

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

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

MAY, 1934

BULLETIN NUMBER 52

The Tercentenary Celebration

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**DEPARTMENT OF
SECONDARY-SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION
1934-1935**

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5835 Kimbark Avenue, Chicago

Bulletin of the Department of Secondary-School Principals of the National Education Association

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Published under the direction of the
Department of Secondary-School Principals of the National
Education Association with the coöperation
of the Judd Club

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

Members of the Judd Club contributing to this issue:

Editor-in-chief, W. C. Reavis

Under-editors

F. L. Bacon

R. C. Puckett

H. V. Church

G. W. Willett

W. W. Haggard

BULLETIN NUMBER 52

*Gift
Principals
Dec 3 1934*

SPECIAL NOTICE

For the annual meeting (see program on pages 5, 6 and 7) of the Department of Secondary-School Principals, in February, 1935, the headquarters hotel will be Chalfonte-Haddon Hall. All sessions of the Department of Secondary-School Principals will be held in Chalfonte-Haddon Hall, Atlantic City, N. J., February 23-28, 1935.

MAKE YOUR HOTEL RESERVATIONS AS SOON AS POSSIBLE

Whenever possible, arrangements should be made for occupancy of double rooms; only a limited number of single rooms are available.

MR. ARTHUR S. CHENOWETH, Chairman, Housing Bureau,
Department of Superintendence, N. E. A.
16 Central Pier, Atlantic City, N. J.

Dear Sir: Please make the following sleeping room reservations at CHALFONTE-HADDON HALL, the headquarters of the Department of Secondary-School Principals:

Room with bath for _____ people. Room rate desired \$ _____ to \$ _____ (per day). Room without bath for _____ people. Room rate desired \$ _____ to \$ _____ (per day)
Arriving February _____, hour _____ A. M. _____ P. M. Leaving _____ Room will be occupied by _____
N A M E _____ Street Address _____ City _____ State _____

Name _____ Educational position _____
Mailing address _____ City _____ State _____
NOTE: All meetings of the Department of Secondary-School Principals will be held at CHALFONTE-HADDON HALL. Members desiring sleeping room accommodations elsewhere are requested to indicate plainly in the following space their choices of hotel.
First Choice _____ Second Choice _____
Execute in detail and mail to—ARTHUR S. CHENOWETH, Chairman Housing Bureau, 16 Central Pier, Atlantic City, N. J.

SECOND SPECIAL NOTICE

The annual directory of the Department members will issue soon. If the data opposite your name in the Directory of Bulletin 49 is incomplete or incorrect, please send correct material at once to the Department address, 5835 Kimbark Avenue, Chicago. If you do not have access to Bulletin 49, please fill blank below and send it *at once*.

Benefits of Membership in the

DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS

1. Five Bulletins (each year)
2. Reduced rates for:
 - (a) Uniform Certificates (transfer blanks)
 - (b) Personal Record Cards (for scholastic and personal trait records)
3. Opportunity to members to have in their schools:
 - (a) Chapters of Senior Honor Society (for third and fourth year pupils)
 - (b) Chapters of Junior Honor Society (for grades, eight, nine, and ten)
4. Group Life Insurance (at very inexpensive rates)
5. Automobile Insurance (reduction through our dividends over manual rates)
6. Fire Insurance (reduction over regular rates because of our dividends)
7. Health Insurance.
8. Personal Accident Insurance.
9. Back numbers of the Bulletins of the Department at 50 per cent off.
10. Magazines at reduced rates.

DUES, TWO DOLLARS A YEAR.

Direct all inquiries in regard to the above to H. V. CHURCH,
5835 Kimbark Avenue, Chicago.

TEAR OFF AT DOTTED LINE AND MAIL TO

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Name -----
(Family) (Given Name)

Degrees -----
(Bachelor's, and year) (Master's, and year) (Doctor's, and year)

Position -----
(Year in which you came) (Title of position) (Name of institution)

Address -----
(Give street and number) (City) (State)

**PROGRAM, DEPARTMENT OF SECONDARY-
SCHOOL PRINCIPALS**

ATLANTIC CITY, NEW JERSEY

February 25, 26, and 27, 1935

General Chairman, Presiding: Charles F. Allen, President of
the Department of Secondary-School Principals, and
Supervisor of Secondary Education,
Little Rock, Arkansas.

**GENERAL THEME: THE TERCENTENARY CELEBRA-
TION OF SECONDARY EDUCATION IN AMERICA.**

Tuesday, February 26, 9:30 A. M.

THEME: SECONDARY EDUCATION IN RETROSPECT.

Presiding: C. O. Davis, Professor of Secondary Education,
University of Michigan, Ann Arbor, Michigan.

1. *The First American Secondary School.*

Joseph L. Powers, Head Master, Boston Public Latin
School, Boston, Massachusetts.

2. *The Philosophies that Have Guided Secondary Education
in the Past.*

George M. Wylie, Assistant Commissioner, University
of the State of New York, Albany, New York.

3. *Great Leaders in Secondary Education in the Past.*

William J. Cooper, Professor of Education, George
Washington University, Washington, D. C.

4. *Three Hundred Years of Education for Girls.*

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

Tuesday, February 26, 2:00 P. M.

(Joint Meeting with the Department of Supervisors and Di-
rectors of Instruction)

**THEME: THE SECONDARY SCHOOLS AT WORK TO-
DAY.**

Presiding: Willard N. Van Slyck, Principal of High School,
Topeka, Kansas, and Second Vice President, Department
of Secondary-School Principals.

1. *The Unique Characteristics of Secondary Education To-
day.*

William McAndrew, Editorial Department, *School and
Society*, East Setauket, New York.

2. *What the Private Secondary Schools Are Contributing to American Life To-day.*

Burton P. Fowler, Head Master, Tower Hill School,
Wilmington, Delaware.

3. *Responsibilities of Public Secondary Education in an Age of Leisure.*

R. D. Lindquist, Director of the University School, Ohio
State University, Columbus, Ohio.

4. *Forces that Are Handicapping Secondary Education To-day.*

James B. Edmonson, Dean of School of Education, Uni-
versity of Michigan, Ann Arbor, Michigan.

Tuesday Evening, February 26, 7:45 P. M.

(Joint Meeting with the Department of Superintendence)

**THEME: SECONDARY EDUCATION AN ESSENTIAL
FACTOR IN A NATIONAL DEVELOPMENT PRO-
GRAM.**

Presiding: Dr. E. E. Oberholtzer, Superintendent of Schools,
Houston, Texas, and President, Department of
Superintendence

1. *The Historical Development of Secondary Education in America.*

Charles H. Judd, Chairman of the Department of Edu-
cation, University of Chicago, Chicago, Illinois.

2. *The Philosophy Which Must Guide Secondary Education To-day.*

Thomas H. Briggs, Professor of Secondary Education,
Teachers College, Columbia University, New York
City.

3. *The Financial Policies Which Must Be Worked Out for Secondary Education.*

Sidney B. Hall, State Superintendent of Public Instruc-
tion, Richmond, Virginia.

4. *The Public and the Program of Secondary Education.*

George F. Zook, Director, American Council of Educa-
tion, Washington, D. C.

Wednesday, February 27, 9:15 A. M.

(Joint Meeting with the Department of Secondary Education)

THEME: SPECIAL ASPECTS OF SECONDARY EDUCATION.

