

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

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

APRIL, 1932

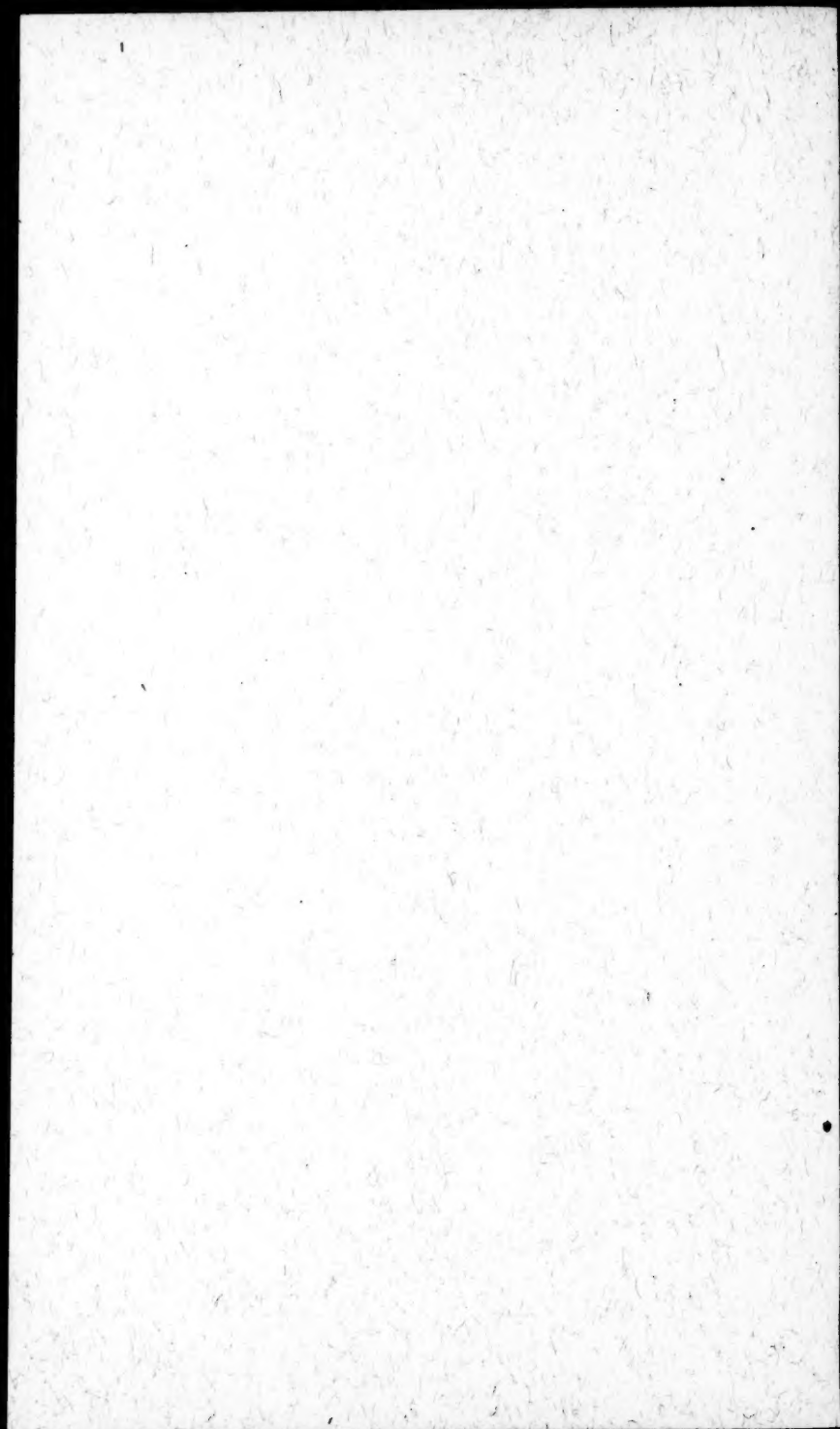
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BULLETIN NUMBER 41

**Secondary-School
Administration Abstracts**

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

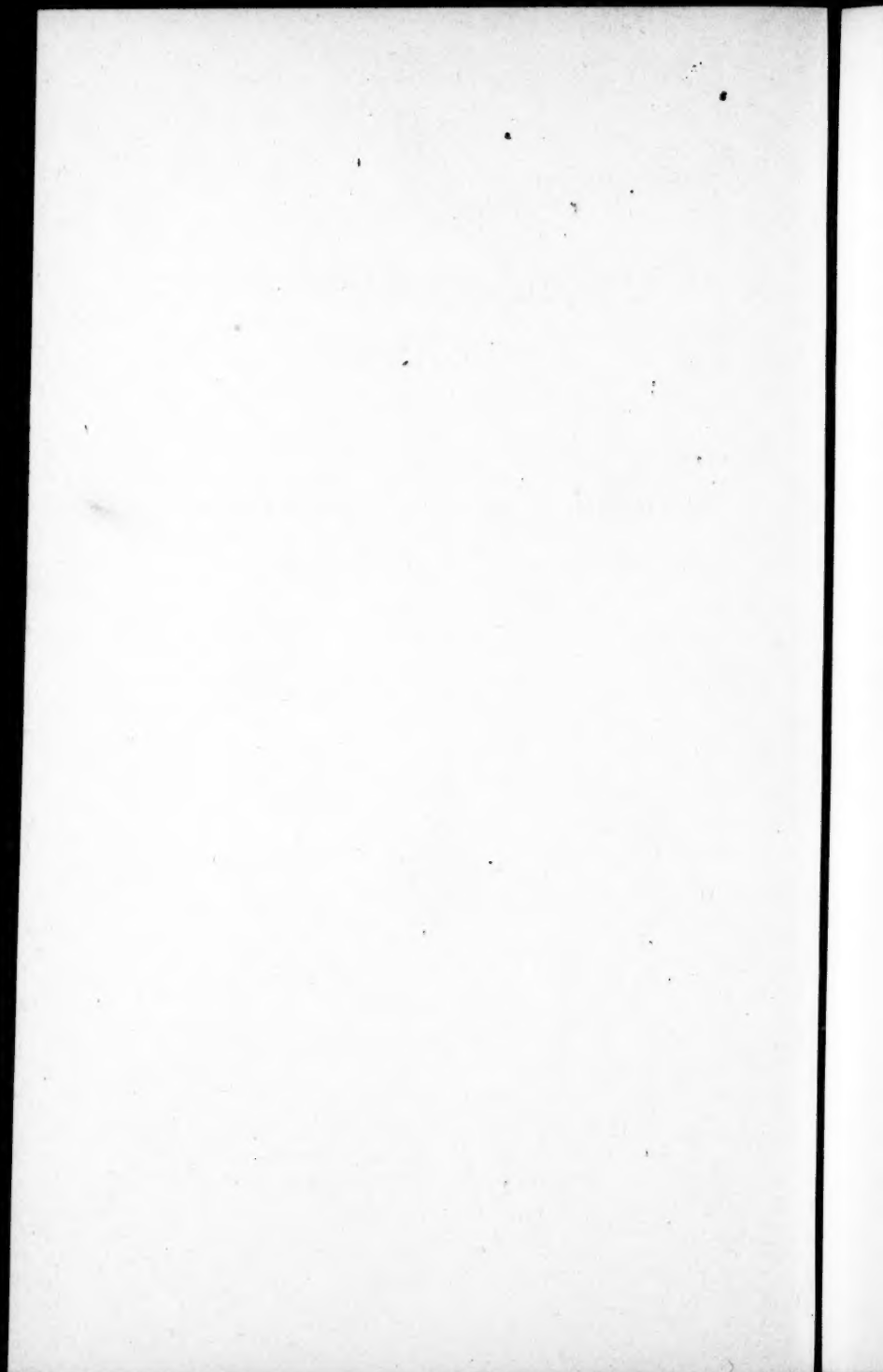
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3219 Wenonah Avenue, BERWYN, ILLINOIS
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CICERO, ILLINOIS**



The Department of
**Secondary-School
Principals**
of the
National Education Association



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3219 Wenonah Ave., Berwyn, Ill.
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Secondary-School Administration Abstracts

Published under the direction of the
Department of Secondary-School Principals of the National
Education Association 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.

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BULLETIN NUMBER 41

All communications for secondary-school administration abstract service should be directed to H. V. Church, 3129 Wenonah Avenue, Berwyn, Illinois; J. Sterling Morton High School, Cicero, Illinois, Executive Secretary of the Department of Secondary-School Principals of the National Education Association.

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

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ABSTRACTS



BOOKS

Knudsen, Charles W. *Evaluation and Improvement of Teaching*. New York: Doubleday, Doran, and Co., 1932. Pp. 538.

Schools afford children means to develop their talents. The best schools offer the most favorable opportunities for learning. The evaluation of teaching is a step in the improvement of the procedure of learning. Therefore the directive procedures of teaching should be inventoried to find whether pupils are stimulated and directed in proper learning activities. Recent studies show that secondary-school teachers are poorly prepared to teach the subjects in which they are especially trained. Furthermore many high-school teachers are placed in charge of classes for which they have no special tuition.

If there is to be improvement in teaching, there should be supervision of teaching by one who has a knowledge of the general methods of teaching. This supervisor should be well conversant in the typical outcomes of learning, such as specific habits, ability to respond to new problems, and patterns of conduct. The supervisor and the teacher should know the meaning and value of direct experience, of vicarious experience, of generalization, and of proper responses to new situations. Then learning exercises can be adjusted to specific and immediate objectives, and the acquisition of the desired patterns of conduct can be effected. The supervisor should apprise himself, through class visitation and by studying teachers' reports, of their learning exercises and of the scope and quality of the immediate objectives to which his teachers are directing their pupils, for these learning exercises should be so allocated that specific habits, knowledge outcomes, and patterns of conduct have equal and proper emphasis. Teachers and supervisors should study teachers' exercises, which consist of questions, assignments, presentations, and explanations, to end that the exercises may be classified as to function and evaluated as to objectives. The methods of teachers should be analyzed and evaluated to see whether a teacher is developing

specific skills, is engendering abilities, and is developing patterns of conduct. Criteria for the evaluation of teachers' exercises should be set forth so that teachers as well as supervisors can carefully estimate the value of the learning services. This is generally done by the use of rating devices, which aid supervisors to estimate the successful or unsuccessful qualities of their teachers, to evaluate teaching exercises, and to measure the results of teaching procedures. Still further the ability of teachers to command the attention of class groups every minute of the class period should be estimated, the evidences of attention evaluated, and the factors of group control studied. By means of standardized tests the products of teaching can be measured. A teacher's ability can be evaluated to a degree by standardized tests, which should portray objectivity, validity, comprehensiveness, and other phases of the subjects studied. On the other hand these tests reveal the caliber of pupil material that faces the teacher. The supervisor has in tests of this kind a measuring rod for comparing his school with that of others. The rating of pupil achievement requires the evaluation of all the kinds of tests constructed by the teacher. From this items of improvement can issue, for the methods of constructing, giving, scoring, and interpreting can be carefully considered. Besides standardized tests, the essay type should be used as well.

