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

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

APRIL, 1935

Serial Number 56

BULLETIN NUMBER 56

Applying and Extending the National Survey of Secondary Education

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

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**H. V. CHURCH, Executive Secretary,
5835 Kimbark Avenue, Chicago**

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SPECIAL ANNOUNCEMENT

The Executive Committee of the Department of Secondary-School Principals is pleased to announce the tentative organization of a project that it has long had before it, and is now maturing. The plan, briefly, is to set up a Board of Consultants which members of the Department of Secondary-School Principals may consult for advice and direction on various phases of secondary-school administration. For example, in applying and extending the National Survey of Education, high-school principals are sure to need contact with others who are engaged either in investigations or experiments. Furthermore, new undertakings in the field of secondary education will, from time to time, be inaugurated. It will be the function of the Board of Consultants, to review and coördinate projects on which school principals are at work and to establish contacts between those engaged in related enterprises. A central consultative bureau seems, to the Executive Committee, to be the best agency for the promotion and evaluation of efforts to improve secondary schools.

The Executive Committee of the Department of Secondary-School Principals is engaged in selecting the personnel of the Board and will shortly be prepared to make further announcements.

THE INVESTIGATION OF HORIZONTAL ORGANIZATION

Grayson N. Kefauver
Dean of the School of Education
Stanford University

Adapting the program of education to individual differences.—The increased popularization of secondary education and the increase in the variation of the capacities of the expanded student group have forced attention to the development of an educational program to students of different levels of ability and with different types of interests. On the high-school level, more particularly on the senior high-school level, specialized curriculums and specialized schools have been set up with opportunity for students to choose the curriculum or school which would seem to be most promising for them. Also, within the various subject fields, a program of ability grouping is sometimes adopted to make possible adaptation to student needs both in rate of progress and in the type of learning activities selected. In other schools, an attempt is made to adapt the instruction to the needs of students within the class group without a segregation of students with different characteristics. The horizontal organization of secondary education is concerned with the arrangement of the program in order to provide for the adaptation of the training of the unique needs of the individual. The practices and proposals vary from the making of adaptations to individual differences within the class situation itself to the grouping of students in classes with a more nearly common ability level and educational needs, to a grouping of students according to major vocational objective with a combination of courses or curriculum for each objective, and, finally, to a provision of a separate school for students with different vocational objectives and with different personal characteristics.

The provision of specialized schools and specialized curriculums related largely to vocational training.—The offerings of specialized secondary schools and the make-up of specialized curriculums have been largely in terms of the vocational objective. There have been variations in the other phases of the program but they have been made largely as a by-product of adaptations of the vocational program and not to improve the training in the non-vocational areas. In recent years, more

attention has been given in the specialized vocational schools to the social-civic and the recreational-cultural education. However, the dominant purpose of these schools remains vocational in nature.

The National Survey of Secondary Education Recognized problem of horizontal organization.—The investigations of the National Survey of Secondary Education included studies of certain problems related to horizontal organization, involving an analysis of the issues related to the question of organization, some analysis of the extent different types of organization have been adopted, and some comparisons of the program, characteristics of students, and effectiveness of the programs of comprehensive and specialized schools. No attempt will be made to indicate here the detailed nature of the investigations or to present a summary of the findings. They have been given in the monograph No. 2 of the series reporting the Survey.

Needed lines of investigation.—The purpose of this statement is to indicate some lines of investigation which are suggested by the findings of the Studies made in the National Survey and which the experience of the writer with the investigations of the National Survey suggest as helpful in furnishing the basis for determining the horizontal organization of secondary education. Space is not adequate to allow detailed definition of studies, but three general lines of needed investigation can be indicated.

One relates to the investigation of societal conditions and trends. School organization can be decided only after decision as to the type of educational service desired, and the type of education needed in modern life cannot be told without reference to the conditions and trends in society. Without this basic social research, thinking and research concerning the educational activities cannot be wisely directed. If the educator does not possess accurate data, he must consciously or unconsciously make certain assumptions as to the nature of and the developments in society and the educational needs which it presents. Several items will be presented for purposes of illustration. The developments in technology, affecting both types of work done in many occupations and the extent to which human labor is required have far-reaching implications for vocational education. They suggest a broader training and less

intensive specialization in many occupations. The delayed entrance of youth into gainful employment indicates the desirability of postponing the more specialized vocational training until the post-high school or junior college level.