Presiding: Harrison C. Lyseth, State Supervisor of Secondary Education, Augusta, Maine, and First Vice President, Department of Secondary-School Principals.

1. *Secondary-School Curriculum Changes During the Past Three Hundred Years.*

George S. Counts, Associate Director, International Institute, Columbia University, New York City.

2. *Changes in Methods of Teaching in Secondary Schools During the Past Three Hundred Years.*

Harl R. Douglass, Professor of Secondary Education, University of Minnesota, Minneapolis, Minnesota.

3. *Three Hundred Years of Changes in Teacher Training for Secondary Schools.*

William Wetzel, Principal Emeritus Central High School, Trenton, New Jersey.

Wednesday, February 27, 12:15 P. M.

Luncheon

Presiding: H. P. Miller, Principal of the High School, Atlantic City, New Jersey.

1. *The School and Democratic Society.*

Elbert K. Fretwell, Professor of Education, Teachers College, Columbia University, New York City.

2. *Report on Orientation of Secondary Education.*

Thomas H. Briggs, Teachers College, Columbia University, New York City.

3. *Election of Officers.*

THE TRICENTENARY OF SECONDARY EDUCATION

The year 1935 is the tricentenary of the beginning of secondary education in America. The reports of the several committees appointed to prepare material for the tricentenary celebration are not in their final form. However some material is available, and is presented in the following pages.

TRICENTENARY COMMITTEE DEFINES CELEBRATION PURPOSE

Mobilization is under way throughout the United States for the big parade of secondary schools in recognition of their 300th anniversary in 1934-35. All schools and civic organizations are collaborating on ceremonies, orations, pageants, exhibitions, parades, and other enterprises. Meanwhile the committee for the national celebration, representing the Department of Secondary-School Principals of the National Education Association, is busily planning radio programs, a memorial postage stamp, ceremonies for national conventions, government proclamations, organization of a national high-school band and orchestra, a national high-school fair, and a memorial motion picture.

One of the first acts of the Celebration Committee was to formulate a set of objectives for the celebration. These are: to present to the public the aims and works of secondary education; to emphasize the necessity of public secondary education to a free democracy; to acquaint the public with advanced developments in secondary instruction; to improve the chances for every boy and girl to benefit from the full potentialities of the secondary schools.

Through the celebration, the secondary schools have arrived at a golden opportunity to tell taxpayers of their valuable work in building careers, in developing social consciousness, in building up health, in shaping wild adolescent talents and enthusiasms toward individual self-realization, in improving personal habits, and in intensifying the potentialities of a happy life for 6,000,000 high-school students.

In these days when talk of dictatorships is rife and the suppression of civil liberties is commonplace, even in this land

where civil liberties are a proud tradition, the responsibility of the schools as the guardian of democracy is greater than ever. Democracy as a system which determines the best interests of the masses by free expression of popular opinion, requires a high average of critical intelligence among the voters. It may be that, in the sense described, democracy exists nowhere in the world to-day; but in the light of the political traditions of the United States of America, it is a paramount obligation of the secondary schools to build such a democracy. The efforts of certain groups, subconscious or deliberate, to raze the level of critical intelligence, must be confounded.

The third point listed among the objectives finds the schools more or less on the defensive. The budget brigades have harried progressive educators so persistently that the very slogan, Fads and Frills, is almost enough to discount in the public eye the bravest educational advance. During the celebration, secondary education must take stock of its curriculum activities, of its administrative innovations, and of its financial investments. How well does the program of studies serve the curriculum and vocational needs of the community? How far does education earn its keep? Does the administration conform to the best American and the best educational ideals? The answers to these questions provide the perfect counter attack to the taxpayers' associations. The success of that counter attack will decide whether or not education is to attain the place of social leadership, whether or not the secondary schools are to assume the logical rôle of equipping boys and girls for their work in the life of the community. The implications of this point, of course, are that impoverished communities must be allowed to benefit from taxes levied on wealthy communities; that every boy and girl may be assured enough freedom from economic stress to allow a complete education. With these points for its platform, the American high school dedicates itself to a new high in civilization.

COMMUNITY CELEBRATION PROGRAMS FOR HIGH-SCHOOL CENTENARY

Celebration of the 300th anniversary of secondary education in the United States is to find its most enthusiastic expression in the high-school classrooms during the school year 1934-35. The Celebration Committee of the Department of Secondary Schools has prepared a number of plans for local celebrations which are already being supplemented by many original ideas among the teaching rank and file. Among those which have been suggested are:

Art Classes—Prepare posters and medallions celebrating the anniversary and hang them in prominent places in the school and in the community. Be sure to send your best 300th Anniversary posters to the annual National High-School Art Exhibition at Carnegie Institute, Pittsburgh, Pa., in March.

Composition Classes—Compose a letter of congratulations to Mr. J. L. Powers, Head Master of the Boston Latin School, the school whose birthday is being celebrated. In addition to the formal congratulations, the letter should contain reasons for the importance of the occasion. The letter should contain not more than 200 words and should be written in ink. Mail these letters before March 15, 1935, to the Celebration Committee, Room 1306, 155 E. 44th St., New York, N. Y., for delivery to the Boston Latin school in bulk. Arrangements have been completed by the Celebration Committee with the Spencerian Pen Company to award prizes for the best of these letters received by the Committee. There will be three prizes of \$25.00, \$15.00, and \$10.00 and ten honorable mentions each to receive Spencerian Fountain Pens. There will be an additional first prize of an encyclopedia to be awarded to the school in which the student winning first prize is enrolled.

English Classes—Coöperate with history classes in preparing a history of your school (see below). Compare diction and spelling of early educators with modern usage; trace the growth of the study of English Literature. Participate in the awards for short stories, poetry, essays and one-act plays as the awards this year are to be a part of the Celebration and will demonstrate the best creative work being done in the American high schools.

History Classes—Prepare a history of your local high school with the coöperation of English classes and the assist-

ance of the editors of your own high-school paper. Plans are under way to award prizes to schools preparing the best local high-school history. Details will be sent to high-school principals and anniversaries throughout the year 1934-35 by means of ceremonies, speeches, and perhaps simple monuments such as the planting of trees. Study the U. S. Office of Education survey of secondary education and have students report on critical periods in the history of American high schools.

Drama Classes—Write and act a pageant or a play bearing on the three century long struggle of the forces of education and enlightenment against the forces of ignorance. Assist other classes in dramatizing ceremonies and other observations of the anniversary. Prepare and act a radio drama on the same order.

Woodwork Classes—Make a model of the first school or the first high school in your community, or prepare models depicting the development of the high-school building from a single one-room hut to its present elaborate forms.

Domestic Science Classes—Prepare luncheons for parents, faculty members, service clubs, and other adult members of the community, to be accompanied by brief talks relative to the celebration.

Camera Clubs and Moving Picture Appreciation Classes—Prepare a moving picture that will be a historical record of your present high school. If you think it is feasible, prepare a moving picture drama on an educational theme.

Science Classes—Compose a list of superstitions and other fallacious beliefs which have been shattered by modern science and education. Prepare a description of the scientific philosophy as it affects modern culture. Re-enact one of the old science classes, then called natural philosophy, as they were conducted in the early part of the nineteenth century.

Commerce—Prepare an exhibition of old time business methods as they were taught in the writing schools with modern business methods as practiced in the commerce department.

