate in certain school activities are valid." The right of school boards to expel fraternity members has been upheld by the District Court of Appeals of California, the Supreme Court of Iowa, the Supreme Court of Illinois, and the Supreme Court of the United States.

BILLETT, R. O. "*The Scientific Supervision of Teachers' Marks*," School Board Journal, LXXIV (June, 1927), 53-54.

The devices which will provide a satisfactory basis for examining and distributing teachers' marks are the objective examination and the normal distribution curve. While the old type examination may have some value as an exercise in English composition and in the organization of facts, it must be largely abandoned for the new type short answer or objective examination. The ancient notion that the same standard of achievement must be applied to all pupils and that one subject is necessarily more difficult than another must be abandoned. The use of the normal distribution curve (A—7, B—24, C—38, D—24, E—7) as a guide and a check on guesswork distribution of marks is indispensable to scientific supervision.

HOWELL, CLARENCE E. "*Entrance to Junior High School*," American Educational Digest, XLVI (July, 1927), 486-88.

Some of the objects often given for the establishment of junior high schools are: (1) Reducing the elimination of pupils; (2) Providing for individual differences; (3) Providing a try-out period; (4) Meeting the social needs of the child, etc. Since these are all outgrowths of the nature of the child himself and may easily be recognized as emanating from the fundamental condition of adolescence, it follows that admission to the junior high school should be based primarily upon physiological age instead of mental age, educational age, or chronological age. This would necessitate special classes for lower grade children who are placed in the junior high school before completing the sixth grade.

GARDNER, C. A. "*New Conception of High-School Principalship*," American Educational Digest, XLVII (September, 1927), 20-21.

The major function of the high-school principal is the supervision of instruction. Because the principal has been loaded down with petty details and trivial administrative routine, this important function has been assumed by special supervisors and has given rise to the visiting supervisor. The remedy for the condition lies in the

readjustment of the principal's work so that he will have the necessary time to function professionally. It is suggested that the change will terminate the office of the visiting supervisor of instruction, but it will also probably call for a supervisor of principals and of the curriculum, especially in large cities which employ several principals.

BRUNDAGE, P. S. "*Present-Day Tendencies in High School Science*," The American Schoolmaster, XXII (May, 1927), 169-76.

The numerous new scientific texts, the many revisions of old ones, the introduction of new courses, the discontinuance of others, the discussion of changes in laboratory instruction, sequence of subjects, and other topics, all seem to point to a lack of stability and standardization. The author thinks that science teachers are trying to avoid stagnation, and the new courses, text revision, and discussion indicate an effort "to bring the knowledge and applications of science within the reach of all." He has collected statistical material from various sources and has presented it in graphic form. There is a general decline in the percentage of enrollment in the sciences, except chemistry, due partly to the increasing number of courses in the curriculum. Geology and astronomy have practically passed out of the high-school curriculum, while chemistry has an "upward trend" due to the development of "modern industry, sanitation, scientific agriculture, and conservation of natural resources." Industry has had a lesser influence on physics which has resulted in a downward trend, though it compares favorably with algebra. Physiography, physiology, botany and zoology are rapidly losing ground and are being displaced by general science and biology. The decline in physiology is partly caused by the fact that more physiology and health work is being taught in the grades.

COFFMAN, L. D. "*Physical Education and Liberal Training*," The American Schoolmaster, XX (May 15, 1927), 177-78.

The humanities were formally believed to produce a liberal education. It was thought that somehow or other the training fitted one for any department of life. However, the subject "which frees the mind in one period may, because of social pressure, or the operation of various forces, hold it in check in another period." At one time physical education, music, and drawing were important, at another time philosophy, rhetoric, and mathematics. Science, formerly considered unimportant, is now one of the liberal subjects. Culture is not now considered "the product of any special group of studies," but as a by-product of any subject, depending on the manner of instruction. A complete training includes the development of body as well as mind, recreation as well as study. Health is placed at the head of the list of objectives of education. The war has shown us the need of physically fit men, and science has helped us to understand that health and physical welfare are concerns of the community. As a result we have teachers of physical education who

not only can teach games, but can provide "intellectual training and those appreciations" so necessary for health.