These investigations of societal conditions will throw light also on the relative importance of different types of training. The decisions in the past concerning the horizontal organization of secondary education have been made in relation to the vocational training needs. It may well be that the program of the future should give prior consideration to other educational values. Large value can well be attached to the development of social competence so that our tremendously complex industrial society might be operated in a democratic manner, to serve the needs and interests of the total social group, and operated efficiently to provide the economic well-being, the security and the release from burdensome labor which is possible without resources and our technology. A great deal of importance is attached also to equipping our people for the wise use of their leisure time. The importance that should be given to these types of training can be derived only from sociological analysis. The organization of the program of vocational training and of secondary education should be shaped in relation to a comprehensive understanding of contemporary society.

A second type of investigation relates to the characteristics of students and their educational needs. Who are these students for whom the educational institution is being organized? What developmental needs do they present? What are their potentialities for growth? We are concerned here not only with the possibilities for developing vocational competence but we are concerned with the whole child in all his relationships. It is important that we understand the student with whom we are working so that our activities can be focused directly on the task of serving their needs.

Absence of information concerning the students with whom we are working may lead us into the error of assuming that some of our students do not possess educational needs. One meets occasionally the point of view that students of lesser ability reach their limits for growth at an early age and that they are incapable of profiting from secondary education. If the traditional subject-matter concept of education

is held, such a point of view may not be untenable. However, if a modern view is adopted, it will be recognized that all young people are affected by their environment and that none mature and develop without relation to their experiences. Consequently, the school should be concerned with shaping an environment as favorable as possible for all youth so that they might enjoy the maximum of development. Knowledge of the interests, the goals, the concerns and the special talents of the group with which any school is concerned will be helpful in determining the educational program.

The third line of investigation involves measurement of the effectiveness of the program of training in operation under a particular plan of organization. Every school can bring together many evidences of effectiveness or ineffectiveness of the educational program. In cities with different types of organization under way, comparisons of the data for the different situations will be of help in giving direction to change in educational program. What are some of the evidence which might be used? A series will be listed without much elaboration as space will not allow detailed treatments:

- (1) A follow-up of former students will indicate the extent to which students enter and advance in occupations for which they prepared and enable one to relate their vocational experience after leaving school to the training which they secured to ascertain whether a modified might have served them better. This follow-up should not be limited to vocational experiences; it should give attention also to the extent to which they have become active participants in the social-civic community life and the extent to which they have been able to develop a program of activities which provide a satisfying and enriching leisure.

- (2) Evidence can be secured on the extent to which students have been able to develop goals in the different fields of activity. This item is of major importance. A program which causes students to think only of building vocational competence is lop-sided and inadequate. As indicated earlier in this paper, it may be more important for students to possess goals in the social-civic and other areas, than in the vocational. At least, the school should be helping them to define objectives which cause them to carry forward a program which gives adequate recognition to the different aspects of their lives. Even more

significant, students should possess goals which they believe to be important. If the program is such that they drift through school without driving objectives, responding passively to the pressure which the teachers place upon them, the environment certainly is not the most favorable for growth and development.

(3) Evidence can be secured also on the extent to which the school provides opportunity for recognition and success on the part of all students in the school. The work of the lower-capacity group should not be labelled as failure. The social approvals should be as varied as the interests and abilities of the students. Certainly, a modern secondary school cannot afford to set academic scholarship on a pedestal, to such an extent as to give recognition only to those with the interests and abilities to excel along that line. As educators, we must be concerned with the development of all students; to do so means that we cannot ignore or belittle the contributions of all the members of the group.

(4) The attitudes developed by students under different types or organization are of major importance. Whether individuals develop interest in the welfare of the total group better when all types are brought together in the same school and class than when they are segregated cannot be told with certainty. It has been assumed that social integration would be achieved to a greater degree when all sections of the student population are brought together in a comprehensive school. Some beginnings were made on this problem in the National Survey. It is a phase of the problem which should be observed by every teacher and administrator and subjected to careful scientific measurement.

This list should be greatly extended. They will indicate, however, types of information which the secondary-school administrators should be seeking in their own schools. When the data secured appears to be unfavorable, constructive efforts can be made to affect improvement. It should not be concluded that some one type of organization will be equally effective in every situation or that every administrator and staff can achieve the possibilities in a program to the same degree.