Supervisors should have a plan for the evaluation and improvement of teaching procedures. This demands on the part of the supervisor a knowledge of subject matter fields, a survey of pupil material, a study of teaching exercises, and the hearty coöperation of the teachers. The supervisor's program must be known to the teachers, and the teachers must temper their teaching activities to accord with the supervisor's program. Group conferences and individual conferences give solidarity to the supervisor's program. The individual conference with teachers is the most important and most effective procedure of the supervisor, if the teacher is stimulated to evaluate and improve his teaching activities. Finally the supervisor should evaluate his own program and his own activities.

Fretwell, Elbert K. *Extra-curricular Activities in Secondary Schools*. Boston: Houghton Mifflin Co., 1931. Pp. 552.

Almost every phase of school life outside the classroom can furnish opportunity to practice with satisfaction to pupil and teacher the qualities of the good citizen. Extra-curriculum activities can grow out of the curriculum and again returning, enrich it. The school clubs, the home room, the student council, the assembly program, the school publications, the care of extra-curriculum finances and finally commencement itself can afford opportunities for student activity to become highly educative when guided by wise teacher advisers.

Pupil guidance in home rooms includes educational, social, and vocational aims. Suggestions are given as to how long the teacher should remain with a home room group as adviser, what organization of the group is best, what the basis for selecting the group, and what programs are advisable. The discussion passes from home room guidance to class and council guidance. Properly guided the class abandons its hereditary class fights and rowdy "hobo" days to welcome new pupils and help to orient them. Student councils in their great variety of form and function are discussed at length, especially in the important aspect of participation in school government.

Student participation in school assemblies through adequate guidance becomes a means of forming intelligent public opinion, of exploring new fields of study, interest, and occupation, and of celebrating special days. Singing should help in school integration, and every individual and group should feel free to ask for a place on the program. In school clubs, the members can learn how to work together, explore new fields of interest, discover their own talents, and interpret the world about them. But bright pupils and desirable members must not hold too many offices nor membership in too many clubs. The council should grant charters.

Among school publications the annual and the magazine (especially the omnibus type) are tending to disappear. The newspaper is passing into the curriculum, being published by students in the second semester of their year's study of journalism of the department of English. The handbook is frequently published by the council.

Commencement should grow out of the life and work of the school as the guided but not dominated work of students.

It should be educative of students and community in all its phases, including senior dinner, class play, class sermon, class day exercises, and commencement proper. In athletics, too, there is opportunity for a more discriminating guidance to avoid the pitfalls of commercialism, coaching from the sidelines, "burning out" of good players, and state championships, and to utilize athletics as a builder of character and good citizenship.

The financing of school activities, sometimes involving annual receipts of a hundred thousand dollars, or more, should be done by students in the commercial department guided by a teacher in the department. There should be a board of finance, budgeting the receipts, a teacher treasurer under bond, purchases by requisition only, and payments properly checked. The accounts must be audited from time to time. An activities ticket admitting to all games and shows and giving subscription to publications is a financing measure most economical of time and money.

Alberty, H. B., and Thayer, V. T. *Supervision in the Secondary School*. New York: D. C. Heath and Co., 1931. Pp. 471.

Supervision is primarily encouraging and assisting teachers to organize the details of teaching in harmony with the larger purposes of secondary education. Teacher growth, guidance of pupils, and the growth of pupils in the direction of worthy adulthood are the outcomes of supervision.

A great majority of the supervisors to-day signify their loyalty to scientific supervision and are emphasizing the need for an objective appraisal of teaching results. The critically minded educator, however, will bear in mind that at best science is an instrument designed to realize outcomes which may require justification outside of the scientific method. He will also scrutinize scientific findings in relation to the extent and conditions of their validity. Nevertheless, the scientific method is indispensable for progressive supervision. Science insists upon objective judgment, refinement of conclusions based upon old data, gathering of new data, and loyalty to truth defined by James as "an unusually obstinate attempt to think clearly and consistently."

Democratic supervision implies the organization of school life so that supervisor, teachers, and pupils will carry on their functions coöperatively in such a manner that each can perform his duty with an increasing appreciation of the functions of others. Coöperative thinking and action in the direction of a progressive realization of the purposes of secondary education will be stimulated by democratic supervision. If possible, a democratic supervisor will teach some. He will organize his teachers to secure committee concentration upon definite problems, coördinate distinctive work of teachers, and serve as a clearing-house of educational practices. If pupils are to exercise the democratic functions of citizenship, we should organize our schools as replicas of democratic life.

Lesson planning to be vital must relate itself to the elements causing difficulty in the teaching situation. Lesson planning in particular as against lesson planning in general should be stressed. Rating scales in the supervisor-teacher relationship may engender misunderstanding. When a supervisor works intensively with his teachers in the solution of their problems and in the undertaking of new ventures, he will know their qualities more accurately than is possible from a few observations with a score card. The individual conference should be regarded as an opportunity to discuss and solve problems coöperatively. A continuous experimental study of curriculum problems in a coöperative manner is a most effective way of improving learning and teaching. Finally, the supervisor must attack these problems: classification of pupils, individualizing instruction, measuring pupil progress, diagnosing pupil difficulties, and school-home relationships.

Douglass, Harl R. *Organization and Administration of Secondary Schools*. Boston: Ginn and Co., 1932. Pp. 579.

A problem of current importance is the question of the type of secondary-school organization which is most desirable and effective. The six-year school is recommended for a large majority of the districts maintaining high schools. The extension of secondary education is being developed through a number of different forms. The planning of the modern high-school building is becoming increasingly difficult and important. A number of factors must be considered. The prospec-

tive school population, the increase in enrollment, the utilization of the present capacity must all be carefully estimated. A number of different agencies determine the subject character of the curriculum, but the main responsibility lies with the professional executive officers. These officers are concerned with the selecting and organization of the subjects of the curriculum and of the materials of instruction within the subjects. There are also several principles of curriculum organization which should be applied. There are certain standards which should be set up for the selection of teachers and for assigning the staff. A formula may be applied for measuring the teacher's load. The proper construction of the school schedule with adequate consideration to many different elements requires skill and care; it is a major test of administrative competence. The high school of to-day, is not only a teaching agency, but also an agency for enabling students to study themselves—their capacities, their interests, their needs, and possibilities open to them educationally and vocationally. The modern high school must render a diversified service with adequate individual adjustment through guidance. The extra-curriculum should be related to the objectives of secondary education and desirable outcomes should be realized through proper administrative practice. A program of operation, regulation, participation, and supervision is necessary. There are specific objectives of discipline to be applied and realized through agencies of disciplinary guidance. Pupil participation in the government and management of the school is definitely associated with the questions of discipline and citizenship. Scholarship may be stimulated through the application of proper organization and the use of administrative devices. Criteria should be set up for evaluating these methods. There are a number of administrative problems relative to ability grouping and prevention of failure. Many different agencies within the school organization contribute to the solution. The principal must realize that a successful administration of a high school involves successful relations with, and leadership of, the local community; that it involves a study of the local community, its needs and its possibilities. Many different types of publicity may be used to keep the community properly informed. The high-school principalship is rapidly becoming a position demanding not only administrative personality, but

also specialized, intensive professional training, comparable with that of the dentist, physician, and attorney. Certain qualifications are necessary to the successful administrator and there are definite means whereby they be obtained.

Edmondson, James B.; Roemer, Joseph; and Bacon, Francis L., *Secondary School Administration*. New York: The Macmillan Co., 1932. Pp. 483.

The remarkable growth of secondary education has brought about extensive re-organization. It has introduced new problems in school administration. These are concerned chiefly with the establishment of the junior high school, the junior college, and the continuation school; the broadened curriculum and varied types of its organization; the need for effective articulation between the respective units of secondary education; the introduction of extra-curriculum activities; an extension of the aims and functions of the secondary school; and the increased size of high schools.

The practical aspects of these new problems have always confronted the secondary school: the selection, duties, and organization of the administrative and teaching staff; office routine; care of the school building; construction of the daily schedule; the school assembly; the school library; the selection of textbooks; and the problems involved in the relations of the school to the public.

The importance of pupil guidance has been increased by the complexity of our civilization, by the fact that all classes and types of pupils are flocking into high school, and by the ever increasing curriculum problems due to numerous electives and wider offerings. Pupil guidance of all kinds has become necessary: moral, social, ethical, educational, leisure time, civic, and vocational. A guidance program that is properly devised and administered should reduce both maladjustment and school mortality. In this program the significance of health education should not be overlooked.

In the modern school intelligent judgment must be used in the building of the extra-curriculum activities program. It should be based on a sound educational philosophy, and should have as its ultimate objective the training of boys and girls to live by actual living.

Upon the principal rests the obligation of adapting the new and re-organizing the old in secondary education to meet the needs of his school. He must be the dynamic force in the school. The activities of the school, its spirit and morale, its ideals and standards, the quality of its instruction all depend upon his vision and leadership. In addition he must serve as the agent to meet, enlighten, and advise the public relative to school affairs.

ABSTRACTS



MAGAZINES

Chamberlain, Leo Martin. "The Housing of Thirty Public Junior Colleges of the Middle West and Tentative Standards and Principles Relating to Buildings, Equipment, and Associated Administrative Problems," *Bulletin of the Bureau of School Service*, University of Kentucky. Vol. 3, No. 4, (June, 1931).

