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BULLETIN
OF THE
DEPARTMENT
OF
SECONDARY-SCHOOL
PRINCIPALS
OF THE
NATIONAL EDUCATION
ASSOCIATION

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

MAY, 1928

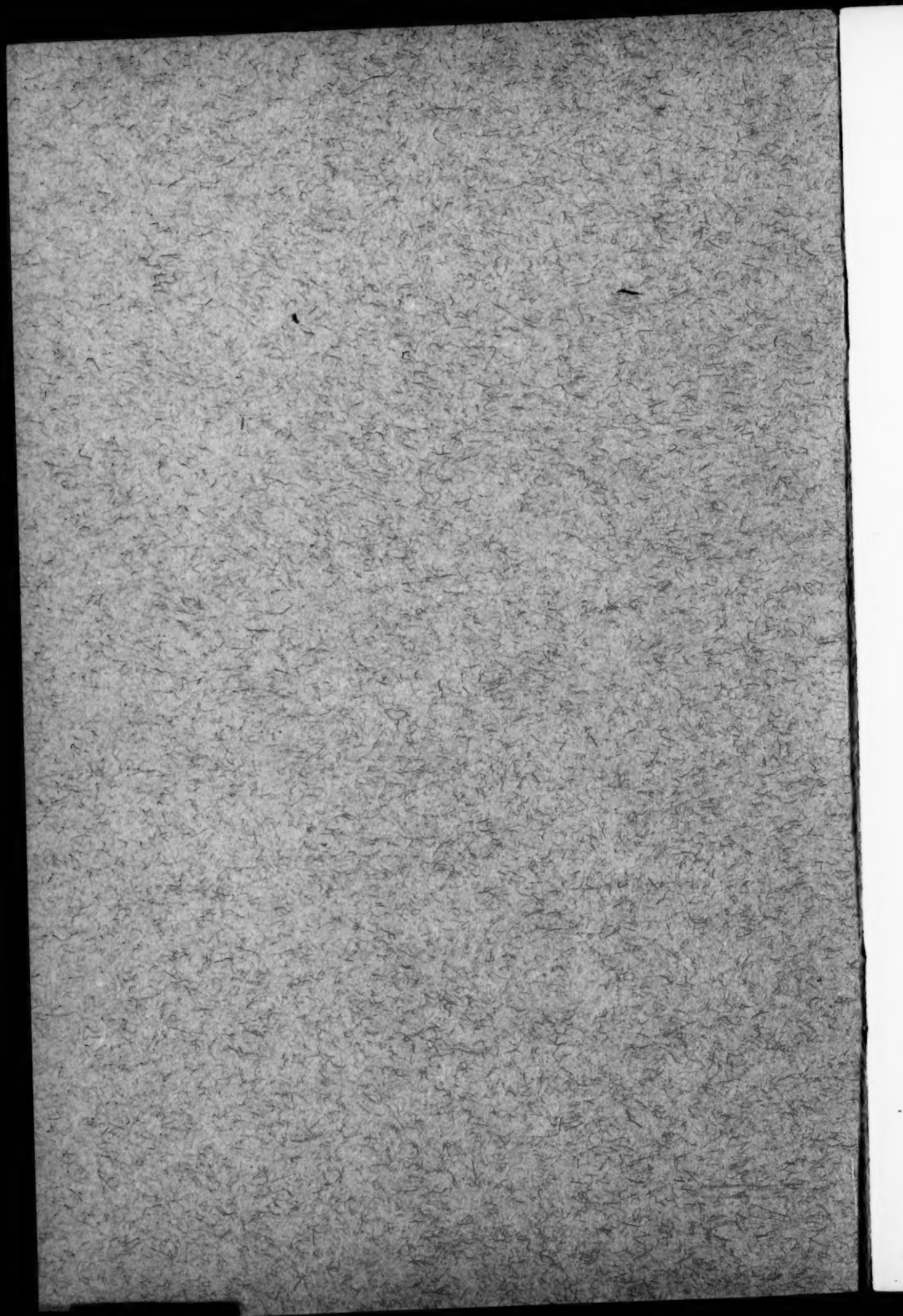
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BULLETIN NUMBER 22

Secondary-School Administration
Abstracts

THE DEPARTMENT OF
SECONDARY-SCHOOL PRINCIPALS
OF THE NATIONAL EDUCATION ASSOCIATION

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SECONDARY-SCHOOL ADMINISTRATION
ABSTRACTS

Published under the direction of the Department
of Secondary-School Principals of the National
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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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These abstracts are free to all members of the Department of
Secondary-School Principals of the National Education Association.

BOOKS

THAYER, V. T. *The Passing of the Recitation*. New York: D. C. Heath & Co., 1928. Pp. 331.

The book consists of four parts. Part I discusses the origin of the recitation method and the educational principles commonly accepted by educators at the time of its origin which more or less justified the recitation as a dominant method of teaching procedure. Group instruction developed in this country under the influence of the monitorial system. While the contributions of this system to the cause of public education should be recognized, its appropriateness in the light of present day psychology and contemporary social ideals may well be questioned. The recitation system originated when educators accepted certain educational principles that are held in question to-day. Three conceptions which are basic to the recitation system are: the identification of schooling with textbook learning; the passive conception of learning; and, the conception of the school as a selective institution.

Part II describes certain contemporary theories of education which contradict the early views of the purpose and function of the school. Thus in contrast with education for information and adult abilities education for character building is advocated. However much leaders, such as, Dewey and Bode on the one hand, and Bobbitt, Charters and Snedden on the other may disagree on principles and methods they are as one in conceiving the school as being primarily dedicated to the task of developing character traits; and by character traits is meant ideals, attitudes, habits, dispositions, skills, etc. The textbook of to-day thus becomes an instrument for education and not an end in itself.

The passive conception of learning, which is the second principle underlying traditional education, is likewise abandoned to-day. The author traces the present day conception of learning as an active process from its formulation by Rousseau down to the present. Rousseau, Pestalozzi, Herbart, and Froebel represent the pre-biological formulation of learning, while, beginning roughly with G. Stanley Hall, the biological formulation of this principle is developed. Hall, with his culture epoch theory, his catharsis doctrine of discipline, and his saltatory conception of development has influenced the curriculum, methods of teaching, and the nature of discipline in elementary and secondary schools. Thorndike, who has replaced G. Stanley Hall in educational psychology, likewise bases his conception of S-R bonds and the doctrine of specific learning which it sustains upon a biological assumption, that of unit characters, but he is much more cautious in generalization and vigorously scientific in his methods. Nevertheless his description of original nature is undergoing modification to-day and his conceptions of habits and thinking are being replaced by a theory much less mechanical in nature. This conception of the educative process places interests in the foreground as the starting point in education and it defines the outcomes of education in terms of interests, i. e. dynamic habits and ideals. It likewise indicates that curriculum materials must be selected with references to the findings of both psychology and sociology.