THE INVESTIGATION OF VERTICAL REORGANIZATION

FRANCIS T. SPAULDING

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The study of vertical reorganization which formed a part of the National Survey of Secondary Education led to a number of important conclusions. Not the least striking of these was the conclusion that reorganization itself is tending in many schools to follow largely conventional patterns. If the movement for reorganization is not to relapse into mere conventionality, no single school, whether reorganized or "traditional," can afford to accept uncritically its present ways of doing things. The Survey project on vertical organizations was undertaken with the definite intention of providing means by which individual schools might criticize for themselves their present ways of doing things, and might make such criticism a basis for tangible improvement.

The report on vertical reorganization is contained in Monograph No. 5 of the Survey series. Part I of this monograph deals with the junior and senior high school and the six-year secondary school. Parts II and III are concerned with organization at the junior college level. In proposing methods by which the conclusions presented in the monograph may be applied and extended, I shall refer chiefly to the organization of grades seven through twelve.

First, how may the conclusions presented in the Survey report be so applied as to be of service to the individual secondary school?

The study of school organization involved the use of criteria by which schools having organizations of especial promise might be distinguished from schools working under less promising plans. The criteria employed for this purpose are fully explained in the Survey report. On the basis of these criteria, a group of twenty-five secondary schools was selected as representative of the best organizations found among the more than six hundred schools which submitted detailed reports in connection with this phase of the Survey. A second group of twenty-five schools was selected as representing av-

erage organizations, and a third group of equal size was chosen from schools which seemed to be definitely inferior in organization.

These three groups of schools were compared with each other in detail, in terms of the things pertaining to organization which were actually *done* in the individual schools, not the things merely hoped for or thought desirable, but the plans actively put into practice. Organization was defined as comprising all the arrangements which a school might make to furnish a framework for effective education. Thus the practices compared in the schools included a wide range of activities: plans of admission and promotion, arrangements for grading and for the scheduling of classes, organization of the programs of both curricular and extra-curriculum work, provisions for guidance and for articulation, arrangements for supervision, and the like.

Out of the comparisons in terms of these practices was drawn a list of procedures which distinguished the organizations of the twenty-five superior schools from the organizations of the less outstanding schools. The comparisons showed that superior schools do many specific things which average and inferior schools do not do at all, or do only infrequently. The list of the procedures which proved especially characteristic of superior schools is presented and commented on in Chapter X of the Survey monograph.

The first recourse of the school which seeks to improve its own organization may properly be to this list. Here are recorded actual practices which individual schools can adopt, and which have proved sufficiently valuable under normal conditions to make a place for themselves in a significant number of outstanding schools. No single school should seek, in all probability, to put into effect every one of the practices which the list includes. But the head of any school may well ask himself, with respect to each practice in turn: Do we do this? Can we not do it? Might we not, by doing it, improve the arrangements which we make for the education of our pupils?

There is a second way in which the individual school can profitably apply the findings of this part of the Survey. Classified according to their plans of grade-grouping, there are now

in the United States seven principal types of public secondary schools.¹ I need not list the seven separately: they include, besides conventional four-year schools, various forms of two-, three-, four-, and six-year reorganized schools.

A major share of the attention given to the study of vertical reorganization in the Survey was devoted to the question of whether any one of these types of schools offers evidence, in actual practice, of being more effective than the others. The Survey revealed that noteworthy differences exist among the arrangements for internal organization provided by schools using different plans of grade-grouping. The Survey demonstrated, further, that these differences are too large and too widespread to be attributed merely to chance. In general, three-year junior and senior high schools and undivided six-year schools rank higher according to the criteria for effective organization than do the other types of schools; and among the three-year and six-year schools, schools organized on a combined junior-senior high-school basis, that is, schools representing a compromise between the separate junior and senior schools and the undivided six-year schools, are outstanding.

No evidence obtained in the Survey permits one to conclude that the adoption of a particular form of grade-grouping *causes* superior internal organization. Excellently organized schools are to be found under practically every one of the seven principal types of grade-grouping. But the results of the Survey do suggest that certain plans of grade-grouping *make easier* the provision of numerous desirable internal arrangements. Conversely, the results of the Survey suggest that schools of any type of organization, even of the junior-senior high school type, may find themselves handicapped in providing certain arrangements which schools of another type can offer more readily.