The thirty junior colleges studied ranged in size from 21 to 759 pupils. The capital investment behind each school ranged from \$2600 to \$664,000. Three of the thirty colleges have all or a major portion of their work in separate buildings. Eighteen are housed with other units of the public school system in large, modern buildings. Seven are occupying space in smaller buildings and two are in temporary quarters as a result of over-crowding of the existing plant. There is a marked tendency to relegate the work of the junior college to unoccupied space in the school system. Expediency has been the dominant factor in determining the division or divisions of the school system with which the junior college is housed.

Three types of segregation were found: (1) Complete segregation of the junior college work in a separate building. Two were of this type. (2) Joint housing with part segregation of the junior college classes in a particular wing or on a particular floor of a building or with certain rooms specifically reserved for the college work. Fifteen schools were of this type. (3) Joint housing without special effort at segregation of college classes. Thirteen schools were of this type.

Facilities in use in fifty per cent or more of the colleges include academic rooms and offices of the administrators of the college, biology, chemistry, and physics laboratories, science lecture rooms, a mechanical drawing room, a special junior-college library, an assembly or auditorium, and a gymnasium. Twenty to fifty per cent also made use of shops, commercial rooms, and music rooms.

The median enrollment of these thirty colleges was 108.5.

The mean enrollment was 147.5. The enrollment is for the first semester, 1928-29. Where all other factors are assumed to be average, the junior college may be expected during its first year to have a freshman enrollment which will approximate fifty per cent of the twelfth grade enrollment for the previous year. In succeeding years the total enrollment will, if other conditions are average, approximate twelve or thirteen per cent of the total enrollment of the high school with which it is associated. The figures based on the twelfth-grade enrollment seem to be the most accurate. The sophomore enrollment of the junior college will be approximately fifty per cent of the freshman enrollment for the previous year and will be approximately thirty-five per cent of the total enrollment of the college.

Many other factors, of course, influence the enrollment of the public junior college such as, curriculum offered, tuition charged, building and equipment provided, amount of advertising and publicity, proximity of the junior college to competing colleges, etc. The length of time of establishment of the college seems to have little influence on the enrollment.

Tentative conclusions resulting from the study indicate that both economy and trend in the development of the organization of the school system will lead to joint use of building facilities by the high school and junior college with probable complete coördination of junior college and upper years of the high school. There is some evidence to indicate that the 6-4-4 organization may become the dominant type.

The usual plan for management, and the one recommended, is for one person to have charge of the junior college and the high school. This person is usually the high-school principal and is also designated as the dean of the junior college. He is directly responsible to the superintendent of schools.

It appears that the average junior college will offer approximately seventy-three per cent of its work in courses requiring the use of academic space only and about twenty-five per cent in subjects requiring use of specialized rooms and equipment.

Twenty-two of the thirty schools studied are making use of combined high-school and junior-college libraries, twelve

of which have provided, in addition, special junior-college study rooms. Six have set up special junior-college libraries. Two offer no opportunity of study to junior-college students other than un-equipped study rooms.

Administrators have been forced to view the curriculum function of the junior college in terms of the limitations imposed by existing plants and equipment.

Hurd, A. W. "Does Remedial Instruction Pay?" *School and Society*, XXXIV (October 3, 1931), 467-8.

One of several experiments on a teaching unit in high-school physics carried on under the direction of the Institute of School Experimentation at Teachers' College, Columbia University, during 1930-31, sought to discover if an added six days of instruction would significantly raise achievement measured by objective test scores. For the experiment a preliminary test preceded fourteen days of instruction, after which, Final Test Form A was given. Six days of remedial instruction were then followed by Final Test Form B, which test covered the same instructional objectives. Both forms had possible scores of 79. The objective test data give distinct evidence that remedial instruction pays in experiments similar to those conducted. The gain due to the six days of remedial instruction is then 11.9 score points (standard deviation graph), or 14.0 (percentile graph). This procedure was followed for 33 classes in 22 schools enrolling 688 pupils. Remedial instruction pays in terms of measured achievement. This statement is premised by the supposition that instruction is directed toward the objectives which the tests are designed to measure.

Gerberich, J. R. "Validation of a State-Wide Educational Guidance Program for High-School Seniors," *School and Society*, XXXIV (October 31, 1931), 606-10.

A state-wide program of testing high-school seniors for purposes of educational guidance was inaugurated by the University of Arkansas in the spring of 1930. Twenty-three hundred students from thirty-nine high schools took three tests each—the American Council psychological examination, an English test, and either a mathematics test or the foreign lan-

guage aptitude examination. During the school year 1930-31, with the coöperation of other Arkansas higher educational institutions, the survey students were followed through their first term or semester of college attendance to determine how satisfactorily the survey tests had predicted scholastic success in college. Correlation coefficients obtained between percentile scores on the psychological examination and a measure of general scholastic success were at least as high as comparable coefficients obtained with college entrance testing. Similar relationships between the three aptitude and training tests and scholastic success in those subjects showed the high-school testing to compare very favorably with prediction based upon college-entrance testing.

Strang, Ruth. "Knowledge of Social Usage in Junior and Senior High Schools," *School and Society*, XXXIV (November 21, 1931), 709-12.

Knowledge of social usage is often a factor in happiness and success. Many moments of adolescent unhappiness are due to unintentional discourtesy on the part of the adolescent or to rude treatment by some one else. Good manners which appear somewhat superficial and trivial may be an important factor in adolescent adjustment and an aid to good mental hygiene. Courtesy, like moral behavior, may be interfered with by three things: (1) Lack of knowledge of the approved way to act in a particular situation; (2) Indifference, thoughtlessness, failure to reflect upon the best course of action; and (3) Deliberate refusal to be courteous when the courteous conduct is clearly recognized. The second cause of discourtesy is undoubtedly the most common, but the first should not be neglected. A test of knowledge of social usage designed for junior and senior high schools should be of value not only in discovering the pupils' lack of knowledge but also in reminding them of rules of courteous conduct which they know but do not always practise. A simple test of this kind was devised and given to 1,614 pupils in four senior and two junior high schools. The test consisted of 110 statements, selected from standard books of etiquette and adapted to the experience and vocabulary of high-school pupils. This test has shown: (1) An increase in mean scores from the seventh to the twelfth grade. (2) A less marked increase in mean

scores from 11 to 19 years of age, and an indication of the influence of low intelligence upon the growth in knowledge of social usage in the case of the over-age pupils in each grade.

(3) A relationship in grades seven and eight between the scores on the test of social usage and general intelligence similar to the relationship frequently found between the George Washington Test of Social Intelligence and general intelligence, but a decidedly lower correlation in the ninth grade. The number of cases was too small to warrant any general conclusion, but suggests an interesting topic for further study. (4) A significant difference in favor of the professional group, in the mean scores of the three vocational groupings—unskilled labor, skilled labor and small business, and professions and big business. (5) No consistent tendency for the pupil who engages in many extra-curriculum activities to obtain a higher score than the pupil who engages in few. (6) A common body of knowledge of social usage possessed by more than 95 per cent. of the pupils. (7) Common misconception regarding certain technical rules of etiquette and general principles underlying true politeness. A test of social usage of this kind should be useful in arousing the pupil's interest in courtesy; in measuring the results of incidental and systematic instruction in social usage; and in discovering deficiencies in knowledge of social usage in the case of individuals and groups.

Collins, Joseph V. "Should Arithmetic Be a Required Study in the Senior High School?" *School and Society*. XXXV (January 9, 1932), 56-7.

A remedy for the deficiency in arithmetical training is to make arithmetic a required subject in the senior high school. It is needed there on its own account as training in reasoning; as a preparation for the study of science and technical studies; and as an essential preparation for meeting the multifarious situations, business and other, that are constantly coming up in the lives of all of us. For one thing, the pupil should learn far more than he now acquires in the elementary and junior-high-school courses of the way business is done, since he finds this in no other study. Thus he should be taught all the steps in the sale of real estate; he should know how the Federal Reserve Banking System is conducted in some quantitative way he can understand; he should be trained in the calculations of

the Federal Income Tax; he should go to some length in the study of installment buying; he should be taught the use of many interest, sinking fund, insurance, etc., tables; he should learn the fundamental principles of double-entry bookkeeping; these and many like topics should be taken up. Students should also be trained up to a good standard of speed and accuracy in calculations, and should be taught *general* methods for solving all sorts of problems. For both cultural and practical reasons, should not all pupils be required to take it—not merely the commercial-course pupils?

Benson, Richard M. "Counseling Service in the Small Public Secondary School." *School and Society*. XXXV (January 16, 1932), 92-94.

What does the future hold for counseling in the small public secondary school? With all our general and specific knowledge of the aims and practices concerned with the task of counseling, we have not by any means reached the point of efficiency that could be obtained when it comes to applying this knowledge to individual counseling in the average size high school. Most of the counseling outside of the large city school systems is being carried on by the part-time counselor, who is allowed to devote only one or two periods of the day's program to this work. A secondary school which has an enrollment of less than 500 pupils offers a serious problem to the counselor who is limited in both time and resources towards efficient application of the principles of his profession. His job of counseling consists for the most part of giving attention to problem cases which are ever present in a public institution of learning. At one of the sections on counseling at the recent National Education Association convention in Los Angeles, Professor Watson offered the suggestion that the public schools could well afford to devote a full week at the beginning of school for purposes of establishing a counseling program in respect to freshman students. Whether this beginning period be three or five days, there at least would be a start in the right direction for an orderly, wise, and efficient administration of pupil adjustment through the agency of a limited counseling service in the small high school.

Eells, Walter Crosby. "Enrollment in Junior Colleges," *School and Society*, XXXV (January 30, 1932), 155-6.

The rate of increase for any year for which data are available, or the average of such rates, is strikingly greater for the junior colleges than for the four-year colleges and universities for any of the past three years. Even in years of severe depression, the junior college continues to increase rapidly until now it enrolls almost one hundred thousand students in all parts of the country. Possibly the economy of collegiate education in the local junior college is a factor. Perhaps some of the large universities are beginning to experience the relief from inordinately large freshman and sophomore enrollments which many of their administrators have been seeking. If university enrollments have not decreased, at any rate the junior college has certainly been a potent factor in preventing their continued increase at the rate which prevailed for a few years following the war.