HENRY, GUY A. "*Eye Strain and Light*," *The American Schoolmaster*, XXII (May, 1927), 184-90.

It required ages to develop the human eye under outdoor conditions. The closer confinement of modern life, the many books available, and the requirements of the industries make a much larger demand on the eyes. The art of lighting has contributed much for the eyes, but dim light and glare should be avoided. The intensity of the light out-of-door, even on a cloudy day, is many times greater than artificial light. Defects of vision and poor lighting are the causes of eye strain. The economic waste due to these causes is enormous. It is estimated that about one-third of the retardation in the public schools is due to neglected eyesight. Out of 42,000,000 employed in industry about 25,000,000 are handicapped by defective vision. No other physical defect brings on fatigue and inefficiency as does eye strain. Eyesight conservation should be taught in our schools. Good lighting is an obligation the state owes the child.

MILLER, J. "*Guidance of 'Problem' Children*," *Journal of Education*, CVI (May 16, 1927), 538-40.

What is to be done with the child in our schools who is a habitual truant, a disciplinary problem, or who is behind his age in school advancement? The teacher or principal has no time to deal adequately with these problems; that is, to discover underlying causes and determine the wisest remedial measures to take. It is here that the school psychologist proves himself of inestimable value. In dealing with one of the problem cases the psychologist will measure the child's ability by intelligence tests; discover his physical handicaps, if any; investigate his home condition; and study his habits and absorbing interests. On the basis of the research, the psychologist is usually able to explain the causes of the maladjustment and to recommend a course of treatment which will not only assist the child to correct his faults, but also arouse in him the desire to do so.

WILSON, H. B. "*Integrating Elementary Instruction*," *Journal of Education*, CVI (September 12, 1927), 218-21.

The child in our schools has the right to be taught the facts, trained in the habits, perfected in the skills, and helped in the developing of the attitude which will serve him in his real life. Before education can be thus effectually brought into relation with life, two great changes must be made in the organization and treatment of the teaching material: The content of the subject taught must be carefully examined and all purely factual knowledge which is not applicable to immediate problems must be deleted; The time honored but artificial barriers erected between subjects must be broken down and all facts taught and skills established must be considered as integral

parts of a training in and for successful living. The learning thus acquired will be not only more basic and less wasteful, but will contribute more largely to the solution of life's actual problem.

MORTON, RICHARD K. "Getting Started," *Journal of Education*, CVI (September 19, 1927), 239-42.

The high task of the teacher is the reduction of chaos into a cosmic whole—to coordinate "character, idealism, knowledge, talents" so that great thoughts and deeds become possible to the student. This task must not be delayed. The opening of school is the time when the coordinating process must begin. The pupil must be brought to regard his work as a progression to a definite end the value of which he is able to discern. The teacher who sees nothing or who induces his pupils to see nothing ahead but a long cycle of daily assignments is failing utterly to comprehend his function as a builder of purposeful life.

LEHMAN, HARVEY C., and WITTY, PAUL A. "Training for the Profitable Use of Leisure," *The Journal of Educational Method*, VI (May, 1927), 376-81.

Following the assertion of Briggs that the school should teach the child to do better the desirable things that he will do whether he be instructed or uninstructed regarding the best ways of doing them, the authors endeavored to find out what the activities are to which children spontaneously turn in their leisure hours. The method employed was that of asking 5,000 children to check from a comprehensive list of play activities those only in which they had voluntarily engaged during the preceding week. To take into account seasonal differences, the list was checked on three different dates in November, February, and April. Additional data were secured from 6,000 pupils in Kansas City. One of the activities in which children most frequently participated was reading the newspaper. "Over 50% of those between 8½ and 22 years of age reported that they had gone to the movies at least once during the previous week." Playing with hammer, saw, nails, etc., "for fun" was reported by 50% of the boys of ages 8½ to 13½ years. Scarcely 10% of children of either sex were engaged in making collections, though C. F. Burk found 90% of the boys and 91% of girls so doing in 1900.

HYLA, DR. ERICH. "The New Education in Germany," *Progressive Education*, Vol. IV, No. 3 (July, August, September, 1927), 164.