Four of the chapters of Monograph No. 5 discuss in detail the specific differences likely to occur among schools of different types. In these chapters the administrator of any one of the principal types of schools may discover both the desirable procedures in which his type of organization commonly excels,

¹These seven types do not include schools using forms of grade-grouping of which there are fewer than 100 representatives in the country as a whole.

and the procedures which his organization is in danger of neglecting. The latter practices in particular merit his attention. Not one of these practices is entirely lacking under any of the various forms of grade-grouping. The Survey made it evident that, granted a recognition of their desirability and a determination to put them into effect, such practices can be used in schools of every type. The fact that they are commonly neglected under certain forms of organization means simply that schools operating under these organizations may have to devote special effort to putting them into effect and keeping them in effect. Hence the administrator of any individual school may profitably apply to his own school the questions: Are we, in this school, tending to neglect this particular desirable procedure which schools of our form of grade-grouping commonly overlook? Can we not, by giving special attention to it, introduce this practice and keep it active? Ought we not to do so, in the interest of our program as a whole?

There is still a third way in which certain of the findings of the Survey may be applied. Comparisons of the practices of schools of various sizes showed differences even more striking than the differences among schools of various forms of grade-grouping. Not all the difference among schools of various sizes are to the advantage of the larger schools; arrangements for articulation, for example, tend to be more and more neglected as schools increase in size. Chapter VIII of Monograph No. 5 describes the differences in practice among schools of various sizes, and attempts to discriminate between those differences which are necessary outcomes of the size of enrollment and those which apparently result from oversight or lack of needed attention. The head of any school, whether large or small, may profitably compare his own school with the schools of corresponding size dealt with in the report, applying to the practices of his school, again, questions concerning the possibility and the desirability of introducing specific practices which his school is in danger of neglecting.¹

These are the principal ways by which the findings of the Survey may be applied to the improvement of organization in the individual school. Altogether, these suggested applications

¹Administrators of small schools will find of further value the descriptions of practice in outstanding small schools presented in Monograph No. 6 of the Survey report: *The Smaller Secondary Schools*.

afford the basis for a comprehensive and systematic self-survey of school organization, a survey in which the standards for judging the individual school are not derived from educational theory alone, but take into account what can be done and is being done in outstanding secondary schools.

Now as to the extension of the Survey findings. The study of vertical reorganization suggested at almost every point questions which need to be answered, but which the Survey itself had not the time and resources to answer. I propose to set before you a few of these questions. The questions with which I shall deal are questions which seem to me of first importance, and which are at the same time capable of fruitful attack by individual schools, with the resources which individual schools have at their command.

The first question bears so directly on one of the major purposes of reorganization that I cannot justly leave it out. Stated in terms of our present plans of school organization, the question is this: *Does any scheme of secondary-school organization now in widespread use provide adequately for the vocational guidance of high-school boys and girls?*

In raising this question I am thoroughly mindful of the elaborate schemes of guidance now in use in numerous school systems throughout the country. Moreover, I do not wish to disparage the efforts which these school systems are making to deal with the problem. But the fundamental purpose of vocational guidance is, as I understand it, so to educate boys and girls that when the need arises they can make, *for themselves*, reasonable vocational choices. If this is indeed the purpose of guidance, evidence both from the Survey and from other sources suggests that no plan of organization has yet been developed which strikes both directly and thoroughly effectively at this fundamental goal.

There are perhaps many in this audience who will not agree that present attacks on the problem of guidance are relatively ineffective. Fortunately the matter need not be settled by mere debate; it is one which lends itself to more or less objective investigation. May I suggest a plan of investigation that can be profitably used in any school which wishes to test the effectiveness of its guidance program?

First, ask every pupil in the grades from which elimination is likely to occur, that is, in every grade above the seventh, one simple question: "Do you expect to be in school next year?" Let the pupils check their answers: "Yes." "No." "I am uncertain."

Then consider the "No" group. These are the pupils who have come to a point at which they must begin to make decisions for themselves; if vocational guidance has been effective, its results should be apparent in the reasonableness of their vocational choices. Ask these pupils a further question: "Have you made up your mind as to what you *are* going to do next year?" Let them check again: "Yes." "No."