This analysis of the factors which operate in the learning situation constitutes a point of view from which to view "modern" methods of teaching. Accordingly, after tracing the development of the school as a training ground for citizenship, and contrasting it with the early selective conception of the school, the author proceeds in Part III to appraise the contributions and the limitations of supervised study, individual instruction, the project method and the socialized recitation. These methods are reactions to limitations in conventional procedure. They are crude beginnings rather than self-contained methods. Thus, supervised study and individual instruction have both come forward as a result of an increasing sensitiveness to individual differences in pupils, but they both ignore or fail to provide for fundamental individual differences. Supervised study through its arbitrary division of the class period into recitation, assignment, and study, without regard to difference in rates of learning, and individual instruction provides only for differences in rate of learning and standardized average performance. The project method made a distinct contribution in its insistence upon starting learning with pupil purposing, and through its recognition of the fact that learning takes place best when children are engaged upon tasks that are at once meaningful to them and involve a period of time longer than that provided for in the conventional daily lesson. On the other hand the literal following of children's purposes as advocated by extreme partisans of the Kilpatrick school, results in a disconnected education and ignores the fact that pupils may be just as "naturally" interested in a significant task proposed by the teacher as one spontaneously generated by one of their own number. Similarly the socialized recitation comes forward to offset the individual character of the traditional recitation and to emphasize the citizenship responsibilities of the classroom. However, in its overly enthusiastic adherence to socialized procedure it, like the project method, tends to neglect the development of individual working habits which are the prime essentials for an effective coöperative living.

The "essentials in teaching" are set forth as: identification of the pupils with the purposes of the classroom; organization of school experiences with attention to their "associative" learnings; planning for consecutive and progressive growth; conscious provision for developing working tools and methods of procedure; and, planning for and encouraging critical thinking. With these principles as a guide teaching procedure is divided into three dominant phases, to a detailed discussion of which the last three chapters of the book are devoted: The lesson plan and the assignment; the working period; and, the socialized period.

DAVIS, C. O. *Our Evolving High School Curriculum*. New York: World Book Co., 1927. Pp. 301

Of the three forces that determine adult life man has little control over two, namely, hereditary influences, circumscribed powers over environment; but very great control over one, the human spirit. Hence it is that the school curriculum, the organized embodiment of cultural forces designed to affect this control over the human spirit is the most important agency that operates over human destiny. Subjects are studied

because they yield educational dividends. The age-long controversy as to whether the dividends should be expressed in terms of knowledge or in terms of discipline is in part composed by the fact that both demand *subjects of study*. Both schools agree that the subjects should consist of organized or classified knowledge, the particular selections depending upon the objectives sought.

In general, five methods have prevailed in determining the objectives of secondary education. (1) Most curricula have undoubtedly been based upon tradition. (2) Many have been based upon the entrance requirements of colleges and universities. (3) A third method consists of copying curricula that appear to work well elsewhere and introducing subjects at the importunities of organized groups. (4) The "scissors and paste" method comes next. (5) The last, which is superior to all the others is the scientific method. The scientific method consists of setting up objectives through analyzing human activities, the skills and abilities essential to these activities, and through discovering causes which produce specific spiritual reactions, then selecting materials of study to attain these objectives. However, human activities are so complex, spiritual reactions so individualistic that the scientific method is really less simple than it sounds. Thus, Dr. Franklin Bobbitt in "How to Make a Curriculum" lists ten major human activities and submits a list of one hundred sixty essential "abilities" involved, each of which is subject to further analysis into two to fifty "specifics."

The Illinois High-School Conference, The National Society for the Study of Education, The North Central Association of Colleges and Secondary Schools and numerous other educational bodies have sponsored scientific studies of secondary-school objectives and curricula. And while no final formulation of either seems possible, or even desirable, yet probably the latest wisdom is embodied in the report of the committee of the National Society for the Study of Education, Twenty-Sixth Yearbook. This report holds as fundamental: "The curriculum can prepare for effective participation in social life by providing a present life of experiences which increasingly identifies the child with the aims and activities derived from analysis of social life as a whole." This, after all, is merely a restatement of the principle enunciated by John Dewey in "The School and Society," namely, that the activities and thought processes which characterize society outside the school buildings should be established inside the schools themselves.

Many years ago Dr. Wm. T. Harris formulated a modified statement of Rosenkranz's classification of knowledge essential to complete education. He included seven classes as follows: (1) Vernacular languages and literature; (2) Foreign languages and literature; (3) History and social studies; (4) Mathematics; (5) Science; (6) Fine Arts; (7) Practical Arts. If to these be added physical education and health it would constitute the common grouping of the typical American high school to-day.

One can not speak dogmatically of educational values because of shifting notions of values and because of uncertainties as to the relative merits of direct and indirect values. Moreover, the real value of any subject of study is so dependent upon contingencies and upon individual

factors in personal experiences that the whole question is involved and difficult. In general in addition to whatever indirect values a subject may afford, it may directly supply any one or more of the following types of value: (1) Auxiliary; (2) Vocational; (3) Intellectual; (4) Civic; (5) Social; (6) Ethical; (7) Religious; (8) Aesthetic; (9) Conventional; and (10) Cultural.

The widely varying capacities of pupils who must be taught side by side in our high schools present additional obstacles, especially from the viewpoint of administration. Thus it is necessary to adapt curricula to male and females, bright pupils and dull ones, studious pupils and indifferent ones, purposeful and purposeless pupils, those having adequate economic resources and those who may attend school only at great sacrifice, etc. It appears desirable, probably imperative, to provide a program of studies as extensive in range as may be demanded by the personal interests of all the pupils who may attend. Social requirements demand that each pupil be informed in the larger aspects of the great fields of human interest. Hence certain courses must be prescribed for all. In addition there will be variable elements depending on the individual needs of pupils. The best organization of constants and variables can be determined only by continued experimentation.

MOEHLMAN, ARTHUR B. *Public School Relations*. Chicago: Rand, McNally Co., 1927. P. 262.

Public school relations is defined as "organized factual informational service for the purpose of keeping the public informed of its educational program." The problem is to keep the public fully informed concerning the schools in spite of the obstacles presented by the complexity of modern conditions. Responsibility, in view of its trust, rests with the board of education to keep the people informed, as the schools themselves cannot rise far above the level of community understanding. Information, simple, understandable, and based upon fact, must be presented to each special group in accordance with its needs. Available agents to share in the development of a public relations program are considered as: (1) Professional; (2) Organized; and (3) Not organized. Each of the three groups has its own peculiar part to play. The major agencies through which the agents may operate are listed: (1) Written; (2) Visual; (3) Oral; and (4) Social. All four are entirely complementary in character, and each should be used in its particular field to attain the objective for which it is best suited.