The division of German society into classes faded out when new ideas generated in the Revolution called for a fundamental school patterned after the American system. This was inaugurated at the close of the Revolution. Communities were left free to develop their own schools in their own way; teachers obtained a voice in school administration and in teacher training, with little or no suggestion

or interference from Germany's government officials. Germany's new educational spirit more clearly distinguished between instruction and education; schooling for general culture rather than for preparation to gain material wealth, made for the development of personality, giving less prominence to vocational education. This changed the acquiring of an education from an onerous task to an enjoyed opportunity.

CURRY, W. B. "Coeducation or Segregation in the High School," *Progressive Education*, Vol. IV, No. 3 (July, August, September, 1927), 200.

In England coeducation is considered more than radical; it is immoral. Boys and girls have different curricula and different standards. These lead to psychological and emotional difficulties from which coeducational schools are free. Dancing, games, and dramatics go along naturally in coeducational institutions. In adulthood the sexes live together, therefore they should live together in the schools. One emphasized objection to coeducational schools is that the educational needs of boys and girls differ and that they cannot play the same games together; this is overcome in the larger coeducational school through the wealth of courses and activities and the more elastic organization.

SMITH, EUGENE RANDOLPH. "Keeping Parents Informed About the Development of Their Children," *Progressive Education*, Vol. IV, No. 3 (July, August, September, 1927), 175.

Modern civilization with its myriads of mechanical devices and inventions drove people from country to city, thus shifting responsibility and supervision from the parent to the school. Formerly, production was accomplished in the home, on the farm, or within the immediate community. The parent through close and constant contact knew what was in the mind of the child, the influence affecting and controlling him.

The present isolation of busy fathers from the home, together with woman's strenuous social life, minimizes familiar acquaintance, making parental direction and control of the child's education less possible, less potent. Teachers, the next closest guardian of the child, must, if they are to be true leaders, inform parents of the capabilities, environment, and progress of the child. To do this requires tact, skill, and big good will. *How far*, and in what manner it shall be done merits the fullest and wisest consideration.

CLAUDE PORTER BRIGGS

Claude Porter Briggs died suddenly of apoplexy at his home on September 1, 1927. He was principal of Lakewood, Ohio, High School, a member of the Executive Committee of the National Association of Secondary-School Principals, and a member of the National Council of the National Honor Society. He was one of the founders of the National Association and active in every undertaking of the Association. His sterling support, his courageous counsel and his firm friendship will be sorely missed by his associates in this national body.

Superintendent R. G. Jones, of Cleveland, gave this tribute:

Claude Porter Briggs passed from this life to take up a new one on September 1.

Mr. Briggs was reared on a farm and came from a sturdy and high-minded stock. He was robust by inheritance and as sound in character as men grow to be. He received an orthodox education, general and professional. He served a liberal apprenticeship in the various grades of public-school work. He was a regular attendant at educational meetings, and was well received among his professional friends and fellow craftsmen. He gave a good account of the talents intrusted to his care. He made a good American home. He chose a wife wisely, and fine children completed the family circle. His life, however, was not complete. He was taken too soon. What a misfortune that one who has met the stern requirements for competent service should have to leave an unfinished work!

The custody, education, and training of youth is truly a noble service. No more exacting task than that, nor one that yields more satisfactory returns to one who takes pride and genuine satisfaction in accomplishment. The task is immeasurable because there are no set rules or bounds.

If the chief end to a full life is to leave a trace, a residue of value, we must agree that Claude Porter Briggs has left a residue in a human monument of good and useful men and women and their children forever. It is imperishable.

For myself—I have lost a sound friend. I liked him at work and at play. We counseled together for years. If I were not present and there was occasion to defend my cause, he would not admit the cause was debatable. He spoke for the defense and considered the case closed. He was a friend! I shall miss him to the end. I have greater respect for mankind because I knew him and his worth.

SPECIAL NOTICE TO MEMBERS

At the Cincinnati meeting in February, 1925, the following report (see Ninth Yearbook, pp. 82-84) was adopted by the Association:

"To sum up the whole matter, if the Association of Secondary-School Principals does become a department of Secondary-School Principals in the National Education Association, it should be, as follows:

"FIRST. That the name be: The National Association of Secondary-School Principals—A Department of the National Education Association.

"SECOND. That our funds be in sole charge of the National Association of Secondary-School Principals, and that the same may be audited by the proper officers of the N. E. A.