Clearly the need for guidance on the part of this second "No" group is crucial. But consider the "Yes" group, those who *have* decided on their next year's activities. Ask them the question that logically follows: "What are you going to do?" Then take one final step: Select those pupils who have made a choice of their occupations for next year, submit each pupil's choice to the critical appraisal of the persons who know most about that pupil's interests and abilities in relation to the vocational opportunities likely to be open to him, and come to a judgment as to whether, if the pupil were *your* boy or *your* girl, you would approve the reasonableness of the pupil's decision.

So far as individual pupils are concerned, the benefits which may arise from this plan of questioning are obvious. The school can identify, by this means, the pupils who are most immediately and most seriously in need of vocational guidance. The answers which pupils will give to the questions will, I believe, be illuminating to most school administrators. In five school systems in which I have seen the plan tried with some 2500 high-school pupils, the results were as startling to the two principals who had introduced elaborate programs of guidance as to the three whose schools conducted no systematic guidance activities.

The plan offers more far-reaching benefits, however, than those which may accrue to any one year's group of pupils who are about to leave school. In the case of pupils who have failed to come to any reasonable decisions as to their future activities, whatever survey and try-out experiences, or individual diagnoses, or conferences with individual pupils have been

provided by the school have clearly not been fully effective. Change these instruments of guidance, or make use of new ones, in whatever ways seem most promising; then, having used the modified scheme, ask the questions again. If school after school will only undertake some such program as this, certain schools may eventually hit on a plan of organization for guidance which results in reasonable answers to the questions from a large proportion of the pupils who are about to leave school each year. The devising of such a plan offers one of the most important ways in which the results of the Survey can be extended.

Another important extension of the Survey findings can be made in connection with the organization of class schedules. Both reorganized and conventional schools have in general adopted, without much questioning of its soundness, the policy of providing active teacher-supervision for nearly all of each pupil's school time. The tendency of schools to place responsibility on teachers for seeing that pupils learn, rather than on pupils for learning, has quite possibly gone farther than is either necessary or desirable. This tendency suggests a question which merits objective investigation: *May not secondary schools add both to their effectiveness and to their economy by so arranging their class-schedules as to give pupils more time for independent, unsupervised work, and less time for teacher-directed recitation and study?*

Any school may obtain for itself at least a partial answer to this question. Let it select a class for which the number of recitation-periods each week is not prescribed by any outside agency, and reduce the number of those periods by one. Let it then set as its goal the same standards of accomplishment in this class as before, requiring pupils to work independently in the free period formerly used for recitation. Finally, let it compare the results of teaching on this basis with the results obtained under the usual time-allotment, either by contrasting the accomplishment of the experimental class with that of a control class during the same year, or by noting the accomplishment of control and experimental classes in alternate years.

The school which is courageous enough to conduct this experiment in a number of classes taught by different teachers to various types of pupils may eventually justify its time-al-

lotments far more soundly than can most secondary schools at the present time. If the experiment should show that pupils can learn more about a school subject for themselves, and less under a teacher, than they are now called on to do, and that at the same time they can master the subject as well as under the usual plan, the way is open for notable improvement in the school's efficiency.

The experiment may have a bearing also on non-subject-matter outcomes of the school's instruction. Critics of the secondary school frequently charge that current methods of secondary education fail to give boys and girls adequate opportunity for initiative and self-reliance in their work. The proposed experiment suggests a means of increasing the opportunity for exercising these qualities, and thus of determining by actual trial how far high-school boys and girls can be depended on to assume responsibility for their own learning.

A further extension of the Survey findings is possible in connection with the organization of club activities. The Survey revealed a paradoxical policy with respect to many club programs: School officials believe that club activities should enlist the whole-hearted voluntary participation of the pupils for whom the activities are planned; yet most schools schedule club activities in such a way that pupils have practically no choice but to engage in them. This paradox suggests a question which deserves to be answered on the basis of experimental evidence, and not of mere opinion: *In what respects do the results of club activities scheduled in out-of-school time and on a purely voluntary basis differ from the results of the same club activities scheduled as part of the school program and protected by regulations which insure that pupils engage in them?*

The question itself indicates the type of experiment which would prove fruitful. Pick a club which has been popular and successful for a year or two on school time. Make a record of the numbers and types of pupils who have elected that club, of their attendance at club periods, of the extent of their participation both in club activities and in related outside activities, of the numbers and types of activities in which the club has engaged, and of any other facts which may be indicative of the club's values. Then, for the following year, schedule the same club in an after-school period and keep a careful record of these facts. Also, if it can be arranged, transfer a club which

has been meeting in out-of-school time to a place in the school schedule, and see what happens to it; or initiate a new club in out-of-school time, record its history, and then give it a place in the schedule.