Having analyzed the audience and the type of information each group needs, and determined the agents available for carrying on such coöperative enterprise, the next problem is that of organizing the agents and agencies around a constructive policy, and the proper utilization of each individual and method in its proper sphere. The first step in its solution is a consideration of policy. Of the various policies considered, preferment should be given to the one which presents all of the facts, organized and amassed in a manner that makes them intelligible to the audience, but in the interpretation of which nothing has been omitted. As a school system increases in size, the need of a specialist to promote

public educational opinion and public relations becomes increasingly important.

The newspaper is presented as furnishing an excellent agency for the development of public relations. The house organ is an effective means for maintaining contacts between headquarters and the leaders in a system, its purpose being to stimulate, integrate, and to secure professional development. Apparent lack of value of the annual report is attributed more to neglect than to lack of function. A recent development, the school paper, is considered as possessing potential possibilities that cannot be neglected. By far the most vital and effective part of a public relations program is conceived to be the development and maintenance of contacts with the home. The parent-teacher association furnishes the best organized single agency around which such a program may be developed. Every member of the staff has a definite responsibility in making social contacts in the community and in presenting and keeping constantly before the public, through the personal medium of association, the program and aims of the schools.

In the development of a public relations program, the school building itself has a direct influence in the constant molding of public opinion in respect both to the work and the ideals of the schools, and it cannot be ignored. Any program must be developed to fit the needs of the community and, to be effective, must be built slowly, carefully, and continuously.

Consideration is given to the objective means available for appraisal of agencies in the public relations program, and a suggested technique for practical use is presented, together with certain hypothetical standards as a basis for further developments in the field.

McKOWN, HARRY C., *Extracurricular Activities*. New York: Macmillan Co., 1927. Pp. 617.

Citizenship is the great end of education. Good citizenship is not necessarily developed through academic subjects. Complete education postulates training in physical, social, and spiritual as well as in intellectual matters. The school, through its so-called curriculum or regular work, probably affects the pupil to only a small extent in the first three of the important fields or phases stated in the foregoing sentence. In any case, definite aims should be set up in these fields and provision made for their approximation rather than to allow them to be merely incidental appendages of a system designed for intellectual training only.

Principles and theory are dealt with rather briefly because they are "now pretty well established." A general plan is followed in the discussion of all topics. Although there are variations in the arrangement of the various parts, the main features of this plan of discussion are: (1) The purposes or values of the activity or topic; (2) Principles of organization and administration; (3) Criticism of present practice; (4) Programs of activities; (5) Dangers to be avoided. This organization is logical. Despite the fact that a great many specific programs are presented, the reader is warned against adopting entirely any program without adapting it to local situations.

Nearly all of the so-called extra-curriculum activities originated in the college and the secondary school. The high school, in many cases blindly imitated the college practice making little or no attempt to adapt them on the basis of differences in age of students, their backgrounds, ideals, type of institution, support, purpose, etc. Many of the activities still exist largely on the basis of tradition without adequate justification. Among such practices are the presentation of "the annual burlesque show" (commencement program), holding daily "chapel exercise" (assembly), justifying publications on the basis of their values to the pupil "authors," or athletics on the basis of its values to the pupil athletes, considering the student council a disciplinary body, or the dean of girls as a disciplinary officer, and financing the activities program with an assortment of cheap methods such as tag days, sales of peanuts, gum, scrap iron, and rags. The activities must be looked upon as bona fide educational opportunities, must be made such, and must be supported adequately and in a dignified manner. The very term "extra-curriculum" is undignified and inaccurate. The distinctive features of the newspaper, magazine, handbook, and yearbook are pointed out and plans for organizing, financing, and issuing are presented, together with appropriate material that may be utilized in them.

The book is comprehensive in that it deals with all of the activities represented in the field; it is constructive in that it presents definite possibilities and recommendations for organizing, handling, and programming each topic or activity, and it is systematic in its organization and in the formulation of its principles in that the activities are considered educational and are logically justified as being educational instruments. The book is well illustrated with photographs and diagrams. It contains a rather complete set of carefully chosen references. It was selected as one of the "Sixty Educational Books for 1927," and was further selected as one of the twenty most important of these sixty. The first edition of the book was exhausted in three months.

BLACKBURN, LURA. *Our High School Clubs*. New York: Macmillan Co., 1928. Pp. 253.

"In the educational system of a few generations ago, the club held a place of supreme honor and power. This was a different kind of club, however, from the one which has such an important place in high schools of to-day, and though there was a good deal of activity connected with it, it had nothing to do with extracurricular activities as we know them now."

The above is the opening sentence of *Our High School Clubs*, a book written by a group of boys and girls in the Oak Park and River Forest Township High School, Oak Park, Illinois. The work, which was done as a project in a special English class, under Miss Blackburn as teacher, is a study of the non-athletic student activities in that school.

The thirty-three chapters of the book are grouped in six parts: "A General View of Our Clubs;" "Clubs for Boys;" "Clubs for Girls;" "Club Activities for Boys and Girls;" "Activities for All the School;" "Departmental Clubs."

In the four chapters of Part One, the students give their own views on the various questions that grow out of student activities. In the first chapter they set forth the benefits which come from high-school clubs. In another, entitled *Faculty Sponsorship*, they describe the ideal faculty adviser and explain the plan of faculty control used in their school. A set of rules issued by the Committee on Clubs is included. "Shall We Have An Activities Period?" is the title of a chapter in which the boys and girls decide the question in the negative and vote enthusiastically for their own plan of holding club meetings after school hours. Under the chapter heading, "Have We Student Government?" the young authors explain that their school has considerable student control without having any designated system of student government. The six factors which contribute to this control are: the Student Council; The Smoking Council; the clubs; assemblies; classes; and sports. The work of the Smoking Council—a group of eight boys who enforce the one rule: No smoking within two blocks of the school between the hours of eight o'clock in the morning and six in the afternoon—is a remarkably efficient, and probably unique, bit of student government.

Throughout the other parts of the book, the thirty or more clubs and other activities of the school are discussed, each one in a separate chapter. The detail with which matters of eligibility, committees, programs, excursions, dues, and everything else that has to do with the working of the clubs are set forth, makes the book a practical help to principals and sponsors of student activities.

There are chapters on "Drives," "Assemblies," "Parties," and "Service to the School." The chapter on the "National Honor Society" explains a plan of choosing members for the society and describes the induction ceremony used in the Oak Park High School. (The latter chapter is the only part of the book which was not written by the pupils.)

HOLZINGER, KARL J. *Statistical Methods for Students in Education*. Boston: Ginn & Co., 1928. Pp. 372.

This book is intended for students in education and psychology who need statistical training somewhat beyond an elementary course. The material is so arranged, however, that the first part may be used for an introductory course of two or three months, while the latter portion will furnish a basis for a more advanced course.