"THIRD. That our publications be left in charge of the National Association of Secondary-School Principals.

"FOURTH. That we give assurance to the N. E. A. that the National Association of Secondary-School Principals will do all it can to increase the membership in the N. E. A., but that this Association will not be responsible for collecting N. E. A. dues from its members.

"This is submitted for your consideration and your committee asks to be discharged of its responsibility.

"Respectfully submitted,

"L. W. SMITH,

"JESSE B. DAVIS,

"H. V. CHURCH,

"C. P. BRIGGS, Chairman.

"After full discussion the report of the committee was accepted and the committee was discharged."

At the St. Louis meeting, in accordance with the report, a committee of five was appointed to bring about the admission of the National Association of Secondary-School Principals into the National Education Association as a department. The committee reported, as follows:

To the Executive Committee of the National Association of Secondary School Principals:

"The Committee on National Education Association Affiliation, appointed at the St. Louis meeting, February 24, 1927, respectfully reports as follows:

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

"Our committee was in conference at St. Louis on matters of detail in connection with the affiliation project. Conferences were held at Dallas with N. E. A. officials. We have received most cordial reception from all representatives of the National Education Association and the Department of Superintendence. At a meeting of the N. E. A. Committee on Organizations, of which Doctor Randall J. Condon is chairman, the sentiment of the committee was formulated into a motion made by Superintendent Newlon of Denver to the effect that the Committee on Organizations recommend to the Executive Committee and the Board of Directors of the National Education Association the organization of a Department of Secondary School Principals following the plan submitted by our committee as a proposed constitution for a Department of Secondary-School Principals, a copy of which is herewith submitted.

"In seconding Superintendent Newlon's motion, Superintendent Blair, President of the National Education Association, stated specifically that he understood that the Committee of Organizations was recommending the creation of a Department which should include the whole field of secondary education, comprising Junior High Schools, Senior High Schools, and Junior Colleges. The motion prevailed unanimously.

"Final action upon the recommendation of the Committee on Organizations will be taken at Seattle, July, 1927, by the Board of Directors of the National Education Association.

"The final step for our Association will be the ratification of the new constitution as herewith submitted at the 1928 mid-winter meeting of the Association.

"We herewith submit a new constitution conforming with the requirements of the National Education Association and the recommendations of the N. E. A. officials.

"It was agreed between our committee and N. E. A. officials that the constitution as formulated be submitted to the Board of Directors of the National Education Association for their approval and circulated to our membership, according to the thirty-day clause, so that final ratification may be had at the mid-winter meeting of our Association in 1928.

"Our committee unanimously recommend that this constitution be approved by the Executive Committee of the Association, that it be circulated to our membership, and that it be ratified in February, 1928, when the Association will automatically become the Department of Secondary-School Principals of the National Educational Association.

"The Affiliation Committee is delighted to report the enthusiastic and unanimous endorsement of the proposed Department of Secondary-School Principals by N. E. A. officials. The general comment of the Dallas meeting was to the effect that the organization

SECONDARY-SCHOOL ADMINISTRATION ABSTRACTS

of the Department of Secondary-School Principals was the outstanding achievement of the Convention.

"Respectfully submitted,

"FRANCIS L. BACON,

"WILL FRENCH,

"CHARLES E. KEYES,

"W. C. REAVIS,

"JAMES M. GLASS, Chairman."

**PROPOSED CONSTITUTION
FOR THE
DEPARTMENT OF SECONDARY-SCHOOL
PRINCIPALS**

ARTICLE I—NAME

The name of this Department shall be the Department of Secondary-School Principals of the National Education Association.

ARTICLE II—AIM

The aim of this Department is to promote the interests of secondary education in America by giving a special consideration to the problems that arise in connection with the administration of secondary schools.

ARTICLE III—MEMBERSHIP

SECTION 1—Membership in the Department of Secondary-School Principals shall consist of Active and Associate.

SECTION 2—All Principals of Secondary Schools, namely Junior High Schools, Senior High Schools, and Junior Colleges, their administrative and executive assistants, Heads of Schools of Education in Normal Schools, Colleges, and Universities, together with Professors teaching Secondary Education therein, and Secondary-School Representatives of State Education Departments, who are also members of the N. E. A., shall be eligible to Active Membership upon payment to the Secretary of the annual fee of \$2.00. Active members shall have the privilege of voting.