Journalism Classes—Reproduce the first issue of the paper which was prepared in your school. Put out a celebration

issue devoted to the history of secondary education in your community, using material supplied by the history classes in addition to original research by the paper's staff. Run interviews with earliest graduates. Run reports of all celebration activities in the community and in the school. Run features throughout the year on the significance of the 300th anniversary.

Penmanship Classes—Prepare posters contrasting old fashioned writing styles with modern writing styles.

Music Classes—Rehearse songs which were popular in the early schools, and cooperate with dramatic clubs in presentation of pageants or plays.

Social Studies Classes—Organize public debates and forums on Financing the Schools, The Ideal High School, Public vs. Private Education, Co-Education, Vocational vs. Cultural Education, Religious Education, Education During Adolescence, Education in Democracy, Education as a Political Football.

Mathematics Classes—Describe the philosophy in mathematics as it affects the general culture of the secondary-school student.

Industrial Arts—Present exhibitions of objects created in industrial and vocational training classes for parents and other public visitors.

General—The school as a whole may observe the celebration with assemblies, parades, exhibitions, and demonstrations of all kinds.

In observing the anniversary, teachers should bear in mind the objects of the celebration: present to the public the aims and works of secondary education; emphasize the necessity of public secondary education to a free democracy; acquaint the public with advanced developments in secondary instruction; improve the chances for every boy and girl to benefit from the full potentialities of the secondary schools.

REPORT OF THE ACTIVITIES OF THE PUBLICITY COMMITTEE FOR THE TERCENTENARY CELEBRATION

AIM: The general objective of the publicity activities for the tercentenary celebration is to promote the cause of universal, democratic, public education and all that that implies.

PROGRAM: It is believed that this objective will be served by every device which calls favorable attention to the activities of the public high school. We are hopeful of exploiting every technique which will influence public opinion toward a more nearly complete understanding of the aims and works of secondary education.

The publicity is being divided into two phases: national and local.

It is believed that the celebration will partake of a more serious and orderly character if each school embarks upon a program of diversified activities for the duration of the year, rather than to concentrate all energy and enthusiasm in the excitement of a single day or week. It is urged that schools orient all their activities which interpret education to the public about the tercentenary.

The national activities are intended to supplement and encourage the ceremonies and observances of local units. National activities and suggestions for local activities are incorporated in the Celebration Handbook.*

ACTIVITIES NOT MENTIONED IN THE CELEBRATION HANDBOOK: The national committee has also enlisted the support of the educational systems of forty-three states, where state chairmen have consented to ask the Governors to make the celebration year official by proclamation and to appoint district chairmen to coördinate the activities of communities where there are possibilities of coöperation between several schools. At the same time every high-school principal has been asked by letter to serve ex officio as chairman of the local celebration.

The N. E. A. exhibitors have promised their coöperation in recognizing the tercentenary through their displays at the February convention in response to a general letter.

*This will be issued later.

An attempt to compose a committee which would put the forces of commerce and industry back of the celebration nationally has not proved fruitful. With a few exceptions, business leaders do not seem greatly sympathetic toward public education. But this is not surprising when one considers that even a few professional educators are indifferent to the question. Nevertheless, a form letter is to be sent to all business people asking them to recognize the tercentenary in their advertising and radio programs through the simple device of expressing congratulations to the American high school.

Three hundred schools were asked to submit photographic material for the Celebration Issue of Scholastic, which is to present the modern high school in its most advanced phases. These photographs are also to be used in general publicity through the press and magazines.

A personal letter was sent to the editors of all magazines of general circulation, soliciting them to publish features on the high-school anniversary. Several of these have responded favorably, including Collier's and the Ladies' Home Journal. Several general releases have been mailed to the newspapers for national circulation. And some stories were supplied to the state chairmen for announcing their appointments, the appointments of the district chairmen, the plans for their committees, and the proclamations of the Governors. The stories issued by the state offices have been widely publicized.

Proclamations have been issued by ten Governors, with several more promising statements in the near future. Before the first of the year, it is believed that every state will have cooperated to this extent.

A set of releases has been mailed to every educational publication. Some of these were picked up by the general press and used editorially, as well as in the news columns.

The Publicity Committee has been cooperating extensively with other members of the national committee headed by Professor C. O. Davis.

SECONDARY-SCHOOL COMMENCEMENT PROGRAMS—1935

The following two commencement programs suggested commemorate the three hundredth anniversary of the beginning of secondary education in America and have as their theme the development of the American secondary school.

These two programs are both of the single theme type. One follows the traditional procedure in general character but with a great deal of student participation. The other is in the nature of a pageant representing a departure from the older type.

First Program

In this program the speaking is done by students rather than by outsiders. The students who are to participate should be selected on the basis of ability to perform this task. There should be an attempt to let this program grow out of class work in history, public speaking, and music.

Processional.....	School Orchestra
Invocation.....	Local Minister
Music	Vocal
The Secondary School of 1635.....	Senior Student
The Development of the Secondary School (with some emphasis upon the junior high school and the junior college).....	Senior Student
Music	Vocal
The Development of Secondary Education in Our Community.....	Senior Student
Our School To-day.....	Senior Student
Music	
Presentation of Class to Board.....	Principal
Presentation of Diplomas.....	President of Board
Honors, Awards.....	Principal
Class Creed.....	Repeated in unison by Class
Benediction.....	Local Minister

Second Program

The second program may be presented in a series of dramatic episodes, or tableaux, each representing a different period in the development of the American secondary school. Pu-

pils may wear the costumes of the period portrayed and perform the activities common to that time. A reader, or preferably, two readers alternating, may give a brief description of the aims of the school at each period and explain the activities when necessary.

The various departments and organizations of the school should be used in planning and producing such a program. For example, the art department should supervise the costuming, stage settings, and color schemes; the industrial arts department, the construction of stage equipment; the music department, the responsibility for the musical aspects; the history department should ascertain the authenticity of the historical references; and the dramatic department should furnish training for the presentation.

The purposes of such a program might well be stated as follows:

- (1) To review the development of secondary education in the United States.
- (2) To present to the public the underlying fundamental reasons for the growth and maintenance of such education.
- (3) To aid the public in evaluating the changes in education and the attempts which education is making to adjust itself to changing conditions.
- (4) To interpret the present secondary school to the public; that is to portray its aims, ideas, and methods.
- (5) To utilize the graduates in the interpretation of the school.
- (6) To let this program grow out of the regular school work, serving as an integrating agency, enriching and motivating curriculum work.

Program

Music—By the Orchestra

Pageant form with two readers to connect the episodes with pertinent bits of historical background so as to give a continuous story.

Prologue

To give greeting, setting, purpose of program.

Episode 1

The First Latin Grammar School, 1635

Characters: Schoolmaster, boy students.

Scene: The schoolroom of that period.

Props: Benches, high desk, birch rod, notebooks, quill pens.

Dialogue developed from material of subjects taught, with emphasis on preparation for the ministry and the religious aspect of training.

Episode 2

Establishment of Law of 1647 in Massachusetts

Characters: Group of men are discussing the decree and the law.

Scene: A meeting house.

Dialogue may be the reading of the law in final form and a brief comment by members of the group on the implications for the future.

Episode 3

The Academy in Philadelphia, 1751

Characters: Boys, teachers, parents.