Feingold, Gustave A. "Pupil Proctors in Study Halls", *School and Society*, XXXV (January 30, 1932), 159-61.

It has become a common practice among school principals to encourage pupil participation in administrative affairs of a minor nature. This is considered a part of the program in the teaching of citizenship. As a result of this tendency, we have all kinds of pupil organizations whose functions range all the way from policing the school yard to supervising corridor behavior and even examinations. From the principal's point of view, the success of such pupil activities depends too frequently on their outward appearance in the attainment of the administrative objective. Frankly, the duties assigned to pupils in such cases are a relief to teachers and principals. Seldom, however, have school administrators paused to ask themselves whether their assignments are not by the same token a burden on the pupils. The high school which is under Mr. Feingold's principalship is run on a six-period basis and has four large study halls. In order that instructors may have a "breathing" spell, two are assigned to each study hall during their free period, with instructions that they may either alternate, one being in charge one week and one the next, or that they may relieve each other during the same period. The

supervision of these four study halls consumes the free periods of 48 teachers during each term. In January, 1931, the teachers who were given study-hall assignments were informed that after they had organized their study halls, they were to appoint pupil proctors to take their places. Two pupils were to be appointed for each period and they were to serve through the entire term. The system worked altogether too well. It was satisfactory to the teachers, who were relieved, because it gave them a completely free period. It was satisfactory from the administrator's point of view, because from outward appearance it showed what a splendidly organized school he had, and how well disciplined and coöperative the pupils were. But during all the months that this system was in operation, the question kept coming up in his mind: How did it affect the pupils who were placed in charge of the study halls? If the teachers who were relieved were happy because the burden had been removed from their shoulders, was it not likely that this burden was just a wee bit too heavy for the tender shoulders of the boys and girls upon whom it fell? It appears that the attempt to teach self-government through the assignment of administrative responsibilities to pupils involves one of two dangers; Either they develop the habit of mental indifference to social ills because of the futility they experience in possessing "office" without power or; by being clothed with powers for the proper exercise of which they are insufficiently mature they develop an exaggerated ego, which in later life is just as likely to lead them to the obstruction of the social good as to its enhancement.

Becker, Dr. Carl H. "Secondary Education and Teacher Training Germany. I. The Present Educational Situation in Germany," *Teachers College Record*, XXXIII (October, 1931) 26-44.

The World War and the revolution brought a fundamental change in German thought. The ideal of the state is not so prominent and more attention is now being given to the child himself. The old dual purpose schools, one for the masses and another for the elite, has been swept aside. Historically the educational ideals of Germany have undergone great changes. During the first half of the last century the emphasis was upon humanism, which gradually gave way to realism. Rationali-

zation as a principle, knowledge as mere mental power, even science, were held up as supplying a world philosophy of life. That was followed by internationalism. At present the ideal is dual. They desire to cultivate the ideal of national integrity and also a spirit of peace and harmony among nations. Since the war there has been a great turning toward a religious consciousness. Spiritual forces are asserting themselves. Art, music, creativeness in general, so long held back, are now asserting themselves. Emphasis on athletics, sports, and gymnastics is coming fast as a result of the Youth Movement.

Kefauver, Grayson N. and Bullard, Catherine. "The Organization of the Junior College as an Agency of Democracy," *Teachers College Record*, XXXIII (December, 1931), 251-61.

The junior college has rendered a democratizing function by providing educational facilities for those unable to gain admission to colleges and by providing local education for those unable to meet the larger costs of living away from home. The junior-college program should be differentiated so that every high-school graduate chooses a program which is a challenge to him and in which he has a reasonable chance for success. The junior college should be under local control and meet the needs of the community. It is able to eliminate overlapping of the high school and the first two years of college. A study of junior colleges shows that 49.9% of the one hundred four public schools and 73% of the private schools are under the same leadership as the high schools. In 72.7% of the schools some of the junior-college teachers also teach classes in the high school. It is not a general practice to have junior-college and high school students together in the same class. In public junior colleges other student activities are carried on separately. The extent to which the high-school and the junior-college students are segregated varies directly with the size of the school.

Becker, Carl H. "Secondary Education and Teacher Training in Germany. II. The New Program of Secondary Education in Germany," *Teachers College Record*, XXXIII (December, 1931), 262-78.

The World War removed much of the old caste system. All students spend four years in the *Grundschule*. The secondary

school extends nine years above this. The graduate of the secondary school is approximately equal to the American student who has completed the sophomore year of college. There are no four-year colleges in Germany. The secondary-school graduates enter the university. Through a new school, the *Aufbau-schule*, it is possible for a student of ability to pass from the elementary school to the secondary school. Since the war the secondary-school enrollment has increased approximately fifty per cent. Of the secondary school graduates approximately one-third enter business, one-third enter the university, and one-third enter the teachers' college. There are four kinds of secondary schools. All have the same cultural core. On top of this each has certain feature subjects. Therefore, the student elects the type of school and thereafter has little choice. In the past decade a marked change has occurred in the freedom of the teacher and in the freedom given the students. The socialization influences of dormitory life are absent. This is due to lack of financial means, certain traditional views, and to habits of feeling. Much more attention is being paid to extra-curriculum activities.

Newlon, Jesse H. "Administration of Secondary-Schools," *Teachers College Record*, XXXII (January, 1932), 305-13.

The modern large secondary school is outstanding as to its efficiency. It meets the demands of formal education and extra-curriculum activities in a most generous way. Its administrative equipment and methods are up to date. The pupils are classified on the basis of ability. The teachers are conversant with the latest methods of teaching. The coöperation is good. But the principal has not learned how to delegate the routine of administration to subordinates. He needs to know more about the social, business, and scientific problems of the day, in order that he may be the leader of thought with his teachers and in the community.

Kefauver, G. N., and Hand, H. C. "Measurement of Outcomes of Guidance in Secondary-Schools," *Teachers College Record*, XXXII (January, 1932), 314-34.

The measurement of guidance in the secondary schools, is based upon the number of pupils who make a wise choice of a life career. Such a choice depends, upon, harmony of choice

with curricula and student subject matter and with pupil capacity and interest. These are influenced by adjustments with teachers, with pupil relationships, with pupil prejudices, fears, and the like. Measurement depends also on the ability of the student to recognize types of guidance, accuracy of self rating, nature of reasons of choice of curricula, choice of college and of after school activities. Failures, leaving school, and changes from one curriculum to another are due to maladjustments.

Becker, Dr. Carl H. "Secondary Education and Teacher Training in Germany. III. Character and Aims of the New German Teacher Training System," *Teachers College Record*, XXXIII (January, 1932), 347-63.

The elementary-school teacher is trained in the teachers' colleges and receives a thorough foundation in pedagogies. The secondary teacher is trained in the university and receives little or no training in pedagogies but devotes his entire time to his special subject which he is to teach. The teaching in the elementary schools must not rest with the training of the intellect alone. A well-rounded individual must be produced, hence the training of the elementary teacher must be wide. There is a great contrast between the aims of the teachers' colleges and the universities. Those of the latter are purely intellectual while those of the former are more well-rounded. Teachers' colleges are developed to teach that teaching is a science, an art, and a technique. The universities treat teaching only as a science. In Germany the school is built up around the teacher, not around the textbook. The teacher is to be trained not only as a specialist but also as a teacher of people, as a leader, and as an example both for adult and for youth. The central purpose of the training school curricula must be the development of the social and teaching personality.

Spears, Harold. "High School Journalism: Present Tendencies and Practices," *Junior-Senior High School Clearing House*, VI (October, 1931), 89-92.

The present tendencies of high-school journalism indicate that advisers are training themselves and organizing into associations; that the courses are becoming curriculum and are being recognized by colleges; that certain objectives are motivation of English composition, character training, apprecia-

tion, and vocational training; that there is an increasing tendency for advisers to guide rather than dominate; that there is a marked tendency towards the newspaper and handbook, and away from the traditional annual magazine; and that state and national contests are exerting great influence upon high-school publications.

Allen, Richard D. "Required Subjects in the Secondary School," *Junior-Senior High School Clearing House*, VI (October, 1931), 112-16.

Requirements result in a static condition and electives in a continually changing and evolving one. A wider application of the elective system is made possible by a well-developed guidance program providing continuous long term planning of each child's education with objective and personal records, individual examinations and diagnosis, and providing for each child a type of education adapted to his own needs, abilities, interests, and resources. The organization for guidance must include the principal and every teacher, but the tasks that require continuity, such as records, research, counseling, and follow-up studies require a class counselor. With such principles and facilities in any senior high school, required courses and subjects become unnecessary and even undesirable.

Bristow, William H. "Planning an Educational Program," *Junior-Senior High School Clearing House*, VI (November, 1931), pp. 158-61.

To meet the questionings of those who ask in these uncertain times, "Whither education?" the author suggests that guiding principles should be stated in clear terms, and definite educational objectives formulated for each unit of the school with concrete plans for reaching these objectives; granting that the objectives will have to be changed as knowledge increases. The plan must be on a long term basis. Research groups studying various phases of education should pool their findings in a clearing house. Adequate cumulative records of school pupils must be kept during their school life. The success of the school's work should be evaluated by follow-up of graduates. Periodic surveys might well be made to learn what changes graduates would suggest in the school course. Techniques should be developed which make sure that each day

and each year bring gains; that boys and girls know they are actually learning something socially of value. By such means school organization, materials of instruction, procedure and technique must be justified if they are to withstand the present demand for economy in education.

Pelton, Frank M. "Radio in Education," *Junior-Senior High School Clearing House*, VI (December, 1931), 229-33.

People who have used the radio believe that it has something to offer and are experimenting to discover how it can be used to the best advantage, but little has been done to show its positive value in education. Leaders do not expect radio to supplant the teacher, but to supplement ordinary classroom procedure and become an appropriate tool for education, although as yet they are not sure how to use it. Before radio can become a powerful factor in education there is needed more governmental control, less commercial domination, more programs constructed by experts in the field of education, and teachers better trained in using such programs.