That out-of-school clubs will have certain disadvantages as compared with in-school clubs is to be expected. But out-of-school clubs, if they survive at all, may come closer to the aim of developing whole-hearted independent interest than do the clubs which are now so carefully nourished within the schedule. Certainly clubs which cannot survive except for the protection of the schedule deserve to be looked at askance. And the characteristics of clubs which do survive in fair competition with other out-of-school activities ought to be analyzed and recorded, as a means both of increasing the numbers of such clubs and of improving the methods used in regularly scheduled activities.

These are only a few of the problems growing out of the Survey findings on school organization. Lack of time prevents a description in any detail of other problems of this sort. I should like, however, at least to mention certain additional problems, also pressing for solution, which can be attacked quite as profitably as can the three that I have here discussed, through a type of research entirely feasible within the individual secondary school.

Case studies are needed of pupils whose performance in the secondary school is inferior to their elementary-school work, or who show a change for the worse in their social attitudes and activities after entering the secondary school, or who become disciplinary problems in the secondary school despite good records in the elementary school. Such studies would throw much-needed light on the weaknesses in present arrangements for articulation between the two school units.

A study of what becomes of the over-age pupils specially promoted from the elementary school to the secondary school within a particular school system would permit evaluation of a policy widely accepted in both theory and practice, but seldom objectively tested by its results.

Evidence gained from further studies of class size needs to be added to the present somewhat inconclusive results of

experiments with large and small classes, before any standard practice in this important matter can be safely recommended.

Experimental investigation of the use of socially heterogeneous classes in required subjects would be of much value; it is entirely possible that the segregation of certain social groups produces more effective learning, even of democratic attitudes and ideals, than does the effort to teach pupils all together, irrespective of their social backgrounds.

Each of these studies would serve to advance in a limited but important field the findings of the Survey.

That it will be to the advantage of the individual school to apply to its own organization the findings set forth in the Survey report is no doubt sufficiently clear. That it will be to the advantage of the individual school to do all in its power to extend these findings should be equally clear. For the studies through which the findings may be most directly extended are studies which will add no less directly to the effectiveness of any school that makes them and applies their results to its own organization.

THE INVESTIGATION OF PROVISIONS FOR INDIVIDUAL DIFFERENCES

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Two problems to be presented.—In a discussion of the investigation of provisions for individual differences, scores of neglected problems could be called to your attention. However, at this time reference will be made to only two problems.

Replacing chaos in ability grouping with some approximation of scientific order.—One of these problems is concerned with replacing the present empirical and chaotic practice of ability grouping in the secondary schools with some approximation of scientific order. The National Survey of Secondary Education showed that ability grouping is being practiced in thousands of secondary schools. It further showed that only rarely is even approximately the same practice to be found in any two schools. Certainly, it is unlikely that identical values are accruing from these diversified procedures. Unquestionably, the inconsistency of existing practice proclaims an urgent need for a verified principle of procedure to insure maximum values in return for the time and effort expended in forming ability groups. Such a principle may be *approved* by philosophical conjecture; but it must be *tested* in the crucible of experimental investigation.

An hypothesis meriting further study.—In view of the potential value of such a principle it is mildly irritating to know that a most promising tentative solution has been a part of educational literature for several years without a hand being turned, or a cerebral cortex agitated, in an effort to verify or refute it. The hypothesis referred to was first published in the *Educational Research Bulletin* of the Ohio State University May 2, 1928. It tentatively affirms that "the advantages of ability grouping decrease as the pupils' abilities to do the work of the course increase."