Scene: Large classroom.

The debating society meets—possibly a discussion of Benjamin Franklin and his educational ideas.

Episode 4

An Academy about 1820

Same plan as in episode 3. Girls may be included at this time.

The achievements of the academy should be stressed.

Episode 5

The Opening of the English Classical School, Boston, 1821
or

The Opening of the Girls' High School, Worcester, 1824.
This school was originally called the "First Female School", then "Female High School", and probably later "Girls' High School".

Episode 6

The Battles for Support, Control, Extension

The scene may open after one of the important battles of support or control had been won. This discussion may develop

out of the changing political and economical conditions. It may be presented as a debate with two sides strongly opposed on an issue. Reference may be made to outstanding leaders as, for example, Horace Mann.

Episode 7

Kalamazoo Case, 1872

Scene: The Court in Kalamazoo, Michigan.

Characters: The judge, the lawyers, the defendant, jurors, etc. Much may be done with this by the public speaking groups or those studying history.

Episode 8

Friday Afternoon Exercises about 1890

The prize speeches of Patrick Henry and others may be given. Also, some poems that were commonly recited at this period in the history of the secondary school. A song or two may be given in a humorous vein.

Episode 9

Changing Concepts and Expansion Due to the Following Men

Charles W. Eliot, William R. Harper, Frances W. Parker, John Dewey, and others. (This may be done in the album style with a sentence summary given by the reader.)

Episode 10

The Upward and Downward Extension of Secondary Education

Dramatize the establishment of the junior high school in some familiar community, also the development of a junior college in some familiar community. Stress the meaning of the junior high school and the junior college in the American system of education to-day.

Episode 11

N. E. A. Convention in 1918

The adoption of the Cardinal Principles of Secondary Education report.

Episode 12

The Secondary School of 1935

This should be carefully directed for grouping. The youth should be at the apex of the triangle, high up on a platform.

Around him should be the representatives of the school, the home, the church, and other social agencies. Then surrounding this small group should be the larger group representing Leadership, Character, Citizenship, Health, Leisure, Wisdom, Work, and Life. Then the larger specified school group with representatives from all the extra-curriculum and curriculum organizations. Two pages on either side would read from the scroll the present status of the high-school population and pertinent statistics that would not be burdensome but interesting. If the stage is large, and it can be done, then bring in the separate groups and give the idea of contrast and growth in the picture. Naturally, the orchestra or band would be playing, and the finals may be any song the senior class chooses, or the repeating of the class pledge in unison.

This program is merely suggestive. Other episodes might be used; some of these omitted. The final episode might be a prophetic one representing the secondary school of some future date.

Committee: W. H. BRISTOW

E. D. GRIZZELL

S. A. HAMRIN

JOSEPH ROEMER

W. W. HAGGARD, *Chairman*

BOOKS TO READ FOR THE HIGH-SCHOOL TRICENTENARY

Professor E. D. Grizzell, Chairman of the Historical Committee for the celebration of the 300th anniversary of American high schools has prepared the following bibliography on the secondary schools. Schools sharing in the celebration will find a wealth of material in these books for their memorial activities.

1. Barnard, Henry: *American Journal of Education*. About 30 volumes. Consult analytical index 1855-1881 for material on schools, schoolmasters, curricula, etc. This is a mine of original materials that may be useful.
2. Belting, P. E.: *The Development of the Free Public High School in Illinois to 1860*. Springfield (Ill.): Illinois Historical Society Journal, 1920. This is valuable chiefly for the State of Illinois.
3. Brown, E. E.: *The Making of Our Middle Schools*. New York: Longmans, Green and Co., 1902. This is the best single volume on the history of American secondary education.
4. Davis, C. O.: *Public Secondary Education*. Chicago: Rand, McNally and Company, 1917. This has some excellent material but is limited in scope.
5. Grizzell, E. D.: *Origin and Development of the High School in New England before 1865*. New York: Macmillan Company, 1923. This has a chapter on the Latin grammar school and academy and has some good original material on curriculum, activities, publications, names of schools, etc.
6. Hartzler, Silas: *The Rise of the Public High School in Connecticut*. Baltimore: Warwick and York, Inc., 1930. A very good volume for a state history.
7. Johnson, Clifton: *Old-time Schools and Schoolbooks*. New York: Macmillan Company, 1904. This is an interesting volume and may have valuable suggestions. It emphasizes the elementary school.
8. Mulhern, James: *A History of Secondary Education in Pennsylvania*. Lancaster: The Science Press, 1933.

This volume has excellent material on the Philadelphia Academy and William Penn Charter School and many others. Also considerable original illustrations (photographed).

9. Small, W. H.: *Early New England Schools*. Boston: Ginn and Company, 1914. This is full of source material but unfortunately not well documented. May be very suggestive.
10. Stout, J. E.: *The Development of the High School Curricula in the North Central States from 1860 to 1918* (Supplementary Educational Monograph Vol. III, No. 3). Chicago: University of Chicago Press, 1921. This is an excellent treatment of curricula for the middle western section since the Civil War. This volume together with No. 5 will supply you with a continuous array of curriculum materials.

HOW TO ENLIST SERVICE CLUBS IN THE HIGH-SCHOOL TERCENTENARY

By L. L. FORSYTHE

Celebration Committee on Service Clubs,
Department of Secondary-School Principals,
National Education Association.

The High-School Tercentenary is a great occasion for bringing high schools to the attention of community leaders through their service clubs. The local high-school principal is unquestionably the key to this feature of the celebration. However much the national committee may do to secure the coöperation of the national or international headquarters of Rotary, Kiwanis, and similar organizations, local response will still depend on the organizing skill and devotion of each local high-school principal or other officer locally in charge of secondary education.

Here are a few suggestions. This list is necessarily brief and by no means exhaustive:

1. Embrace the 300th anniversary of American high schools as an exceptional opportunity to bring before your representative citizens something of the background, recent development, problems, and significance of secondary education.

2. If there are other representatives of secondary education in your town or city, get them together and move in concert on this effort.

3. Begin early. Many service clubs plan their programs months in advance. Secure a promise from the key officials and program committees of the several organizations to give over at least one meeting during the school year to this celebration.

4. Many principals will want to proceed by calling together representatives of all the service clubs of the city and informing them as a group of the general and special plans for the tercentenary. If this is done it will be well to "prime the pump" in advance by insuring the support of one or more key people.

5. Detailed plans for the coöperation of service clubs in various phases of the wider community or school celebration

should be worked out with other communities. This has reference to financial support, group attendance at school pageants or other programs, use of school facilities and student groups for club programs, and so on.

6. Do not relax in vigilance. Keep after each club committee until certain that a worthy program has been worked out. For the sake of secondary education in your community you cannot be careless about this matter.

7. Help others by sending to L. L. Forsythe, Senior High School, Ann Arbor, Michigan, any scheme, worked out for your local situation, which you think may be suggestive to others, to be passed on through the national publicity channels. Plans reported early will naturally be most useful.

(Note: In subsequent issues of the Bulletin additional Tercentenary Celebration material will be printed.)