SECTION 3—Members of State Organizations of Secondary-School Principals shall be eligible to Associate Membership of the Department of Secondary-School Principals, as a group, by the payment to the Secretary of the annual fee of \$1.00.*

SECTION 4—All others engaged in Secondary Education, who are members of the National Education Association, shall be eligible to Associate Membership upon payment to the Secretary, of the annual fee of \$1.00.

SECTION 5—All members both Active and Associate shall receive all publications of the Department.

* Note: This clause shall become inoperative as soon as the respective state organizations can work out provisions for enlisting their membership as active members of this department.

SECONDARY-SCHOOL ADMINISTRATION ABSTRACTS

ARTICLE IV—OFFICERS

SECTION 1—Officers of this Department shall be a President, First Vice-President, Second Vice-President, and Executive Secretary, who shall be the executive officer of the Executive Committee.

SECTION 2—The Executive Committee shall consist of these officers, the retiring President, and two members of the Department. The Executive Committee shall be representative of Junior High Schools, Senior High Schools, and Junior Colleges.

ARTICLE V—ELECTION OF OFFICERS

SECTION 1—At the first session of the annual mid-winter meeting a nominating committee of nine shall be elected by ballot from a list of at least eighteen members nominated from the floor. This committee shall elect a Chairman, select nominees for all offices except the Executive Secretary, and report at the regular business session of the mid-winter meeting. After the report of the nominating committee the President of the Department shall call for other nominations for the different offices and for the membership on the Executive Committee.

SECTION 2—The Executive Secretary shall be selected by the Executive Committee for an indefinite period.

ARTICLE VI—MEETINGS

SECTION 1—The Department of Secondary-School Principals shall hold two meetings yearly. The regular annual meeting to be held at the time and place of the meetings of the Department of Superintendence of the National Education Association, unless arranged for otherwise by the Executive Committee of the National Education Association.

SECTION 2—A second meeting of the Department shall be held at the time and place of the annual summer meeting of the National Education Association.

ARTICLE VII—AMENDMENTS

The Constitution may be amended by a majority vote of those present and voting at the annual mid-winter meeting. A proposed amendment must be submitted in writing at the preceding annual meeting, or must be submitted in printed form to all members of the Department thirty days before the annual meeting. In case the latter method is used, such amendment must receive the approval of the Executive Committee before it can be printed and sent to the members of the Department.

BOOK NOTICES OF ACCESSIONS

GENEVIEVE DARLINGTON

BROWN, CLARA M. *Clothing Construction*. With the collaboration of Adella Eppel, Ethel R. Gorham, Aura I. Keever, Muriel G. McFarland and Iva I. Sell. Boston: Ginn & Co., 1927. Pp. 236. \$1.72.

Provides a source of information on clothing construction, where pupils and home-makers alike can find solutions for specific problems that arise in their construction of garments. The authors are members of the faculty of the University of Minnesota.

NASH, JAY B. *The Organization and Administration of Playgrounds and Recreation*. New York: A. S. Barnes & Co., 1927. Pp. 547. \$4.00. Illustrations and diagrams.

Considers the needs of the modern city for (1) the providing of opportunities for wholesome play for all the children, and (2) the providing of the largest possible number of recreational opportunities for the adults of the community. Bibliography at the end of each chapter.

BUCHANAN, MILTON A., CRAWFORD, J. P. W., KENISTON, HAYWARD, and HENMON, V. A. C. *American Council Alpha Spanish Test. Form A and Form B*. Yonkers-on-Hudson: World Book Co., 1927. Booklet. \$1.25 per Form.

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and write the modern languages than are afforded by the usual examinations.

OTIS, A. S., and WOOD, BEN D. *Columbia Research Bureau Algebra Test. Form A and Form B.* Yonkers-on-Hudson: World Book Co., 1927. Booklet. \$1.30 per Form.

Each Form consists of two parts: Equations, and Problems. Provides a final examination or college entrance test in first-year algebra in the form of a convenient, objective, standardized test which may be administered in two consecutive 50-minute class periods and scored with dispatch.

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