Carrothers, George E. "High-School Curriculum Revisions and Innovations," *Junior-Senior High School Clearing House*, VI (January, 1932), 262-70.

Data from certain Michigan and North Central Association reports show various trends. For example, large high schools offer an array of curricula, but the small high schools, which comprise about half the high schools in the country, have a single track curriculum; accredited high schools of all types are increasing the proportionate amount of non-academic work offered, with public schools showing the greater rate of change; sciences are offered more extensively in public than in private schools, and in order of frequency are physics, chemistry, biology, and general science; principals express a desire for reduction in the extent to which ancient, modern, medieval, and English history are offered, and they would like to see community civics, American history, and world history given more extensively; principals are studying the curriculum but are conservative when it comes to making changes, and the changes now being made are apparently as extensive as principals have definitely desired.

Cole, Robert D. "The Old and the New in Modern Language Teaching," *Junior-Senior High School Clearing House*, VI (January, 1932), 286-91.

Fundamental differences of opinion exist among foreign language teachers as to content of courses, purpose, and method. One school of thought adopts the findings of the *Modern Foreign Language Study*, 1924-1927, as given in a summary by Algernon Coleman emphasizing the importance of teaching pupils to read in the modern language material within the scope of their interests and intellectual powers and makes the study of grammar incidental to reading. On this point especially the opposition takes issue, maintaining that grammar should be studied as such in the first year. The opposition appear to think in terms of the selective college-preparatory high school of a generation ago, instead of one which presents "material in itself worth while to the extent to which it is pursued." They speak of "lack of linguistic capacity," although an experiment under the study argues against a special language capacity. To resolve the conflict, experiments should be conducted in a large city, over two years' time, with equated groups, one using the reading, the other the grammar—intensive reading approach.

Towne, Charles F. "Plan for the Appraisalment of Pupil Progress in the Junior High-Schools of Providence, Rhode Island," *Junior-Senior High School Clearing House*, VI (January, 1932), 294-95.

The fact that children do not all learn at the same rate each year should replace the old idea of failing or passing subjects in the junior high-school program. Certain subjects are cumulative, like mathematics, English, and foreign language, and a pupil cannot progress until he has mastered certain skills. Other subjects are non-cumulative, as health education, social studies, and general science. Their object is to provide as many varied and valuable experiences as possible, in order that the adviser may be able to discover the direction which further education should take. If repetition must be required, let it be in the cumulative subjects only.

Van Dyke, G. E. "Trends in the Development of the High-School Offering," *School Review*, XXXIX (Nov., 1931) 657-664; (December 1931), 737-47.

A comparison of the present curriculums of a fairly large number of selected high schools indicates a much greater diversity in their offerings in 1929-30 than in 1906-11 and 1915-18. The general curriculums with those of fine-and-practical arts have come into new importance. The college-preparatory function is not less important but newer studies have been introduced in keeping with the objectives of modern secondary education. When these apparently chaotic changes are analyzed, it is clear that the schools are endeavoring to provide through an expanded and enriched curriculum for those wide variations in abilities, interests, and needs of adolescent youths.

The experimentation and enrichment in the modern secondary-school curriculums are particularly significant within the various subject groups. A good example is in the field of English where many new courses, such as journalism, dramatics, debate, and speech have appeared. Another field which has been greatly expanded is that of social science where the variety of new courses is almost bewildering. The most notable expansion, however, has occurred with the commercial and the industrial-arts groups. Secondary education is clearly not static but is undergoing experimentation and change in keeping with its dynamic character. Larger numbers of boys and girls are being attracted into our high schools, and the expanding curriculums reflect the efforts of these schools to meet their needs.

McCarty, P. S. "Increasing Comprehension in Silent Reading," *School Review*, XXXIX (December, 1931), 758-66.

An experimental group of seventeen ninth-and tenth-grade pupils of the West Virginia University High School who were below grade level in reading comprehension were paired with a control group according to chronological age, intelligence quotient, comprehension scores, grade, and sex. The control group did the regular school work, while the experimental group were given special exercises in reading daily for twelve weeks. Magazines and newspapers furnished the remedial material used. Careful measurement of both groups

showed that the experimental group increased its comprehension score 14.5 points on the Iowa Reading Scale above the control group. This was only 1.4 times the standard deviation of the difference.

Shipp, Frederick T. "Social Activities of High-School Boys," *School Review*, XXXIX (December, 1931), 767-74.

Information on certain phases of boy life gathered by means of a questionnaire from 681 boys in San Jose, California High School reveals the following facts: more than half of the boys go out on school nights "when they please"; only twenty per cent dance well; ninety per cent seldom or never attend dances; seventy-five per cent seldom or never go out with girls; more than half attend the movies at least once a week; forty per cent have the use of an automobile when they wish. In spite of the opportunities for excesses in the freedom allowed by the home and in the use of the automobile these facts regarding dances, parties, movies and going out with girls indicate a rather wholesome condition.

Whitney, F. L. "Recent Legislation Affecting The Junior College," *School Review*, XXXIX (December, 1931), 775-81.

By 1927 a total of seventeen states had made some kind of legislative provision for junior college work ranging in detail from simple enabling statements as in Oklahoma to the elaborate provisions in California involving 144 items. Since 1927 six more states have been added to the list having junior college laws and five of the others have changed their provisions. On the whole the junior college seems to be more than holding its own. It is evident that it is meeting a need in American education and that it has come to stay.

Gould, George, "Practices in Marking and Examination," *School Review*, XL (February, 1932), 142-46.

A questionnaire was sent in April, 1931, to one hundred twenty-five secondary schools in the forty-eight states to determine the present status of their marking practices. Many schools are using the percentage system in reporting marks although there seems to be an increased tendency to evaluate scholarship by letter marks. Where the percentage system is used the lowest passing mark ranges from sixty to seventy-

five per cent. A number of the schools using the letter system give attention to the normal curve in distributing marks but teachers are not required to conform to it. Considerable variation exists in the scales used by schools awarding letter grades. The majority of such schools, however, employ a five point scale. Sixty-one of the secondary schools concerned in this study required final semester or year examinations. In the remaining thirty-two schools final examinations are optional with the teacher. The objective type test has little influence in the final examination. Where final examination exemptions are allowed teachers are permitted considerable freedom in determining who shall be exempt. The most frequently mentioned exemption mark is ninety per cent although in one school it was eighty. Infractions of school regulations are factors in determining exemptions. In one school all seniors were relieved from the burden of final examinations. The weight assigned to the various elements entering into the final mark varies considerably. Twenty-three schools give a weight of one-third to the final examination. In a few instances ¹ final examination was allowed to count for as much as one-half.

Nutt, H. E. "If You Would Organize a High School Band," *Nation's Schools*, IX (January, 1932), 27-30.

The school band, a comparatively new type of organization, has been organized within the last ten of fifteen years. The movement grew out of the failure of the so-called community bands to function properly. These were sometimes organized with a fairly large group of high-school students as a part of the personnel. These bands were generally of a temporary type and seldom ready when needed. A school band was accepted as the solution. Difficulties of organization were primarily of two kinds. In the first place, how properly to finance a school band and secondly, the problem of proper leadership. Instrument companies were quick to assist in solving the financial difficulty by agreeing to provide six or more weeks of free instruction on condition that instruments were purchased from them. At the end of this period schools generally discovered that an inferior kind of instrument had been sold and that they had a band without a leader. Thus, in one way or another, communities have come to realize that the only satis-

factory way to set up a school band is to have it financed through the school office, either by tax funds or tuition direct from the pupils. Further, that satisfactory leadership can only be secured by having the band director as a member of the faculty either on part or full time. In general, bands are now organized on the basis of a well trained director, hired by the school board, without right to sell instruments. Instruments and uniforms are either purchased wholly or in part by the school.

Moehlman, A. B. "Interpreting the Secondary School to its Community," *Nation's Schools*, IX (January, 1932), 51-4.

An institution which changes its personnel and its practices as rapidly as the modern secondary school has been doing in the past few years needs to set up a well defined public relations program. This program has two distinct phases, one having to do with the interpretation of the school to the community and the other, the interpretation of the community to the school. In carrying out this program the high-school principal carries the major responsibility. A successful program will involve first of all a careful social survey of the community and a careful choosing of the agencies which are to become a part of the public relations program. These agencies may either be those who will assist in making the interpretation or be such as will offer contact through which the school itself may attempt to make its own interpretation. Much of the work of discovering the school to the community and keeping it acquainted with what it is attempting to do will be done quietly through contacts with various organizations rather than through too much publicity by way of parent-teacher organizations or newspapers. One thing to be stressed is that the program must be continuous and that it will of necessity proceed slowly. A well worked out public relations program should produce the proper attitude in the community toward the schools, absence of community conflict and better understanding among the four groups concerned in a program of public relations; namely, the faculty, the board, the parents, and the children.

Fowlkes, J. H. "The High School Principal Analyzes His Teacher Difficulties," *Nation's Schools*, IX (January, 1932), 78, 80-2.

The outstanding teacher difficulties discovered by high-school administrators are set forth in an analysis made by some fifty men who were or had been high-school principals. A list of forty-five teacher difficulty situations was compiled. This list was sent to five hundred high-school principals in communities ranging in population from ten to thirty thousand. These lists were checked on the basis that the situations presented major difficulty, minor difficulty, or no difficulty at all. Three hundred-eighty replies were received. On the basis of these replies the major difficulties were ranked as to frequency. The problems of first and second rank were: (1) "Do you have difficulty with the failure of teachers to rely upon themselves in matters of discipline?" (2) "Do you find it difficult to secure a development of tact in teachers who are too impulsive?" Each of the other difficulties received a similar rating down to the forty-fifth, which was: "Do you have difficulty with teachers who are not neat in appearance?" Valuable conclusions were suggested among which are the following: (1) Size of school seems to effect very little the nature of the difficulty encountered, (2) Degree and nature of difficulties encountered do not vary to a great extent from section to section of the country, (3) Considering all replies, fifty per cent or more of the principals reported a difficulty in twenty-four, of fifty-three per cent of the situations noted in the study.

French, Will. "Curriculum Revision as a Summer Session Activity," *Educational Administration and Supervision*, XVII (October, 1931), 512-21.