In addition to the usual topics in most elementary books the present text contains chapters on Logarithms, Errors in Calculation and Measurement, The Binomial Distribution, Further Methods of Correlation, Partial and Multiple Correlation, and The Elements of Curve-Fitting.

An attempt has been made throughout to present the material in as vigorous a fashion as the student's mathematical training will permit him to comprehend. Numerous proofs of the more simple formulas are presented where the author believes they can be grasped by the ordinary student and will clarify his thinking in their use and interpretation.

A distinguishing feature is the large number of illustrative problems which have been worked out in great detail. Students very often have difficulty in formulating plans for calculation even though they thoroughly understand the formulas and methods. In this respect the detailed arithmetical schemes should be of great assistance.

At the end of each chapter a considerable number of additional exercises have been presented. A good many of these have been tried out in the author's classes, and all of them have been carefully worked with answers given in the book. These problems should assist the student in a clearer understanding of the various methods while the answers will enable him to check his work as he proceeds. If the book is used as a text the instructor will of course assign certain of these exercises for outside work to supplement the reading.

Unusual care has been taken in the preparation of the manuscript and in the physical make-up of the text. All of the calculations have been verified by several workers in addition to the author. The important formulas are all numbered and briefly characterized by a marginal note. The book also contains 75 excellent illustrations.

For the student's convenience a separate list of the important formulas has been presented in the appendix together with a list of the symbols used throughout the book. A third appendix contains a list of books for reference.

FENTON, NORMAN, AND WORCESTER, DEAN A. *An Introduction to Educational Measurements*. Boston: Ginn & Co., 1928. Pp. 144.

The purpose of this book is to give to teachers in service, students in teacher-training institutions, and others, facts in regard to modern educational measurements likely to be of practical value in classroom activities or other contacts with children. The book is an elementary text. It is concerned primarily with the application of educational measurements to daily classroom work and omits the more difficult materials of statistics and of the theory of measurement which experience has shown are more likely to baffle and confound beginning students than to help them.

The earlier chapters give instruction in various aspects of tests and measurements which have been fruitful in bringing about a better understanding of the work of individual children. There is a chapter on the construction and use of new-type examinations and one on elementary statistics. The last chapter attempts to bring together information about the total personality of the child which the teacher may obtain from various sources. The authors believe that this summary of the child's personality will help to reunite his various qualities in the mind of the teacher, so that the child will consider not merely in terms of "quotients" alone, but that rather such varied factors as home background, emotional attitudes, interests during school and after school, etc., shall be brought into relation to these more technical descriptive devices, to create a sympathetic and understanding concept of the child as a human individual.

SECONDARY-SCHOOL ADMINISTRATION ABSTRACTS

TEETER, VERL A. *A Syllabus on Vocational Guidance*. New York: Macmillan Co., 1928. Pp. 217.

Part I deals very largely with educational guidance. In it is found discussions of educational problems with which everyone should be familiar, regardless of his or her vocational aim. Part II introduces the student to occupations, both local and general, and gives a knowledge of specific types of vocations and their particular problems. Part III stresses methods of securing a position, factors essential to success in business, problems in modern industry, and the great need for the conservation of human life.

MAGAZINES

ANONYMOUS, "Sabbatical Leave in the Chicago Public Schools," *School and Society*, XXVII (January 7, 1928), 15.

The Board of Education of Chicago has passed a resolution providing for sabbatical leaves under the following conditions: (1) study along lines relating exclusively to schools and school work; (2) travel which shall not involve to the employee any financial remuneration or benefit; (3) observation of schools and school work outside of the city of Chicago. The leave may be granted at the completion of seven years or more of continuous satisfactory service as teacher or principal in the public schools, and at the completion of any subsequent period of seven years or more of such service. During the period of absence under such leave, when duly granted, the employee shall be paid the salary which he or she would be paid for regular service, less the amount paid for the substitute service, payment to be made under the procedure adopted by the board of education for payment of members of the teaching force. Upon the expiration of leave the teacher or principal shall be reassigned to the position formerly occupied, provided, however, that satisfactory evidence be presented, showing that the period of leave has been utilized in good faith for the sole purpose for which it was granted.

CATTELL, PSYCHE. "A Scale for Measuring Dental Age," *School and Society*, XXVII (January 14, 1928), 52.

Dentition has been recommended as the best available method for determining the general physical development of children. Teeth are more convenient and more exact as a means of determining the physiological standard than stature or weight or growth of bones or secondary sexual characteristics, and they may be of greater value than any other means that can be utilized. A scale has been devised for measuring dental development. If a child's chronological age and the number of permanent teeth which are present are known, the amount of acceleration or retardation in his dental development can readily be determined by the use of the chart.

STURTEVANT, SARAH M. "The Dean of Girls in the Secondary School," *School and Society*, XXVII (January 21, 1928), 62-67.

The comparatively new profession of dean of girls in senior or junior high school is in the process of evolution. The common attitude of concern for human values and a belief in the efficacy of social means for the preservation and enhancing of such values is the red thread that marks the various types of deans as belonging to the same profession. The idea of having a dean of girls in high school arose from a need of some one interested primarily not in the academic content of the high-school experience, but in the socializing influences that contribute to a more satisfying and socially useful way of life. Ella Flagg Young, in 1913, appointed a dean of girls for each of Chicago's public high schools. In 1918 there were 300 deans in the high schools of the United States. Now Illinois alone has 139. Thoughtful men and women are studying

such questions as the relation of athletics to the health of girls; the effect of interscholastic games upon the physical health and social outlook of girls, their vocational preparation, their best preparation for a changing family life, and a hundred other troublesome questions. Youth must be prepared to make discriminating choices as to permanent values. The dean of girls should be interested in and should have part in the organization of the policy of the school especially as it affects the girls; she should be interested in curricula, in arrangement of daily programs, in the advisory system, equipment, indeed in all those matters which in their organization have to do with the development of womanhood. There are four qualifications for the dean of girls: personal, academic, pedagogical, and professional. A dean ought to have academic attainment to the extent of a master's degree.

ROSS, CECIL L. "Interests of Adults and High-School Pupils in Newspaper Reading," *School and Society*, XVII (February 18, 1928), 212-14.

An attempt was made to find out by the observation and by the questionnaire methods what kinds of articles in the newspapers are read most and what kinds least by adults and by high-school pupils. The studies on adults were made on commuters on the New York City subways and those on students were made on second and fourth year high-school pupils in a town near New York City. The problem was to determine the interest of these two groups in twenty-nine kinds of newspaper articles that had been selected from four of five daily papers prominently circulated. Of 1,837 passengers who were counted, 765 (41%) were reading; 1,072 (59%) were not reading. Of the 1,837 passengers, 41 (2%) were reading books, 23 (1%) were reading magazines, and 701 (38%) were reading newspapers. Highest on the list of those things never or seldom read were: foreign newspapers, cross-words, home and garden, finance and trade, serial stories, classified "ads," church, divorce. In the adult group, housewives and farmers were not present in large numbers; had they been, the results might have been different. Sports, cartoons, and photographs head both lists by strong majorities; these interests dominate the newspaper reading of commuters and students. In the adult group, personal violence and disaster rank next. Radio, home-garden, church, and education are at the bottom. In the students list, the theater is one of the dominating interests, ranking third. City and national news, radio and editorials fill a prominent secondary place.