PART II

National Honor Society

THE MAKING OF NATIONAL HONOR EMBLEMS

James Marshall,¹ in America's West, does not know Harriett Ann nor of the National Honor Society. But the gold he mines will some day be the basis of Harriet Ann's proudly worn Honor Society pin. This metal is obtained by placer mining in the alluvial deposits, or in mines in which the rock is blasted by dynamite. Then the broken rock is taken to the ore mills where it is crushed and mixed with mercury, which is driven off or evaporated by heat. The gold residue, sponge like in appearance, is melted down into bars $3\frac{1}{4}$ " long, $1\frac{1}{4}$ " wide, $\frac{3}{4}$ " thick, weighing about thirty-five ounces. These pieces of practically pure gold are shipped to the United States government, and in turn jewelry manufacturers buy the metal from the banks. Manufacturing jewelers also obtain, these days when so much old gold is sold to gold refining companies, the gold billets or bars from the refineries.

The pure gold is not hard enough to stand wear so an alloy of copper, silver, and zinc is added to make ten or fourteen carat gold. A carat is one twenty-fourth. Therefore, fourteen carat gold is fourteen parts gold and ten parts alloy. This alloyed gold is then rolled into plates the required thickness for the making of the emblems. The plates are cut into pieces approximately the size of an individual pin and set on the die.

In preparing for this step an untempered piece of steel containing the pattern is used. The pattern, or design, is cut by the hand of a skilled workman. Careful, fine work is needed to produce a clear, exact pattern. This is the hub, which is now tempered with heat to harden it. A block of steel, about two inches in diameter, is used for the die itself. While the steel is soft, the hardened hub is forced into the die with a

¹Marshall is the name of the man that first found gold at Sutter's Mill, near Placerville, California in 1848.

heavy press. The hub is now put way for future use in case the die is broken.

Embossing comes next. A piece of gold is placed in a press having a pressure of three hundred to five hundred pounds to a square inch. In this process, the die forces the pattern of the pin into the metal. A shearing press now cuts off the rough edges.

The next step in the manufacture of Harriet Ann's pin is to solder on the catch and joints. This soldering process consists of first applying a flux (a solution of borax and water) to the part of the pin where the joint or catch is to be soldered, then a small piece of gold solder (which is a special alloy of gold) is placed on the flux. Next the joint or catch is placed in position on the solder and flux and held there with tweezers. Heat (approximately 1400° F.) is then applied to both the pin itself and the joint or catch. This heat is applied by a gas blow torch to which air pressure has been added to increase its intensity. Then the trademark and carat number are stamped on the back. Under Federal Law the number declared must be within a half carat.

The pin is now ready for finishing. It is polished on a cotton felt wheel, followed by a gold plating by the electrolytic process whereby an actual deposit of gold is made on the pin. This is done by submerging the pin in an acid solution and passing an electric current of about 1200 volts from a 24-K gold anode through the solution and on to the pin. The reason for thus plating a pin that is already solid gold is due to the discoloration the pin has received from the heat used in the soldering process. A wooden wheel lathe now polishes the pin. Lastly, the pin is boiled in ammonia water to remove the polish ingredients.

After this final cleaning and polishing Harriet Ann's initials are engraved, if she so desires. Her pin is carefully wrapped in tarnish proof paper, then placed between two tufts of cotton in a box, and sent to her high school ready for presentation.

LETTERS FROM CHAPTERS

My dear Sir:

I feel it my duty to let you know some of the activities of our society this year.

At the beginning of the present school year, the members, who had been elected from the Junior (Sr. II) class the preceding year, organized and elected officers. Shortly afterwards, new members were elected by the faculty. Their entrance into the chapter was commemorated by the presentation of our ritual, in which the history, ideals, and purposes of the chapter were discussed. It was at this time that the first announcement of the new members was made, their names having been kept in utmost secrecy. After this event the organization prospered, having risen now to be the greatest influence in the school's life.

We have been putting on programs ourselves, promoting talks by ministers and other influential men of our city, and making attractive bulletin board displays. But now we have a new type of program. We intend to take the outstanding men born in the month of February and point out in them the ideals and characteristics, which the Honor Society stands for.

In connection with this program we plan to give a history of the national organization: how it started, and other information concerning it. We would like to know the plans which other chapters use in carrying out their activities.

I would greatly appreciate any information concerning this.

Yours very sincerely,

J. KELLY DIXON,
Corresponding Secretary
Theta Sigma Chapter.

My dear Sir:

I imagine that the first year of any organization is the most difficult one. Yet I can not say that the first year of the Epsilon Sigma Eta Chapter of East Nashville High School has been an unsuccessful one. * * *

At the beginning of the fall term, 1933, we had ten charter members from a school of twelve hundred enrollment. In

the spring term, 1934, four new members were installed, making a total of fourteen members.

I thought you might be interested to know some of the outstanding things these fourteen students have accomplished during their first year in a national organization.

Every month, on report card day, was the regular time of meeting. The student making the highest scholastic average for the previous school term acted as president. Other officers were elected. They sponsored an honor roll in every home room, every month. These honor rolls were combined and copied in the School Bulletin and in the daily newspaper, in a special Sunday educational page.

At Christmas time our chapter sponsored a "White Elephant" Christmas sale, thereby earning money for our pins. Each member brought some article from home, long in disuse, daintily wrapped in Christmas paper with seals and ribbons. One of the members, dressed as Santa Claus, auctioneered these articles to one of the school's largest clubs.

At one of the assembly programs in the spring, our four new members were installed with great dignity. The center of the stage had a carved emblem, gilded, and with an electric torch. Four candles burned at either side in the appropriate colors. A huge American flag was in the background. The ten charter members were seated on the stage, each one taking a special part in the initiation, and all dressed in academic cap and gown. The school colors were easily carried out in the gray cap and gown with red tassel on the cap. The president escorted the new members to the stage. The vice-president presented them with membership certificates. The secretary enrolled them on a scroll of honor. The treasurer administered the pledge. One of the members read an original poem. Another explained the significance of the letters on the emblem.

Another member lighted the candles at the torch of learning, explaining the symbolism of the colors. The flag bearer explained the meaning of the colors of the flag. The flower girl pinned a flower on each new member. One of the members read a letter of congratulations from the national president. Finally, all joined in singing the school song.

The speaker for this occasion was from Vanderbilt University. He spoke on "Honor and Honors."

At the close of the year the president entertained the chapter at her home with a luncheon. The principal was a special guest. Toasts and music alternated on the luncheon program. Snapshots were afterwards taken for the Annual.

On the last day of school eleven graduate members formed an alumni association.

There are thirteen students whose last examination entitle them to membership next year.

Please tell me how often a public installation should be held. It seems to me that more than once a year spoils the effect by repetition—yet we have a semi-annual exam.

Another question: Should the same faculty council function another year, and should the sponsor or chairman be elected or appointed?

Sincerely,
FLORENCE RYAN, *Sponsor.*

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 fifteen 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, 5835 Kimbark Avenue, Chicago.

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 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.

FOURTH PRICE LIST OF NATIONAL HONOR EMBLEMS

The prices of emblems were lowered during the summer of 1933, but the NRA code and the rising price of gold has made two subsequent increases necessary. The latest prices are below:

Senior Emblems			
14K Charm		14K Pin	
	\$3.63		\$2.75
10K Charm		10K Pin	
	3.00		2.24
Gold Filled Charm		Gold Filled Pin	
	1.60		1.00

(Our jewelers say gold filled emblems will wear twenty years.)