During the summer of 1931 a group of Tulsa mathematics teachers and school executives, representing all grades of work, spent six weeks at the University of Iowa on curriculum revision for the Tulsa schools. The university furnished office space, equipment, library and research facilities, and a consultant from the department of education. The teachers were paid twenty-five dollars per week by the Tulsa Board of Education, and received regular university credit for the work. The desirable features of this plan of curriculum revision are

economy of time, access to expert consultant, use of library and research facilities, use of best teachers without drawing them from classrooms, and moderate cost. The same plan in Reading-English will be followed by Tulsa teachers the forthcoming summer at Columbia University.

Dix, Lester, "Judging the Junior High School," *Educational Administration and Supervision*, XVII (December, 1931), 641-48.

The junior high school is characterized by a great variety of courses and of administrative procedures. Lack of uniformity makes it difficult to set up adequate criteria for judging the success and worth of the junior high school as an organization.

Such criteria should be grouped under three general heads: (1) Adaptation to broad policies and aims of the whole system; (2) Adaptation to pupil needs; and (3) Adaptation of organization to the aims of the school. These criteria include holding power, economy of time, transition between schools, caring for individual, social and guidance needs, departmentalization, home room, advisory, and school cabinet functioning, and pupil participation.

Miller, Van. "Student Government that Governs," *Educational Administration and Supervision*, XVII (December, 1931), 677-82.

The small as well as the large high school may profit by a practical plan of pupil control and participation in the management of school activities. In the high school at Hordville, Nebraska, a pupil advisory board of five members acts as the governing body of the school. There is a chairman of athletics, of finance, of publicity, of music, of forensic activities, and of social events. New extra-curriculum activities have been introduced, improvements effected in various departments of the school, and the problem of discipline practically eliminated. A student government should not be one that serves merely as a protective barrier for a weak administration, but one that really functions in the conduct and development of the school.

Fitzpatrick, J. L. "Schedule Making in a Typical Junior High School," *Educational Administration and Supervision*. XVIII (January, 1932), 1-12.

In preparing a schedule for a large junior high school, pupil registration should be secured at least four weeks before the opening of the term. From these registrations determine first the number of class sections needed, and then prepare for each teacher an individual schedule showing assignment for every period and day of the week. Compare these individual schedules and balance the teacher load. Using at least two operators, check carefully for errors and make corrections at once. Prepare the home room teacher lists and individual pupil schedules. Allow several days at the beginning of the term for schedule testing, make desirable changes, and complete the final draft of the schedule to be used for the remainder of the term.

Bacon, F. L. "Supervision and the High-School Principal," *School Executives Magazine*, LI (October, 1931), 53-5, 88.

The secondary school lags behind the elementary school in efficiency of supervision. Lack of specific training, a heavy teaching program, a burden of administrative and managerial duties, and a lack of office help are factors preventing efficient supervision by high-school principals. However, conditions are improving because of increased professionalism on the part of teachers, the employment of departmental leaders or a director of instruction for supervision, and the organization of definite plans for objective supervision. The development of a set of standards and principles is one of the greatest needs for successful supervision.

Eells, W. C. "The New California Junior College Legislation," *School Executives Magazine*, LI (October, 1931), 67-8, 90.

Far-reaching effects upon public junior colleges of California were caused by 1931 legislation. The new law provides for only one type of junior-college district. Formation of a new district requires a report by an expert survey commission to the State Board of Education and authorization of the district by a majority vote of the people. Adequate financial ability must be shown. Junior colleges must be accredited according

to standards of the State Board of Education in order to receive state financial aid. A survey of the needs of public education higher than high-school grade with recommendations as to a suitable future policy and plan of operation is to be completed by July, 1932.

Scott, C. W. "Effective Telephone Equipment for Public Schools," *School Executives Magazine*, LI (February, 1932), 220-21.

In the modern school, telephone equipment is now considered equally as necessary as the electric clock, the fire alarm system, or any other commonly used service system. The scope of the program and the size of the building determine the type of equipment selected. Some systems permit several conversations simultaneously, but intercommunicating systems of the centralized type have proved most practical. This equipment is often economically combined with the program bell system. The power supply may come from the regular light current or from wet or dry batteries which practical use shows preferable. Annunciators may be included, but their use is not recommended. The installation of any system involves engineering problems which require expert advice.

Maxwell, C. R. "The Score Card as a Tool in the Selection of Textbooks," *American School Board Journal*, 83 (November, 1931), 54.

As an instrument in developing a better technique for the selection of textbooks, the score card has been greatly misunderstood. It has been misunderstood because it has not been sufficiently used by those trained in the important problem of textbook selection and too little attention has been given to the training of teachers for this work. The score card is not a wooden instrument if prepared with care in the light of changing educational objectives, and in detail sufficient to analyze the excellencies and weaknesses of individual texts. When intelligently used, it will minimize political influence in adoptions, supplant subjective standards by more objective ones, and substitute careful analysis for high pressure salesmanship.

Holy, T. C. "Junior and Senior-High-School Growth and its Effect on Housing Requirements," *American School Board Journal*, 84 (January, 1932), 32.

The rapid increases in senior high-school enrollments since 1905 and the development of the junior high school since 1910 have been accompanied by a big increase in the number of small high schools. In 1926 over 8,500 high schools in the United States had an enrollment of 100 or less; and there have been sweeping changes in the program of studies. The smaller high schools have madly attempted to keep pace with the larger ones in housing facilities, laboratories, shops, gymnasiums, etc., and in curriculum offerings with the result that buildings have been poorly utilized, since classes are necessarily small. From the point of view of instruction, and economy of operating cost and capital outlay, this is unfortunate. The standards set up by the state departments of education which require well-equipped laboratories, gymnasiums, etc., have resulted in further increasing capital outlay. All this partially explains rapidly mounting cost of education, about which so much is now being said, and about which much more will probably be said and done. While the increase in enrollments may be much slower in the near future, there is little to indicate that there will be any decrease.

Green, R. E. "The High-School Cafeteria," *American School Board Journal*, 84 (January, 1932), 68; Continued (February, 1932), 98, 100.

The proportion of high-school buildings providing cafeteria service increases with the enrollment of the school. In buildings constructed since 1920, there has been considerable tendency toward providing a greater number of features in connection with the cafeteria. These include faculty dining room, storage room, locker room, dishwashing room, pantry, refrigeration, and modernized serving counters. While the cafeteria is operated to permit students to obtain wholesome food at a reasonable cost, its construction should provide for pleasant surroundings. If the cafeteria is to be operated economically, it is necessary to provide the very best arrangement of rooms and equipment, to buy in wholesale quantities, and to arrange lunch periods so that pupils may be served in shifts with a minimum of equipment.

Johnson, B. L., "Solutions for High-School Library Problems," *School Life*, XVII (January, 1932), 87-88.

As a part of the library study of the National Survey of Secondary Education information regarding the methods used to increase the service of the high-school library to pupils and teachers was received from 390 high schools which had been recommended as having outstanding library service. Modern methods of teaching require that pupils be given access to library books during the classroom period. Many schools have met this requirement by setting up classroom libraries. A few schools permit books to remain in the classroom throughout the year but most schools using classroom libraries have adopted some plan for moving books from room to room as they are needed. Some schools report sending pupils to the library to work individually or in groups during the class periods. Librarians in a number of schools have provided a shelf of discarded magazines from which pupils may cut pictures for use in booklets. Several high-school librarians prepare a library news bulletin which they distribute to the teachers. Other librarians serve tea to the teachers and use this opportunity to bring books of interest to their attention. In a few schools, teachers work in the library one period each day. School librarians use various devices for encouraging pupils to do recreational reading, but they emphasize the fact that no device can take the place of personal contact and acquaintance with the pupils.

Evenden, E. S., "The Supply and Demand for Senior High-School Teachers," *School Life*, XVII (January, 1932), 93.

In the National Survey of the Education of Teachers data bearing on demand and supply and unemployment of teachers were gathered by submitting questions directly to the teachers themselves. Some of the tables based on the teachers' answers are to be presented, as they are completed, in *School Life*. One such table accompanies this article. Every line is filled with interesting and challenging facts. By finding one's own state in the table and comparing the figures given for it with those for neighboring states one may gain a better understanding of current state problems. Those responsible, in any way, for the education of teachers will find this table a valuable reference.

Mayberry, Burt A. "A Study of High-School Pupils to Determine the Effect of Student Participation on the Formation of Certain Habits of Citizenship," *Journal of Educational Research*. XXIV (November, 1931), 305-7.

Participation in the activities of pupil government in high school aids in the formation of citizenship habits if we consider the Upton-Chassell Citizenship Scales a fair measuring stick. The basis for this conclusion was arrived at by comparing the citizenship habits formed by thirty-nine pupil members of the Student Council of the Lincoln High School, Kansas City, Missouri, with the citizenship habits formed by thirty-nine pupils of the same school who were not members.

Nanninga, S. P. "Costs and Offerings of California High Schools in Relation to Size," *Journal of Educational Research*. XXIV (December, 1931), 356-64.

High schools in California with enrollments ranging up to 1400 fail to function at the lowest per pupil cost until the enrollment reaches 500. For schools enrolling over 500 pupils, the per pupil salary cost, as well as the current expense cost, increases with enrollment but slightly. In educational opportunity, as gauged by curriculum and extra-curriculum offerings, the small high school is at a disadvantage. But in schools with 500 enrolled the variety of types of curriculum and extra-curriculum activities begin to approach the number in larger schools. Upon the basis of this study, one would conclude that a high school should have an enrollment of at least 500 in order to function at the lowest cost and at the same time provide approved educational opportunities.

DEPARTMENT MATTERS

NATIONAL HONOR SOCIETY

Over ten years ago the Department of Secondary-School Principals (then the National Association of Secondary-School Principals) organized the National Honor Society with the end in view of stimulating scholarship in the secondary schools of the United States. To-day there are over twelve hundred chapters and these are in the best high schools in the country. The four objectives of the society are: to create an enthusiasm for scholarship, to stimulate a desire to render service to promote worthy leadership, and to encourage the development of character. Every high-school principal who has a chapter is enthusiastic over the productive results of this organization in his school.