LYMAN, R. L. "The Junior High Schools of Kansas City, Kansas," *School Review*, XXXVI (March, 1928), 176-91.

Now that the junior high school movement is well founded it is desirable critically to examine a typical junior high school system in order to learn to what extent it is meeting the needs of the children attending it. Kansas City, Kansas, was selected as the representative of the best intermediate-school practises for two reasons: (1) The community is highly industrialized and (2), for several years the schools have been under the leadership of one superintendent. Major points

for consideration are conveniently grouped under the following headings: Industries and Population; Distribution of School Plants and School Population; Pay-as-you-go School Financing; Physical Equipment of the Junior High Schools; Ability Grouping and Differential Instruction; Deliberate Reduction of Retardation; Differential Instructions; Prevocational Try-Outs; Contacts Between the Home and the School; and Holding Power. The conclusion is reached that, "exploration, socialization, and command of fundamental processes are the major objectives of the junior high school." The Kansas City intermediate schools are accomplishing these objectives, not perfectly, to be sure, but, in general, so satisfactorily that the city as a whole would not consent to the abandonment of the schools. The intermediate schools have become indispensable units in the school system, articulating readily with the lower and higher units and, above all, offering to boys and girls between twelve and sixteen years of age a normal, wholesome, happy school life.

WEERSING, FREDERICK J. "The Non-vocational Values of Commercial Education," *School Review*, XXXVI (March, 1928), 213-26.

Commercial education occupies a large place in secondary education. A survey of the state of Montana showed that 35 per cent of the pupils enrolled in secondary schools were taking commercial subjects; and that 60 per cent had taken some commercial course at some time. The study showed that only one-fourth of those taking commercial subjects enter commercial or clerical work even temporarily. Thus it can be readily seen that the determining of the non-vocational aims is one of the foremost problems for commercial departments and school administrators. Practically every treatise in this field speaks of general values subjectively determined. The objective evidence of non-vocational values reveals major implications as follows: (1) Certain kinds of commercial training are valuable to the college student who desires to earn money to pay expenses; (2) Typewriting, and to a smaller extent, shorthand is useful to the student in his regular college work; (3) Many students claim disciplinary values; (4) Broad claims of non-vocational values of commercial education, with minor exceptions, are unsupported; (5) There ought to be a more definite recognition of the future individual needs of the pupil; (6) The non-vocational values derived from vocational subjects are insufficient to warrant anyone taking those subjects except those pupils who have definitely decided to enter commercial work; (7) The commercial subjects such as; typewriting, elementary accounting, business law, etc., are subjects which the students found most useful. Commercial geography, business English, penmanship, and commercial arithmetic had small general value, and did not meet the demands of general business for the groups studied.

BARNES, HOMER F. "Are High-School Pupils Qualified to Choose Their Own Magazine Reading?" *School Review*, XXXVI (April, 1928), 267-74.

When it is suggested that any particular magazine be used "regularly" in the English classroom, the teacher may well raise the question

whether it is right for him to ask his pupils to confine their periodical reading to one publication. With more than 200 periodicals on the newsstand it would seem to be of far greater importance for the teacher to study several types of magazines with his students than to assign them only one, no matter how good it might be, to be read regularly. A class of boys in a preparatory school voted to study intensively the following magazines: *American Mercury*, *Saturday Evening Post*, *Literary Digest*, *Harper's Magazine*, *American Magazine*, *Time*, *New Republic*, *Current History*, *Atlantic Monthly*, *National Geographic*, *Cosmopolitan*, *Century Magazine*, and *Snappy Stories*. Extracts from pupils' papers are quoted to show their various reactions to the magazines. If anyone is in doubt about the advisability of including *Snappy Stories* in the list, he will do well to read the excerpts from the pupils' reports in which they denounced the magazine as being monotonous, poorly written, and uninteresting. All but one of the twenty boys said that they found the study broadening and interesting, introducing them to a vast field of literature that they would otherwise have passed by. The class was unanimous in its condemnation of the cheaper magazines, and was of the opinion that such periodicals as the *Atlantic Monthly*, and *Harper's Magazine* were not too "highbrow" for them.

MILLARD, C. V. "The Regulation of Participation in Extra-Curriculum Activities in the Six-Year High School," *School Review*, XXXVI (April, 1928), 302-06.

Now that many schools are finding it desirable to offer differentiated curriculums for various types of pupils, it seems necessary to encourage the same degree of elasticity in the administration of the extra-curriculum activities. A study of the practises in sixty schools showed the basis for limit of participation to be: (1) Scholarship; (2) Club election; and (3) Type of organization. Pupils have been permitted to follow their own inclinations which have not always served to develop their best talents. The faculty committee on extra-curriculum activities in the Dearborn (Michigan) High School determined the relation which existed between scholarship and activity participation in their school activities: "(1) A pupil may not belong to more than two recognized school clubs at one time; (2) the maximum number of points that may be earned by an average pupil during his six years in high school shall be 50; (3) The minimum number of points to be earned is 30; (4) Exceptional pupils may obtain permission to earn more than 50 points." Activities were divided into *minor* and *major* ranging from 1 to 5 points each. From a careful study of the data presented one would be justified in concluding that scholastic achievement should be a basic criteria for determining limitations in activity participation; that failing pupils should be limited to minimum participation; that pupils should be encouraged to increase their activities in proportion to their scholarship ratings; and that honor pupils may be encouraged to undertake maximum participation.

PEARCE, FRANKLIN E. "State Responsibility for Results in Secondary Education," *The High School Quarterly*, XVI (April, 1928), 161-64.

High-school education is a function of the state which must assume leadership and should be held accountable for the results for the policy which it creates. The state's responsibility for financing education should make possible a minimum program establishing as nearly as possible equal educational opportunities for all. This program can be established on the basis of the districts and their ability to pay after a determination of their educational needs. Results in secondary education may be furthered by the state constantly increasing teaching standards, by guiding in organizing syllabi and reference lists, advice in reference to building sites and plans, by offering opportunities for professional training, by inspection and visitation and careful and sympathetic supervision. State examinations as a test for qualifying to teach should be abolished and certification made to depend on work accomplished in accredited institutions. Standards should be set up requiring certain personal and social qualifications. The state then has a responsibility and should judge its educational leadership in terms of results, many of which cannot be measured objectively but must be evaluated by those who have been carefully trained and selected for the task and who should possess the personal qualities of understanding, coöperation, sympathy, and patience.