These are remittance-with-order prices, and are post-paid. Add ten cents an emblem to the above prices if C. O. D. handling is desired. Engraved letters 3c each additional;

guard with chain one dollar additional. If a guard is ordered, be sure to state whether a numeral, as '33 or '34, or an initial, is desired. (The C. O. D. fee is 25c up to \$10.00; 50c up to \$50.00; and to this should be added 25c messenger service, besides the money order fee. It is too expensive to order C. O. D. Do not do it.)

Send All Orders to H. V. CHURCH, 5835 Kimbark Avenue, Chicago.

SEALS AND MEMBERSHIP CARDS

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 (2½"x2½") 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.

Seals—The Seal (1¼"x1½") 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.

NATIONAL HONOR MEMBERSHIP CERTIFICATES

In response to repeated demands, the Department of Secondary-School Principals has prepared membership certificates (8½"x11) 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 fifteen cents apiece post-paid. Direct orders to H. V. CHURCH, 5835 Kimbark Avenue, Chicago.

ENGRAVED STATIONERY

So many requests for National Honor stationery have come in that a supply is now on hand to meet the demands. This writing material is designed for the use of members and sponsors of the chapters of the National Honor Society. The engraved letterheads with envelopes to match come in two sizes with prices as follows:

48 engraved sheets, 7¼"x10¼"	{	-----\$1.00
48 envelopes, 3½"x7½"		
48 engraved folded note sheets, 6¼"x10½"	{	-----\$1.00
48 envelopes, 3 9/16x5 9/16		

These prices are post-paid. Remittance should accompany order, and orders must be approved by principal or by sponsor. Samples are sent on request.

Direct orders to H. V. CHURCH, 5835 Kimbark Avenue, Chicago.

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, 5835 Kimbark Avenue, Chicago.

EMBLEM, NATIONAL JUNIOR HONOR SOCIETY

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

10KPin -----	\$1.65	Gold Filled Pin -----	\$1.00
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These are remittance-with-order prices, and are post-paid. Add ten cents an emblem to the above prices if C. O. D. handling is desired. Engraved letters 3c each additional; guard with chain one dollar additional. If a guard is ordered, be sure to state whether a numeral, as '33 or '34, or an initial, is desired. (The C. O. D. fee is 25c up to \$10.00; 50c up to \$50.00; and to this should be added 25c messenger service, besides the money order fee. It is too expensive to order C. O. D. Do not do it.)

Send All Orders to: H. V. CHURCH, 5835 Kimbark Avenue, Chicago.

CERTIFICATES, NATIONAL JUNIOR HONOR SOCIETY

These certificates (7x8½) are engraved on artificial parchment with a die of a facsimile of the emblem embossed in gold. They sell for ten cents apiece post-paid. Send remittance with order. Address H. V. CHURCH, 5835 Kimbark Avenue, Chicago.

PART III

DEPARTMENT MATTERS

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

The publications of the Department are Bulletins 1-52, and were issued from 1917 to the present. These issues are sent post-paid on receipt of price. A price list, which contains a description of the contents of each Bulletin, will be sent on request. Dues-paying members may receive these publications at 50% off the list price. A descriptive list of recent issues is below:

Bulletin No. 42, May, 1932.	
Fourth Handbook of the National Honor Society and National Junior Honor Society. This gives a history of the organization, rituals, and lists of chapters by states. (pp. 172)	\$1.00
Bulletin No. 43, December, 1932.	
Abstracts of Unpublished Masters' Theses in the Field of Secondary-School Administration. Peabody Teachers College. (pp. 127)	\$0.50
Bulletin No. 44, January, 1933.	
Secondary-School Abstracts, and Directory	\$0.50
Bulletin No. 45, March, 1934, Proceedings of the Minneapolis (1933) Meeting.	
Papers on Defense of American Secondary Schools, the State and Its High Schools (3), Curriculum (4), Economy (4), Directed Learning, Library (2), New Standards, Regional Agencies, Music, Art, Industrial Arts, Guidance, Cooperative Studies, Six-Four-Four Plan, Tests, Carnegie Commission; Junior High School: Curriculum, Learning Situation; Junior College: Taxes, Public Relations, Administration, Instruction	\$2.00
Bulletin No. 46, April, 1933.	
Meeting the Emergency in Education	\$0.25
Bulletin No. 47, May, 1933.	
Unpublished Masters' Theses, Minnesota	\$0.50
Bulletin No. 48, December, 1933.	
Economics in Secondary-School Administration, and an Objective Method of Selecting Members of the National Honor Society	\$0.50
Bulletin No. 49, January, 1934.	
Chapter Projects of a National Honor Society Directory for the Department of Secondary-School Principals	\$1.00
Bulletin No. 50, March, 1934, Proceedings of the Cleveland (1934) Meeting.	
Papers on the Technical High School (2), New Standards, Definitions of a Good High School (3), Standards Study Committee, Louisville Secondary Schools, English Course, Small High Schools, Guidance, Class Size, Attendance, Teaching Load, North Carolina Secondary Schools, Relation of School and College, Educational Imperatives, Pupil Welfare Needs, Economics, CCC Program, Social Studies, Aptitude Testing; Junior High School, Place of the Junior High School, Social Significance of the Junior High School, Curriculum for the Junior High School; Junior College, the Junior College Teacher, Problems of the Junior College	\$2.00
Bulletin No. 51, April, 1934.	
Papers given at the Washington (July, 1934) Meeting. A Method of Electing Members of the National Honor Society	\$0.30

CERTIFICATES OF RECOMMENDATION

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, a change was 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 post-paid at the following prices:

NEW PRICE LIST

Mailing from	100	200	500	1000
Chicago				
1st zone	\$1.60	\$2.70	\$6.10	\$10.10
2nd zone	1.60	2.70	6.15	10.15
3rd zone	1.65	2.75	6.25	10.25
4th zone	1.65	2.75	6.45	10.50
5th zone	1.70	2.85	6.55	10.65
6th zone	1.70	2.90	6.65	10.90
7th zone	1.75	2.90	6.80	11.15
8th zone	1.75	2.95	7.10	11.40

Twenty per cent discount to dues-paying members.

Direct orders to H. V. CHURCH, 5835 Kimbark Avenue, Chicago.

STANDARD HIGH-SCHOOL PERSONAL RECORD BLANKS

The standard record forms 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, 5x8, is especially designed for small and medium size high schools.

Space is provided on these blanks for scholarship records for five years. The 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 high 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.

The schedule of prices, post-paid, follows:

NEW PRICE LIST

Zones	100	200	500	1000
1 & 2	\$1.70	\$3.00	\$6.00	\$11.00
3	1.75	3.05	6.10	11.15
4	1.80	3.10	6.20	11.35
5	1.85	3.15	6.30	11.55
6	1.90	3.20	6.45	11.70
7	1.95	3.30	6.60	11.95
8	2.00	3.40	6.75	12.10

Twenty per cent discount to dues-paying members.

Direct orders to H. V. CHURCH, 5835 Kimbark Avenue, Chicago.