Direct all requests for literature to H. V. Church, 3129 Wenonah Avenue, Berwyn, Illinois.

THE NATIONAL JUNIOR HONOR SOCIETY

The National Junior Honor Society is patterned very closely after the Senior Honor Society. The Junior Society is designed for ninth and tenth grades in four year high schools, and for eighth, ninth, and tenth grades in junior high schools. This organization is now a going concern, and already there are a number of chapters, both in senior high schools and junior high schools. The national constitution, the model constitution, and booklet of information as well as the application blank will be sent on request.

Direct all applications to:

H. V. CHURCH, Executive Secretary,
3129 Wenonah Avenue, Berwyn, Illinois.

WARNING

The National Honor Society has met with such great success that imitations are springing up in different parts of the country. These pseudo honor societies seem to have largely a commercial objective, and plan to exploit scholarship for financial ends. Members of our department are warned to beware of any plan to set up chapters, to grant charters, and to sell pins or emblems to pupils under the guise of scholarship, and are urged not to lend their aid or influence to such organizations.

The Department of Secondary-School Principals recommends only the National Honor Society and the National Junior Honor Society.

EMBLEMS

NATIONAL HONOR SOCIETY

This emblem is made in two sizes: a watch charm size, and a pin (smaller) size. All pins have 10k safety catch. The prices are as follows:

14k Charm.....	\$2.50	14k Pin.....	\$2.00
10k Charm.....	2.20	10k Pin.....	1.75
Gold Filled.....		1.25	

All orders must have the approval of the principal and will be sent C. O. D.
ADDRESS ORDERS TO

H. V. CHURCH 3129 Wenonah Avenue, Berwyn, Illinois

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This emblem is made in two grades: ten karat gold and gold filled. All pins have safety catch. The prices are as follows:

Ten Karat Pin.....	\$1.50
Gold Filled Pin.....	1.00

All orders must have the approval of the principal and will be sent C. O. D.

Address orders to H. V. CHURCH,
3129 Wenonah Avenue, Berwyn, Illinois

NATIONAL HONOR MEMBERSHIP CERTIFICATES

In response to repeated demands, the Department of Secondary-School Principals has prepared membership certificates 8½x11 for members of the National Honor Society. These certificates are lithographed on artificial parchment with the die of a facsimile of the emblem stamped in gold. They sell for ten cents apiece postpaid.

Address orders to H. V. Church, 3129 Wenonah Avenue, Berwyn, Illinois.

MEMBERSHIP CARDS

Since the organization of the National Honor Society there has been a growing demand for membership cards in the organization. Cards of membership both for members of the

National Honor Society and for the members of the National Junior Honor Society are now on sale. The cards ($2\frac{1}{2}$ "x $3\frac{3}{4}$ ") are engrossed on a fine quality of cardboard, have the emblem of the Society embossed upon them, and require only the insertion of the name of the member.

The price of the cards is five cents apiece.

Send orders to H. V. Church, 3129 Wenonah Avenue, Berwyn, Illinois.

SEALS

The seal ($1\frac{1}{4}$ "x $1\frac{1}{2}$ ") is a gilt embossed sticker to be affixed on the diplomas of members of chapters. A replica of the emblem is embossed on the seal.

The price of the seals is five cents apiece.

Address orders to H. V. Church, 3129 Wenonah Avenue, Berwyn, Illinois.

PLAQUES

A bronze wall plaque has been designed and manufactured. Schools that have chapters of the National Honor Society will now have the opportunity of having this plaque. It consists of a solid bronze casting mounted on a walnut back. The size is thirteen by sixteen inches and the weight is ten pounds. A chain is furnished. All lettering, as well as the name of the school chapter and the emblem, is raised and polished above the bronze background.

The price is \$30.00, which includes transportation and packing.

Order only from:

H. V. Church,
3129 Wenonah Avenue, Berwyn, Illinois.

PUBLICATIONS OF THE DEPARTMENT OF
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NATIONAL EDUCATIONAL ASSOCIATION

The publications below are sent postpaid. In lots of ten or more of the same issue a reduction of ten per cent is granted, and the shipment is by express collect.

PUBLICATIONS

First Yearbook, 1917, Kansas City

Papers on Student Government, Cardinal Principles, Supervised Student Activities, Supervised Study, Measurement Tests, Credit for Quality, and Relations between High Schools and Colleges. (87 pp.)\$2.00

Second Yearbook, 1918, Atlantic City.

Papers on The All-Year Schools, Administration, Physical Education, Military Training, Social Life, Junior High-School Curriculum, and the Place of the Junior College (66 pp.)\$2.00

Third Yearbook, 1919, Chicago.

Papers on Student Government, Cardinal Principles, Democracy and High School, Social Science, Curriculums, Homogeneous Groupings, and the Social Recitation (87 pp.)\$2.00

Fourth Yearbook, 1920, Cleveland.

Papers on Training for Leadership, Technique in Teaching, Program of Small High School, Continuation Schools, Social Studies, High-School Principals, Homogeneous Grouping, and Co-operative Courses. (114 pp.)\$2.00

Fifth Yearbook, 1921, Atlantic City.

Papers on Pupils with Less Than Average Ability, Moral Education, Character Education, the Principals' Duties and Intelligence Tests, (69 pp.)\$2.00

*Figures show number of papers.

*Sixth Yearbook—(out of print)—**Seventh Yearbook, 1923, Cleveland.*

Papers on Guidance, Rating of Pupils, Moral Training, Sex-Social Training, Finances (2)*, Curricula (4), Social Life, Platoon Plan, Student Activities, Cardinal Objectives, Physical Education, Deans of Girls (4), Compulsory Education, and Supervision. (150 pp.).....\$2.00

Eighth Yearbook, 1924, Chicago.

Papers on Retention, Student Activities, Adjustment of Curriculum to Pupils, Faculty Meetings, the Small High School, Teacher Development, Finances (3), Social Science (4), and Deans of Girls (5). *Junior High School*: Curriculum (4) and Guidance, *Junior College*: in California, Co-ordination of High School, and Place of. (221 pp.).....\$2.00

Ninth Yearbook, 1925, Cincinnati.

Papers Guidance (4), International Relations (3), Rural High Schools, Administration, College Relations, Curriculum (2), Physical Education, High-School Principals, Scholarship, Junior High School (3), Ability Grouping, and Teacher Training. (207 pp.).....\$2.00

Bulletin No. 10, January, 1926.

Abstract of Books and of Magazine articles on Administration and Supervision. (32 pp.).....\$.25

Bulletin No. 11, Tenth Yearbook, 1926, Washington.

Papers on Social studies (2), International Relations (2), Record Forms, Fraternities, Scholarship, Administration (5), Curriculum (3), Personnel Charts, Guidance, Marks (2), Principals, Student Activities (2), National Honor Society (5) and Culture. (259 pp.).....\$2.00

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Bulletin No. 13, October, 1926.

Abstracts of Books and of Magazine articles on Administration and Supervision. (20 pp.).....\$.25

Bulletin No. 14, January, 1927.

Abstracts of Books and of Magazine articles on Administration and Supervision. (28 pp.).....\$.25

Bulletin No. 15, Proceedings of the St. Louis (1927) Meeting.

Papers on Modern Youth, Curriculum (4), School Achievement, Physical Training, Size of Class, Junior High School Curriculum (2), Six-Year High School, Chaos in Secondary Education, High-School Publications, Place of the Junior College, Improving Teachers in Service, Pupils of limited Ability, and Tests. (251 pp.).....\$2.00

Bulletin No. 16, April, 1927.

Directory of Members. (106 pp.).....\$.25

Bulletin No. 17, May, 1927.

Abstracts of Books and of Magazine articles on Administration and Supervision. (29 pp.).....\$.25

Bulletin No. 18, October, 1927.

Abstracts of Books and of Magazine articles on Administration and Supervision. (26 pp.).....\$.25

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Report of the Committee on Guidance in Secondary Schools. (94 pp.).....\$.60

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Abstracts of Books and of Magazine Articles on Administration and Supervision. (31 pp.).....\$.25

Bulletin No. 22, May, 1928.

Abstracts of Books and of Magazine Articles on Administration and Supervision. (24 pp.).....\$.25

Bulletin No. 23, October, 1928.

Abstracts of Books and of Magazine Articles on Administration and Supervision. (16 pp.).....\$.25

Bulletin No. 24, January, 1929.

Abstracts of Unpublished Masters Theses in the Field of Secondary-School Administration, University of Chicago. Also a Directory of Members. (202 pp.).....\$1.00

Bulletin No. 25, Proceedings of the Cleveland (1929) Meeting.

Papers on Supervision (7), Curriculum, Articulation, Training Pupils to Study (2), Selection, Guidance, Use of the plant, Commercial Education, and Surplusage of Teachers. *Junior High School*: Schools of Ohio, Schedule Planning, Character Training, Teacher Training, Individual Differences, Electives, Short Unit Courses, Vocational Training, and Obligations of Junior to Senior High School. *Junior College*: Function of, Criteria for, Relation to University, Present Status, Service to Community, Orientation Program, Duplication of Courses, and Future of Junior Colleges (pp. 389).....\$2.00

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Rituals of Induction for the National Honor Society (pp. 32)\$.25

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Papers on Curriculum, Guidance, Technical Courses, Graduation, Finances (4), Standards and Future of High Schools. *Junior High School*: Finances, Reading and Articulation, (4). *Junior College*: A State Institution (2), Standards, Articulation, Terminal Courses, Four-Year Junior College, in California, Curriculum, and Teacher load. Reports of Department Committee on Investigation of Secondary Education. (pp. 301).....\$2.00

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Bulletin No. 38, October, 1931.

Secondary-School Administration Abstracts, and Directory, (pp. 112).....\$.50

Bulletin No. 39, January, 1932.

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Bulletin No. 40, Proceedings of the Washington (1932) Meeting.

(pp. 330)\$2.00

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ment (2) ; Articulation of High School and College (1) ; Mental Hygiene (1) ; Technical Education in High Schools (2).

Junior College: 6-4-4 Organization (1) ; 6-3-2 Organization (1).

Bulletin No. 41, April, 1932.

Secondary-School Administration Abstracts.....\$1.50

Bulletin No. 42, May, 1932.