SMITH, EDWARD P. "Some Problems of the Summer High Schools," *The High School Quarterly*, XVI (April, 1928), 165-70.

Summer high schools were started privately and have grown until over half are free public schools. The traditional school year is a relic of the agricultural stage but to-day in city life children are better off in school than on the streets in the summer. Vacation high schools are an economic saving due to acceleration or prevented retardation. While there is an increased demand for summer instruction the question whether the school year should be established as one of four quarters of twelve weeks each is an open question. The question shall these schools be an integral part of the free high-school system is answered in the affirmative. The schools should furnish opportunities to advance pupils as well as to help repeaters and the statistics show that over half the pupils in such schools are seeking to advance themselves. The terms generally last from six to eight weeks with periods of from ninety to one hundred twenty minutes. Many, however, do not meet the time requirements of the North Central Association. Summer teaching requires especially alert and capable teachers and permanent summer staffs are hard to obtain due to the desire of teachers to spend their vacations in travel or rest. General testimony seems to be that the work done in summer high schools is as good as the work done in the regular term or in some cases better.

EDMONSON, J. B. AND GOODRICH, C. L. "Getting Ready for the Coming School Year," *The High School Quarterly*, XVI (April, 1928), 171-74.

In planning for the organization and administration of the schools the superintendent's program should cover more than one year and

include the budget, inspectors recommendations, program, and course of study. Supplies, equipment, and textbooks should be ordered from requisitions made before the close of school and be on hand at the opening of school. All building and repairs should be completed before the opening of school. In the selection of teachers, which is the biggest job of the superintendent, the standards for the accrediting of them should be carefully observed and teachers should be properly assigned to types of classes and extra-curriculum work for which they are prepared. Superintendents should hunt for teachers, not wait for candidates to apply and should have sole responsibility in their recommendations. The salary scale should be sufficient to attract the strong teachers properly certified by the state department. The planning of the program and course of study should have been done before the close of the last school year. Superintendent should have in his office readily accessible to all teachers a complete line of bulletins from the state educational department and of the United States bureau of education. Careful personal work should be done by superintendent, principal, or teachers in educational guidance with the children when making out individual programs.

MORSE, FRANK P. "How Shall We Conduct Other Types of Conferences, Such as Clinics and Teachers' Demonstrations?" *The High School Quarterly*, XVI (April, 1928), 182-85.

Massachusetts attempts to accomplish the improvement of teachers in the service through the work of superintendents of schools, professional courses, summer schools, the university extension work, and institutes and conferences. The conference for teachers is the most recent and important development. There are now each year a state conference of superintendents, of supervisors of art, of music, of physical training, and a series of health conferences. Some use is also made of teacher demonstrations, especially in the fields of music and physical training. The danger of this type of work is that it may be in the nature of a set piece. The high-school conferences are quite successful. Here is discussed such matters as the college week, high-school library, home advantages of a high-school printing plant, scholarship graphs, tardiness, graduation programs, and managing of social affairs in the high school. At other conferences usually successful teachers have been invited to explain how work may be improved in their fields.

"Report of the Committee on High School Taxation and Costs," *The High School Quarterly*, XVI (April, 1928), 188-91.

Since high-school education is a matter of general concern it seems reasonable therefore that the largest units of taxation should bear considerable part of the expenses of secondary education. The Smith-Hughes bill providing federal aid for vocational education is commended and the committee recommends the policy be extended to secondary education to provide equality of educational opportunities for all which at the present time is impossible due to the inequality of assessed valuation in the various districts. One-fifth the cost should be borne by the state and two-fifths by the counties. In this distribution, the aim should be to stimulate the giving of good instruction and proper education and be

made a permanent policy not subject to the whims of the tax levy board. After discussion of the plans for state and county aid in various parts of the country recommendations are made for a school efficiency bureau which shall study and publish data such as the per capita cost of each school, per capita cost of the various elements entering into the educational process such as teaching service, supplies, janitors, fuel, water, light, power, maintenance, and to promotion of health. Illustrations of the above should appear in the annual report.

STAFFELBACH, ELMER H. "The Relationship of School Population Density to Educational Unit-costs in the States," *Educational Administration and Supervision*, XIV (February, 1928), 73-85.

The study makes an attempt to determine the need of federal aid to sparsely settled states. Data are for 1920 only. After presenting tables and charts the author concludes as follows: (1) Educational unit-costs in states having 17 or more children per square mile were not affected by sparseness; (2) As school population decreased, unit-costs tended to rise; (3) The total cost resulting sparseness from throughout the United States in 1920 amounted to approximately \$113,000,000.

KYTE, GEORGE C. "Experimentation in the Development of a Book to Meet Educational Needs," *Educational Administration and Supervision*, XIV (February, 1928), 86-100.

The investigation was undertaken in an effort to develop a more valid technique in textbook construction. The criteria kept in mind for any given grade were: (1) The content of reading material must consist largely of suitable and essential subject matter; (2) The reading difficulty must be in keeping with the level of the reading achievement; (3) The interest appeal of the material must be developed in a manner that will attract and hold the attention. The sources of material were: (1) The specific course requirements in a number of California cities and countries; (2) The distribution of subject matter in elementary texts, (dealing primarily with California) in geography, history, historical readers, science and nature study, and agriculture; (3) The distribution of pertinent subject matter in authoritative references by outstanding research experts and writers. A number of tables and the discussions of them show in detail how the final decisions governing the writing of "Cubby-bears in California" were arrived at.

LEE, BALDWIN, "Some Faults Common in Informal Objective Tests Made by High School Teachers," *Educational Administration and Supervision*, XIV (February, 1928), 105-113.

The basis of this study was 60 sets of new type examinations made by a summer school class at Columbia University. The types of exercises were distributed as follows: Truefalse, 40; Multiple-choice, 40; Completion, 10; and Matching, 10. The following criticisms were made: (1) Undue emphasis is placed on factual content; (2) Wording is poor; (3) Statements are ambiguous; (4) Items are repeated; (5) Phraseology is involved; (6) One statement answers another; (7) Answers are

obvious; (8) Items are unimportant and trivial; (9) Words are misspelled; (10) Multiple-choice items lack uniformity; (11) Multiple-choice items contain obviously wrong responses; (12) Items are not independent; (13) Items contain unnecessary modifiers; (14) There is a tendency to use specific determiners; (15) Responses are incorrectly provided for; (16) Directions are confusing; and (17) Scoring key is faulty.

BLATZ, W. E. AND BOTT, E. A. "Studies in Mental Hygiene of Children: I. Behavior of Public School Children—a Description of Method," *Pedagogical Seminary*, XXXIV (December, 1927), 522-81.