GROUP LIFE INSURANCE

The Department offers to its members life insurance in its most inexpensive form. The salient features of the plan are:

1. **Low premium.** The premium is ten dollars a year a thousand for those insured for \$3000.00. See table below for rates for those over forty-five years of age.
2. **No medical examination** (with exceptions).
3. **Total and permanent disability benefits.** If an insured member becomes totally and permanently disabled, his insurance will be paid in monthly installments.
4. **Conversion privilege.** When an insured member leaves the profession to enter another profession or economic group, he may convert his group policy into any of the policies (except term insurance) customarily issued by the insurance company for the same amount at the current rates of the attained age.
5. **Age limit is sixty-five years.**
6. **Individual policies.** These show rights of insured, amount, and beneficiary.
7. **Current protection.** There are no savings, accumulation, or paid-up features. Insurance is for one year at a time, and is renewable each year, at the option of the insured member.
8. **Amounts offered:** \$3,000 for all ages from 21 to 45 (nearest birthday) inclusive. \$1,500 for all ages from 46 to 65 (nearest birthday) inclusive.

AUTOMOBILE INSURANCE

The members of the Department who own motor cars may now procure complete, sound automobile insurance protection with efficient nation-wide service at annual savings to our members.

Send for application blank, to H. V. Church, 5835 Kimbark Avenue, Chicago.

If you will fill the application blank and send it to the Executive Secretary, he will quote the special rate to members. When you receive this quotation, you can then decide if you can save money by accepting this special rate.

FIRE INSURANCE

A new service, fire insurance, is now open with reduced rates to our members. If you are interested, send for a blank to the Executive Secretary, H. V. CHURCH, 5835 Kimbark Avenue, Chicago. The secretary will be glad to give you quotations.

OTHER INSURANCE

Perhaps the Department can effect you a saving in the following kinds of insurance: Accident, Earnings Replacement, Indemnity, Sickness, and any other type of coverage. Write for information to H. V. CHURCH, 5835 Kimbark Avenue, Chicago.

(All Subscription Rates Are for One Year)

Junior-Senior High-School Clearing House.....	2.00
Membership in Department.....	2.00
	COMBINATION OFFER 3.00
The School Review.....	2.50
Membership in Department.....	2.00
	COMBINATION OFFER
	If both new 3.00
	If either a renewal 3.25
The Atlantic Monthly.....	4.00
Membership in Department.....	2.00
	COMBINATION OFFER
	If both new 4.00
	If either a renewal 4.25
The New Outlook.....	3.00
Membership in Department.....	2.00
	COMBINATION OFFER 3.25
The New Republic.....	5.00
Membership in Department.....	2.00
	COMBINATION OFFER 5.00
Review of Reviews.....	3.00
Membership in Department.....	2.00
	COMBINATION OFFER 3.50
Survey Graphic.....	3.00
Membership in Department.....	2.00
	COMBINATION OFFER 3.00
Write to the Executive Secretary if you desire a combination offer with some other periodical.	
H. V. CHURCH, Executive Secretary, 5835 Kimbark Avenue, Chicago.	

APPLICATION BLANK

**DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION
5835 KIMBARK AVENUE, CHICAGO**

I enclose \$2.00, for one year's subscription for membership, whereby I shall be furnished with all the publications and granted all the privileges of the Department of Secondary-School Principals, to begin _____, 193____.

(Month)

Name ----- | ----- | -----
(Family) (Given Name)

Degree ----- | ----- | -----
(Bachelor's, year) (Master's, year) (Doctor's, year)

Position ----- | ----- | -----
(First year here) (Title) (Name of institution)

Address -----
(To which mail should be sent)

Make checks payable to H. V. CHURCH, 5886 Kimbark Avenue, Chicago.

BOOK NOTICES

Wilson, Howard E. *The Fusion of Social Studies in Junior High Schools*. Harvard Studies in Education, Vol. XXI. Cambridge: Harvard University Press, 1933. Pp. 211.

This volume presents an attempt to determine what the theory of fusion is and to analyze the theory in terms of its values. It is the philosophy of fusion which is important rather than the statistical report of its practice. Fusion courses vary in conception, organization, method, and merit. Certain outstanding fusion courses are analyzed; also, the writings of curriculum and research workers in order that principles and statements of what fusion is may be presented. The demand for fusion is developed out of historical conditions and because of a situation of unrest in the social studies. There is evidence that the attack of the fusionists may be upon a "straw man." The functional value principle of the fusion theory is interwoven with the determination of curriculum content. A number of detailed studies of school courses questions the assumption that subject courses may not be functional. Unit values, learnability, correlations are all as potential in subject teaching as in fusion courses, although neither theory should be disregarded. There is no inherent power in either theory which assures maximum advancement. From present practice it appears that subject courses may more nearly approximate their ideal than fusion courses, as practical considerations and conditions are more favorable to subject teaching. The fusion theory is valuable in that it recognizes concepts frequently forgotten by subject specialists.

Merry, Ralph Vickers. *Problems in the Education of Visually Handicapped Children*. Studies in Education, Vol. XIX. Cambridge: Harvard University Press, 1933. Pp. 243.

This book shows that our modern school system is attempting to make instruction fit the needs of all of the children, for it deals with the training of a small group making up but one-fourth of one per cent of our total population. One learns with interest that Congress has recognized this group, since it subsidized a private concern to the extent of \$75,000 a year

in order to get suitable instructional material printed. The greatest problem is to fit these children into normal groups of their own age without their becoming self-conscious or developing an inferiority attitude. Therefore instruction with this group follows along somewhat the same lines as that of the normal, with special emphasis on such work as will conserve the vision. An extensive bibliography bears evidence of the amount of study in this field.

Rulon, Phillip Justin. *The Sound Motion Picture in Science Teaching*. Harvard Studies in Education, Volume XX. Cambridge: Harvard University Press, 1933. Pp. 236.

Most of the research in motion pictures shows that they have, other things being equal, "distinct pedagogical values over and above traditional teaching methods." It is true, too, that "the educational value of the film is increased when it is accompanied by explanatory comment." The author finds after careful research that sound motion pictures give results twenty per cent more effective as to immediate achievement, and thirty-five per cent more effective in terms of retained learning. At the same time good habits of thinking were not sacrificed.

Collings, Ellsworth. *Supervisory Guidance of Teachers in Secondary Schools*. New York: The Macmillan Co., 1934. Pp. 613.

Teachers should be guided to provide real life situations such as will stimulate the activities of the pupils to purposeful ends; they should devise teaching techniques which will stimulate pupils to take active parts in affairs that have value; they should invent means for the measurement of the progress of their fruitful activities; and they should transform their classrooms into workshops where active boys and girls may find worthy outlets for their energy.

Rice, George A.; Conrad, Clinton C.; and Fleming, Paul *The Administration of Public High Schools Through Their Personnel*. New York: The Macmillan Co., 1933. Pp. 723.

An excellent analysis of the work of those individuals who compose the staff and the student body is found. The duties, characteristics—personal and educational—of the princi-

pal, vice-principal, dean of girls, heads of departments, teacher, librarian, director of health education and service, non-certified employees, and students are set forth. The analysis of both duties and characteristics are exceptionally clearly defined.

Woelfel, Norman. *Molders of the American Mind*. New York: Columbia University Press, 1933. Pp. 304.

The beliefs of seventeen educationists are the basis of this work. In his section on *Contemporary Social Change*, the author sees a breakdown of traditional foundations and the rise of a new set of social and economic controls. A section is devoted to the analysis of the viewpoints of the seventeen, and there follows a critical interpretation of the thinking of these men. The book closes with some very pertinent and suggestive objectives for educators.