Handbook of National Honor Society and National Junior Honor Society.....\$1.00

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The Department of Secondary-School Principals has been distributing uniform certificates of recommendation for over ten years. At first they were sent out free to the members of the Department, but the demand for the certificates became so great that the printing and mailing charges became a burden to the treasury. Therefore was a change made.

The blanks are used in transferring pupils from one secondary school to another and particularly from high school to college. The certificates are sent postpaid at the following prices:

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THE STANDARD HIGH-SCHOOL PERSONAL RECORD CARDS

The standard record forms (5x8) which were approved by the Department of Secondary-School Principals at the meeting at Boston are now printed on cardboard suitable for vertical filing systems. This card is especially designed for small and medium size high schools.

Space is provided on these blanks for scholarship records for five years. An extra year is included for pupils of four-year high schools who may desire to do graduate work. It is recommended that six year junior-senior schools use separate cards for the records of the junior and of the senior schools.

When the guidance information called for in the lower right hand corner seems to be of a changeable nature, as would often be true of such items as "Vocational Preference," it is suggested that it be written in pencil so that it can be erased and changed when necessary.

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7	1.48	2.90	5.40	9.75
8	1.50	2.95	5.50	10.00

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Age	Premium	Age	Premium	Age	Premium
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50-----	14.80	57-----	24.25	64-----	41.50
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Send for application blanks to H. V. Church, Executive Secretary, 3129 Wenonah Avenue, Berwyn, Illinois.

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The Department of Secondary-School Principals is now prepared to offer to its members reduced rates for automobile insurance. If you are interested in protection for your car at a lower premium than you are now paying, fill out the blank on page 53, and send it to H. V. Church, 3129 Wenonah Ave-

nue, Berwyn, Illinois. Be sure to state clearly what coverage you now have, and particularly what you are now paying for this insurance.

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(Policy expires on this date)

Annual premium you now pay. \$.....

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(Husband's occupation if married woman)

Description of car: Make.....

Type of body..... Year built

Factory number..... Engine number.....

List price..... Actual cost.....

New or second hand. Is car fully paid for?.....

(Cross out one)

Mortgage clause to.....

The car is for business or pleasure?

(Cross out one)

Car kept in public or private garage?

(Cross out one)

Address

(Where car is kept)

Coverage you carry

(Place cross in proper square)

☐ Fire ☐ Property: ☐ 500 ☐ 1,000 ☐ 1,500

(Amount)

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Genevieve Darlington

Mursell, James L. and Glenn, Mabelle. *The Psychology of School Music Teaching*. New York: Silver, Burdett & Co., 1931. Pp. 378. \$2.40.

Prepared in the belief that a competent knowledge of the established results of psychological investigation in the field of music can be of the utmost value to the working teacher, and can further the cause of music education in America. Bibliographies are given at the end of the chapters.

Cowley, Elizabeth Buchanan. *Plane Geometry*. New York: Silver, Burdett & Co., 1932. Pp. 368. \$1.40.

The development and presentation of the subject matter affords the student opportunity to acquire (1) a thorough understanding of each geometric term; (2) skill in distinguishing between what is given and what is required in a theorem or a construction; (3) the habit of assembling information bearing upon the geometric problem in hand; (4) skill in perceiving the relations of the various parts of a problem.

Glenn, Earl R. and Gruenberg, Benjamin C. *Instructional Tests in General Science. Thirty-five Tests Covering the Various Units of the Subject for Junior and Senior High Schools*. Yonkers-on-Hudson: World Book Co., 1932. Pp. 92. \$.36.

..... Teachers' Manual. Pp. 11. \$.16.

..... Key and Directions for Scoring. \$.16.

These tests cover the essentials of any ninth year course in secondary schools. They may be used with any of the popular textbooks. They are broad in scope, dealing with phenomena, principles, and applications of the various sciences.

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Designed to accompany the authors' *A Manual of English* to which page references are given as well as to five other well-

known texts. The perforated pages may be torn out and given to the teacher for grading.

Woods, George B. and Stratton, Clarence. *Tests for "Drills in English."* Garden City, N. Y.: Doubleday, Doran & Co., 1931. Pp. 22.

Perforated pages containing diagnostic and achievement tests to be given by the teacher as indicated in the authors' *Drills in English*.

Lomax, Paul S. *Commercial Teaching Problems, a Classroom Teaching Manual for Commercial Teachers in Secondary Schools, Normal Schools, Teachers' Colleges, and University Schools of Business and Education.* New York: Prentice-Hall, Inc., 1929. Pp. 200.

Lomax, Paul S. and Agnew, Peter L. *Problems of Teaching Bookkeeping, a Classroom Manual of Practical Helps for Teachers of This Subject in Public and Private Secondary Schools, and in Teacher-training Institutions.* New York: Prentice-Hall, Inc., 1930. Pp. 263.

Lomax, Paul S. and Walsh, John V. *Problems of Teaching Shorthand, a Classroom Manual of Practical Helps for Teachers of This Subject in Public and Private Secondary Schools, and in Teacher-training Institutions.* New York: Prentice-Hall, Inc., 1930. Pp. 236.

Lomax, Paul S. and Haynes, Benjamin R. *Problems of Teaching Elementary Business Training, a Classroom Manual of Practical Helps for Teachers of This Subject in Public and Private Secondary Schools.* New York: Prentice-Hall, Inc., 1930. Pp. 199.

These four books by Mr. Lomax and others stress their educational value with reference to the educational values of the other subjects of the curriculum.

Thompson, Clyde O. *Drills in Business Arithmetic Fundamentals.* New York: Prentice-Hall, Inc., 1930. Pp. 64.

A pad in two parts of thirty drills each which can be used in any of the different types of schools teaching arithmetic.

The drills can be featured as part of the instruction and drill in arithmetic classes, or they can be used independently.

Thompson, Clyde O. and Kroner, Frances Warner. *Thompson-Kroner Business Arithmetic Test. Series A. 1-6.* New York: Prentice-Hall, Inc., 1931.

Contents: 1. Arithmetic Adjustment. 2. Achievement Test in Measurements. 3. Achievement Test in Percentage, Trade Discount, Profit and Loss, Commission and Brokerage. 4. Achievement Test in Interest. 5. Achievement Test in Taxes, United States Duties, Insurance, Stocks and Bonds, Exchange, Settlement of Accounts, and Partnership Settlements. 6. Comprehensive Achievement Test.

Thompson, Clyde O. and Kroner, Frances Warner. *Teacher's Manual, Thompson-Kroner Business Arithmetic Tests.* New York: Prentice-Hall, Inc., 1931. Pp. 16.

The aim has been to make the tests thorough, complete and comprehensible.

Hansen, Rowna. *Report Cards for Kindergarten and Elementary Grades.* Washington: Government Printing Office, 1931. Pp. 24. \$.10. U. S. Office of Education. Leaflet No. 14.

This study of 628 report cards in use in 515 city school systems presents some facts which might be serviceable to those who are constructing new cards.

Reynolds, Annie. *Certain State Programs for the Improvement of Rural School Instruction.* Washington: Government Printing Office, 1931. Pp. 32. \$.10. U. S. Office of Education. Bulletin 1931, No. 18.

The programs of Minnesota, Missouri, North Dakota, and Idaho, which have met with a high degree of success, are presented.

Lake, Charles H., Welton, Louis E. and Adell, James C. *A Test to Accompany a General Science Workbook. Form A. Unit 1-16.* Newark: Silver, Burdett & Co., 1931. \$1.80 per pkg. of 16 units.

Contents: 1. Atmosphere. 2. Sound. 3. Water and its Uses. 4. Weather. 5. Earth, Sun and Stars. 6. Soil. 7. Elements, Compounds, and Mixtures. 8. Forces and Their Applications. 9. Machines and Their Uses. 10. Heat in Everyday Life. 11. Light and Color. 12. Electricity and Its Uses. 13. How Green Plants Store Up Energy. 14. Animal Life. 15. Food and Digestion. 16. Our Invisible Friends and Enemies. The tests are True Statements, Completion, or Matching types.

Bishop, Florence and Irwin, Manley E. *Instructional Tests in Plane Geometry, Comprising Thirty-six Tests Covering the Various Phases of the Subject.* Illus. by W. H. Schanck. Yonkers-on-Hudson; World Book Co., 1932. Pp. 62. \$.36 each. Teacher's Key, \$.16.

These tests were used experimentally in classes in Flint, Mich., and elsewhere, 1926-1930. The series cover the work of one year in plane geometry, and may be used with any of the most widely used textbooks.

Stewart, Oscar M., Cushing, Burton L., and Towne, Judson R. *Physics for Secondary Schools.* Boston: Ginn and Company, 1932. Pp. 736.

The content and the organization have been planned so that subjects which are usually considered too technical for high school pupils may be omitted. The questions at the end of each chapter present excellent problematic situations to test the pupils' understanding of the principles.

ADDRESSES
of
PUBLISHERS WHO HAVE CONTRIBUTED TO
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SUMMER PROGRAM



ATLANTIC CITY, NEW JERSEY

Department of Secondary-School Principals

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First Vice-President, Robert B. Clem, Principal, Shawnee High School, Louisville, Kentucky.

Second Vice-President, E. E. Church, Supervising Principal, Junior-Senior High School, Parkersburg, West Virginia.

Secretary-Treasurer, H. V. Church, Superintendent, Morton Secondary Schools, Cicero, Illinois.

FIRST SESSION

Tuesday, June 28, 1:45 P. M.

Presiding, E. E. Church.

"Secondary Education During the Next Decade from the Point of View of the Principal", Frank E. Eversull, Principal of Senior High School, East St. Louis, Illinois.

"Secondary Education During the Next Decade from the Point of View of the Professor of Education", Forrest E. Long, Professor of Education, New York University.

Discussion.

SECOND SESSION

Wednesday, June 29, 1:45 P. M.

Presiding, E. E. Church.

"Extra-Curriculum Activities During the Next Decade", Theodore S. Rowland, Principal, Northeast High School, Philadelphia.

"The High-School Teacher Surplus During the Next Decade", William H. Bristow, Deputy Superintendent, Department of Public Instruction, Harrisburg, Pennsylvania.

Discussion.