This is the first of a series of articles, descriptive of a "study upon problems concerning the mental health of school-age children." The study has been in progress for about three years and will continue for two years longer. The investigation is being made in one of the large schools of Toronto, consisting of about fourteen hundred pupils. The author gives the main aims of the inquiry as follows: (1) To investigate the feasibility of undertaking to study a typical population consecutively over a period of years with special reference to behavior phenomena; (2) To find whether cases of major difficulty can be identified before they become seriously acute, and how far prevention is possible; (3) To identify psychotic trends and anticipate incipient psychoses; (4) Eventually to evaluate general behavior of school-age children in terms of their success in adjustment. The article describes the course that has been followed in initiating this investigation. At the outset, it was decided that a "misdemeanor should signify any act on the part of a child which necessitates the interruption of the teaching routine for the purpose of dealing with the pupil or pupils in question." A list of misdemeanors was compiled as follows: (1) Disobedience; (2) Disorder; (3) Dishonesty; (4) Lack of application; (5) Personal uncleanness; (6) Indecencies; (7) Emotional outbreaks; (8) Irregularity; (9) Damage to property and persons; (10) Strappings; (11) Unclassified. Each one of these misdemeanors except the last two has from two to seven subdivisions. Restlessness, a subdivision under "lack of application," is the misdemeanor most frequently reported, then follow in order: lack of application, disobedience, disorder, irregularity, uncleanness, deceitfulness, showing off, emotional outbreaks, stealing, swearing, and timidity. The grades in this school are kindergarten, Jr. I, Sr. I, II, Jr. III, Sr. III, Jr. IV, Sr. IV. The peak of timidity and emotional outbreaks is the kindergarten and Jr. I. Deceitfulness is concentrated in II. Lack of application is found most frequently in the Jr. III. The misdemeanors most frequently reported in all grades are either restlessness or lack of application. The author wonders whether this fact may not point to a too rigid school curriculum. Uncleanness, deceit, swearing, emotional outbreaks, timidity, irregularity, and stealing have practically disappeared in the higher grades. This would indicate "the gradual and satisfactory adjustment of the majority of pupils," and also that any of these misdemeanors would be more serious in upper grade children.

In Tables II, III and IV the relations of chronological age, intelligence quotient, and size of family, and the number of misdemeanors are given. The peak of all misdemeanors for the boys is at the 8-9 year, while there is a slight increase for the girls at the 10-11 year. The next highest both for boys and girls is the year 13-14. Aside from these levels, there seems to be no significant difference in the various chronological groups. The misdemeanor frequency for the girls is fairly constant in all the age groups. From Table III, it can be seen that the frequency of misdemeanors varies inversely with the intelligence quotient for the boys, but this is not true for the girls, where the misdemeanors occur as frequently in all the I. Q. groups, except the superior group. In the case of the relation between the size of family and misdemeanors, there are forty-five "only" children and two from families of twelve. The "only" children have the best record—62% of them have no record of misbehavior, and none reported above sixteen times. This result is contrary to all previous generalities and impressions, both lay and professional.

MADHAMS, J. ANDRE. "From Societies to Clubs," *School Board Journal*, LXXVI (March, 1928), 51-52.

In a city of fifty thousand population, the senior high school was subject to all the evils of the fraternity system. Rushing, pledging, Greek letter pins, expensive social events, snobbishness, frequent disturbances, and bitter feeling between cliques were characteristic of the school. To meet this situation, pupils and teachers were organized into committees to study the problem and work out remedies. Information was gathered from other schools, opinions from parents and pupils secured, and definite regulations adopted. Instead of resorting to force and the courts, except in a few extreme cases, the situation was improved through coöperative study and work. Nineteen societies have reorganized themselves and are coöperating to carry out the new program of wholesome activity based on democratic ideals.

NIETZ, JOHN A. "The Current Use of Teachers' Application Blanks," *School Board Journal*, LXXVI (March, 1928), 55-56.

Information concerning teachers' application blanks was received from 45 of the largest cities in the United States. The least number of items in any blank was 24 while the largest number was 117. These items are divided into five tables, dealing with: (1) Introductory matters; (2) Personal data; (3) Training and educational data; (4) Experience; and (5) References. Out of 378 items under the heading of personal data, 91 refer to marital matters; out of 274 items relating to the experience of candidates, 38 refer to salary; and the average number of references requested from candidates is four. Some blanks inquire too fully into the personal and private activities of teachers and give the impression that some superintendents are trying to scare applicants away. Some cities seem to desire a biography rather than pertinent information regarding teachers' qualifications for their work.

NIETZ, JOHN A. "What Does the Terman Group Test of Mental Ability Measure?" *School of Education Journal*, III (January-February, 1928), 51-56.

The data upon which the conclusions of this article are based were secured from tests given three successive years at Murphy Collegiate Institute, Sevierville, Tennessee. The results show that during the college period the I. Q. does not progress at the same rate as chronological age. The fruits of "learning, practice, and opportunity" offer the only explanation for the more rapid progress as students enter the last two years of college. From this experiment it seems that the Terman Test measures both acquired and native abilities.

BOOK NOTICES OF ACCESSIONS

GENEVIEVE DARLINGTON

BAYS, ALFRED W. *Business Law*. Revised edition. New York: Macmillan Co., 1927. Pp. 473. \$1.40.

For students of business law who are not planning to become lawyers but who desire some training in, and knowledge of, law for general cultural purposes and for general business advantage.

BROOME, EDWIN C. AND ADAMS, E. W. *Conduct and Citizenship*. New York: Macmillan Co., 1927. Pp. 440. With this: Mahoney, Lewis A. *The Government of Illinois*. Pp. 84. Bound together. \$1.20.

Brings up some of the important problems which arise out of the individual's relation to his community and presents material to aid in the solution of these problems. Opportunities for correlation with history, geography and literature are suggested in several chapters.

CLEMENT, ARTHUR G., COLLISTER, MORTON C., AND THURSTON, ERNEST L. *Our Surroundings, an Elementary General Science*. Syracuse, New York: Iroquois Publishing Co., 1928. Pp. 628. \$1.68.

Aims to place the pupil in tune with the common things about him, giving him an understanding and appreciation of, and an interest in, his environment, drawing upon many sciences to bring about this contact and understanding. Covers in detail the field of the ninth year course.

CRECRAFT, EARL WILLIS. *Government and Business, a Study in the Economic Aspects of Business*. Yonkers-on-Hudson, New York: World Book Co., 1928. Pp. 508. \$2.96.

Some of Dr. Crecraft's objectives are: to interpret the activities of government in their relation to property and to occupational life; to analyze the major points of contact between government and business operations; to supply a plan of organization for further studies in the comparison of government and business.

EDMONSON, JAMES B. AND DONDINEAU, ARTHUR. *Citizenship Through Problems, for Junior High School Grades*. New York: Macmillan Co., 1927. Pp. 550. \$1.60.