Magoffin, Ralph V. D., and Duncalf, Frederic. *Ancient and Medieval History*. New York: Silver, Burdett and Co., 1934. Pp. 876.

This textbook outlines the beginnings and growth of civilization, dealing with peoples rather than persons, bringing the story down to modern times. The language used is simple, the illustrations are aptly chosen, and social and economic events have been made salient features.

Dudley, L. Leland. *The School and the Community*. Harvard Studies in Education, Vol. XXII. Cambridge: Harvard University Press, 1933. Pp. 176.

Here is a description of the current methods of school administration in Massachusetts, which owe their merit to an unbroken line of able state commissioners of education, and to the traditional town meeting in which both civil and school policies are discussed.

Douglass, Harl R., and Boardman, Charles W. *Supervision in Secondary Schools*. Boston: Houghton Mifflin Co., 1934. Pp. 564.

Adequate administration and serviceable supervision are the touchstones of the efficient secondary-school principal. In short form the outstanding progressive and effective elements

of high-school teacher supervision are here set forth. If a principal is intent on fixity in the running of his school, he should avoid this book.

Slade, Madeleine L.; Hurley, Mabel Howatt; and Clippinger, Kathryn L. *Secretarial Training*. Boston: Ginn and Co., 1934. Pp. 229.

This is a well organized textbook for the prospective secretary. It coördinates class work with the needs and requirements of the employer. The chapter on the collecting and organizing of material is of value to every student.

Lake, Charles H.; Harley, Henry P.; and Welton, Louis E. *Exploring the World of Science*. New York: Silver, Burdett and Co., 1934. Pp. 692.

This book is attractive because of the carefully selected material, the organization of the subject matter, the appeal to the pupils' interest, and the development of scientific habits of thought.

Freilich, Aaron; Shanholt, Henry H.; and McCormack, Joseph P. *Intermediate Algebra*. New York: Silver, Burdett and Co., 1934. Pp. 406.

The chief features of this textbook are: plenty of real life applications, an abundance of exercises and problems, much historical material emphasis on mathematical concepts, and ample provision for original thinking.

Cubberly, Ellwood P. *Readings in Public Education in the United States*. Boston: Houghton Mifflin Co., 1934. Pp. 534.

The classic sources that vividly illustrate the history of public education are found in this book. Many other excerpts, interesting and material, that show the trends in story, are also included.

Pahlow, Edwin W. *Man's Achievement*. Boston: Ginn and Co., 1934. Pp. 740.

A text of world history that emphasizes the achievements of man, showing what he has brought about as well as the

problems that still confront him. Time charts, maps, and illustrations are abundant.

Cooke, Dennis H. *Problems of the Teaching Personnel*. New York: Longmans, Green and Co., 1933. Pp. 384.

A thoroughly careful and scientific discussion of the problems now confronting the teaching profession to-day, the supply of teachers, their certifications, their training, their remuneration, their tenure of position, their training in service, their participation in administration.

Bassett, Clara. *Mental Hygiene in the Community*. New York: The Macmillan Co., 1934. Pp. 394.

This book is designed to aid educators, parents, and all social workers. Gives comprehensive definition of mental hygiene, explains its relationship to life as a science, an art, a movement. States as goal, a healthier, happier community.

Bruce, George Howard. *High-School Chemistry*. New York: World Book Co., 1933. Pp. 550.

A revised edition of a 1928 textbook. The swift changes in chemistry are recognized and set forth in the new material in this text. The salient qualities of the book are simple and direct statements.

Knight, Edgar W. *Education in the United States*. Boston: Ginn and Co., 1934. Pp. 625.

This new edition is justified by the addition of the chapter, *The Lean Years*, wherein the sharp reversal of the attitude of the American people toward public schools is depicted in clear terms.

Gray, Mason D., and Jenkins, Thornton. *Latin for To-day, Second-Year Course*. Boston: Ginn and Co., 1934. Pp. 751.

This textbook follows the outline of the *First-Year Course of Latin for To-day*. The aims, methods, and plan are the same in both books.

Janzen, Cornelius C., and Stephenson, Orlando W. *Everyday Economics*. New York: Silver, Burdett and Co., 1934. Pp. 526.

A revision of the 1931 edition of this book in order to have it abreast of what has recently been done to improve the economic situation.

Curtis, Francis D.; Caldwell, Otis W.; and Sherman, Nina Henry. *Biology for To-day*. Boston: Ginn and Co., 1934. Pp. 717.

In this book emphasis is on the methods and principles of science, and on the development of scientific attitudes and fundamental generalizations.

Gaston, Charles Robert; Chapin, Abby Forbes; Nagelberg, Munjon Moses. *English in Daily Life*. Boston: Ginn and Co., 1934. Pp. 547.

This book "is designed to meet all the ordinary social needs of high-school pupils in the use of language, the needs of to-day as well as those of to-morrow."

Hawkes, Herbert E.; Luby, William A.; and Touton, Frank C. *First-Year Algebra*. Boston: Ginn and Co., 1934. Pp. 482.

A revision of the authors' *New First Course in Algebra* with improvements; such as, new drill exercises, renovated verbal problems, many oral problems, and many other changes.

Freilich, Aaron; Shanholt, Henry H.; and McCormack, Joseph P. *Fusion Mathematics*. New York: Silver, Burdett and Co., 1934. Pp. 600.

The salient characteristics of *Intermediate Algebra* and *Plane Trigonometry* are retained in this unified and correlated course of algebra and plane geometry.

Strain, Frances B. *New Patterns in Sex Teaching*. New York: D. Appleton-Century Co., 1934. Pp. 242.

A handbook or guide book for parents, teachers, and social workers who will have to cope with experiences of children that grow out of the sexual impulse.

Walker, J. Flint. *Public Relations for the Public School*.
Trenton: MacCrellich and Quigley Co., 1933. Pp. 112.

A helpful book for school administrators who will try to bring about understanding and coöperation between the school and the community.

Cowley, Elizabeth Buchanan. *Solid Geometry*. New York:
Silver, Burdett and Co., 1934. Pp. 230.

Like the author's *Plane Geometry*, this book has an easy style, reference to modern utilities, ample exercises, and summaries and tests.

Mursell, James L. *Human Values in Music Education*. New York: Silver, Burdett and Co., 1934. Pp. 388.

Why music should be a school activity receives full and complete justification in a book that interprets modern conditions in terms of the most recent social philosophy.

Berry, Lillian Gay. *Proficiency Tests and Workbook for Second-Year Latin*. New York: Silver, Burdett and Co., 1934. Pp. 142.

A book of exercises, tests, drill sets, and achievement tests, with some review of first-year Latin material.

Freilich, Aaron; Shanholt, Henry H.; and McCormack, Joseph P. *Plane Trigonometry*. New York: Silver, Burdett and Co., 1934. Pp. 293.

This book is built on the same lines and has the same special features found in *Intermediate Algebra*.

Whatley, William Archibald; and Haynes, Randolph Arnold. *La Locura de Amor*. New York: Silver, Burdett and Co., 1934. Pp. 214.

Tamayo's great play is now in a form for high-school and college use, with exercises and vocabulary.

Lippitt, Louisa C. *Hygiene and Home Nursing*. Yonkers-on-Hudson: World Book Co., 1934. Pp. 424.

This book affords adequate and ample material for a solid course in hygiene and nursing in the home.

ADDRESSES

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