Organized so that it may be readily adapted to a variety of methods of teaching, this work is planned to stimulate the pupil to self-activity and to guide him in his study of civic situations and community problems, stressing "learning through participation."

GIBSON, JESSIE E. *On Being a Girl*, with an Introduction by Henry Suzzalo. New York: Macmillan Co., 1927. Pp. 326. \$1.60. Trade edition \$2.00.

While intended for girls in the freshman class of high school, the discussions may be adapted to girls of any age. The material is grouped

in three divisions: first, the girl's relation to her community; second, her relation to her family and her friends; third, her own personality and its self-expression. A Bibliography is included, Pp 260-86.

HAMAIDE, AMELIE. *The Decroly Class, a Contribution to Elementary Education*, translated from the French by Jean Lee Hunt. New York: E. P. Dutton & Co., 1924. Pp. 318. \$2.00.

An account of the educational principles of Dr. Decroly's school in Brussels, Belgium, by his assistant.

HUGHES, R. O. *The Making of Our United States*. Boston: Allyn & Bacon, 1927. Pp. 607. \$2.00.

The material is grouped in outstanding units, blocks, or topics rather than as a year-by-year chronicle of things that happened, with the essential elements combined to make a unified story. Particular attention is given to the often neglected social and industrial phases of American progress.

PRATT, CAROLINE. *Experimental Practice in the City and Country School, with a Record of Group Seven* by Lula E. Wright. New York: E. P. Dutton & Co., 1924. Pp. 302 \$2.50. Studies from the City and Country School.

The City and Country School, founded in 1913 by Caroline Pratt, and known during the early years of its history as "The Play School," was one of the first to avow itself experimental.

WARD, BERTHA EVANS. *Short Stories of To-Day*. Boston: Houghton Mifflin Co., 1928. Pp. 445. \$1.16.

Intended to be not merely a short-story anthology, but a laboratory manual for the guidance of students in intelligent reading and original composition. The suggestions for original writing which follow each story offer opportunities for creative work.

BARROWS, WILLIAM MORTON. *Science of Animal Life; an Introduction to zoology Treating of Animals: Their Structure, Development, Reactions to Their Environment, and Relation to Man*. Yonkers-on-Hudson: World Book Co., 1927. Pp. 389. \$1.76. New-World Science Series.

Intended to be used with an appropriate text dealing with plant life to make up a year's work in biology.

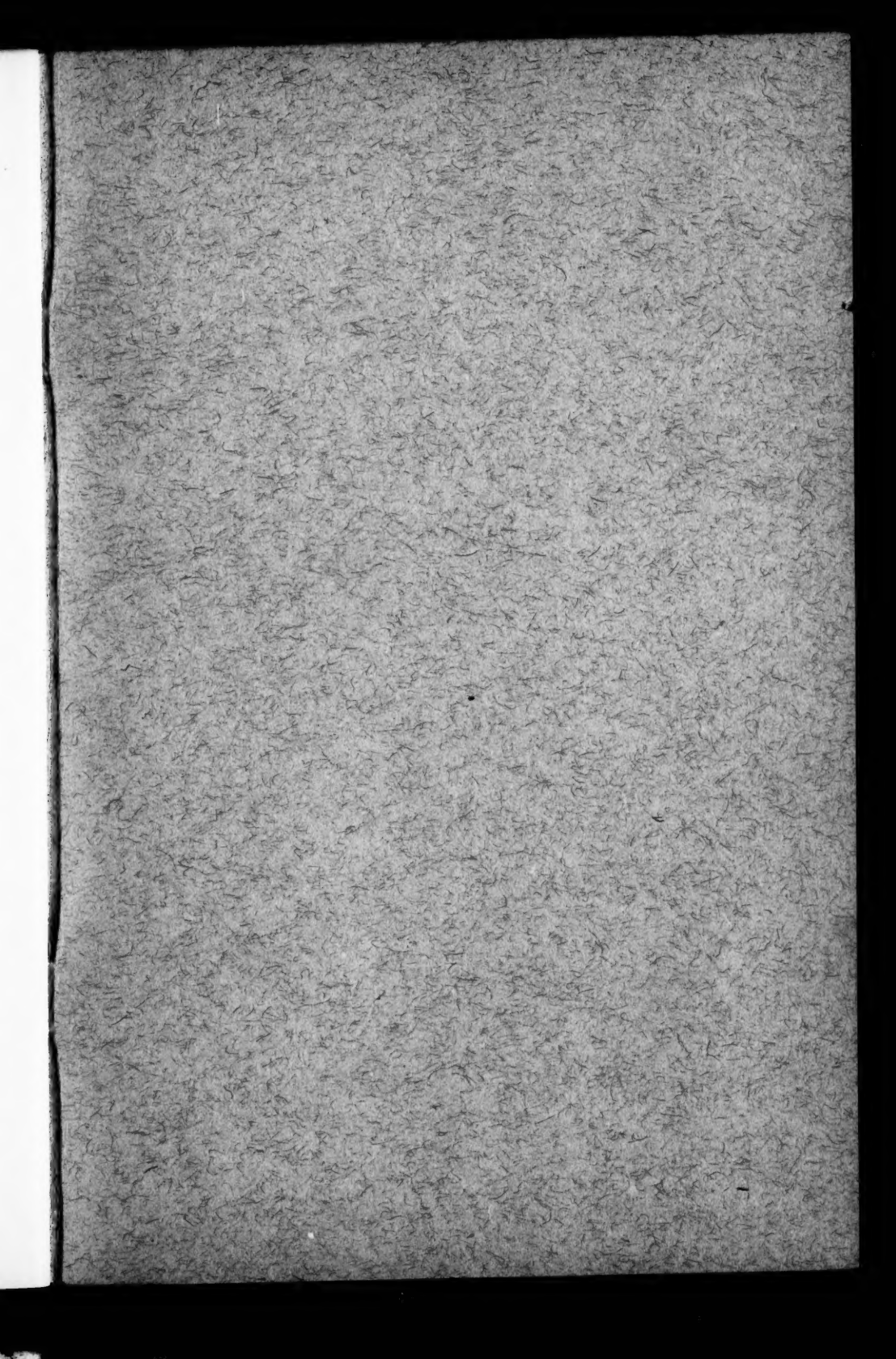
MCALLISTER, ABEL J. AND OTIS, ARTHUR S. *Child accounting Practice, a Manual of Child Accounting Technique*. Yonkers-on-Hudson; World Book Co., 1927. Pp. 196. \$2.20.

The real purpose of child accounting is to reveal to school officials how well the school is contributing to the education of each individual child and how fully the child is realizing his opportunities.

DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS

ROBERTSON, DAVID ALLAN. *American Universities and Colleges; Edited for the American Council on Education*. New York: Charles Scribner's Sons, 1928. Pp. 884. \$2.50.

Detailed information about each university and college on the accredited list of the American Council on Education.



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