For at least three reasons this hypothesis should challenge further investigation. In the first place, it was supported at the time of its announcement, and still is supported, by more experimental data than any other hypothesis which can be ad-

vanced concerning the value of ability grouping. In the second place, it inevitably implies that ability grouping, an adaptation of the educative environment made *for* the pupil, benefits most those pupils least able to make adaptations for themselves. That is, it harmonizes with a widely accepted theory of the nature of an ability, first set forth by Binet, that increased ability in any field of endeavor is synonymous with increased capacity to make for oneself, such adaptations as are necessary for the attainment of a desired goal in that field. In the third place, this hypothesis supplies a rule of practice which would greatly reduce and simplify the problems involved in the use of ability grouping in the secondary schools. For example, it indicates that, as a general rule of practice, only pupils distinctly below average in ability to do the work of a given course should be scheduled to homogeneous sections. Normal and superior pupils should be scheduled in heterogeneous sections and provisions for their differences should be made by procedures other than ability grouping.

To make a long story short, this hypothesis concerning ability grouping is supported by a preponderance of experimental data, by the implications of psychological theory, and by the considerations of administrative convenience. Yet at the time of the National Survey of Secondary Education this hypothesis was not the rule of practice in any of the thousands of secondary schools using some form of ability grouping. Is it not time to test by thorough experiment this most promising opportunity to put the practice of ability grouping on a less empirical basis? Certainly no insurmountable obstacles are likely to stalemate such an effort. A far greater number of outstanding secondary schools are represented in this audience than would be needed to furnish the laboratory in which this experiment could be conducted. The techniques of scientific investigation in education are sufficiently evolved to make such an experimental study entirely feasible. Funds are regularly available for educational investigations of much less practical consequence.

A few salient aspects of the proposed investigation.—This is no time to discuss the details of the proposed investigation which, of course, should be carefully planned by experts in educational research. However, passing notice should be taken of a few salient aspects. For instance, it appears to the writer

that no matter how comprehensive this investigation may be made, the unit of the study should be one teacher's load. In other words, experimental and control pupils whose achievements are compared should be taught by the same teacher. Also the validity, reliability, and comprehensiveness of the measures used in the study should greatly surpass those used in any previous, closely related studies. These measures will, of course, be of two kinds, those which constitute the grouping criterion, and those which are used to measure pupil-achievement or growth during the experimental period.

The hypothesis to be investigated clearly suggests the nature of the measure which is to function as the grouping criterion. That is, the grouping criterion must be a valid and reliable measure of the pupils' abilities to do the work of the course in which the effects of grouping are being studied. No doubt, in an academic subject the experimenters would be tempted to use as a grouping criterion some of the existing measures of academic ability, such as the so-called intelligence test, or a prognostic test in some specific academic field such as foreign language or algebra. In practical-arts courses they might consider using some existing measure of mechanical ability; in physical education, some existing measure of physical efficiency, and so on. However, in the writer's opinion, the first phase of the investigation here recommended should aim to develop more valid and reliable measures than now are available as grouping criteria.

Concerning the measures of pupil-achievement or growth, considerable evidence is available to show that batteries of standardized achievement tests are likely to prove much less useful in measuring outcomes than objective measures which could and should be devised to meet the peculiar needs of the experiment.¹

Psychological organization of secondary-school courses.—So much for the first experimental project in the field of provisions for individual differences. The second project has to do with the development of more valid learning units and unit assignments in all secondary-school courses.

¹Roy O. Billett, *The Administration and Supervision of Homogeneous Grouping*, Contributions in School Administration No. 4, Graduate-School Series, 1932, The Ohio State University, Columbus, Ohio, pp. 58-59; 76-78; 89; 94; 101; 106.

Comprehensive and systematic studies needed.—A stupendous amount of experimental work is yet to be done in this field. The National Survey of Secondary Education revealed that in thousands of secondary schools supervisors and teachers have been attempting for the past few years to organize their courses into better units and unit assignments. For the most part, these newly constructed units and unit assignments have a characteristic in common with a building which long ago aroused the curiosity of Ralph Waldo Emerson when he was traveling through New Hampshire. In a country town he found a large building under construction. He was impressed by its ungainly and rambling appearance, and inquired of the man working at it the name of the architect. The man replied, "Well, there isn't any architect yet. We are just building it. A man is coming from Boston next month to put the architecture into it."

Fully ninety-nine per cent of all units and unit assignments analyzed in connection with the National Survey of Secondary Education failed to yield acceptable evidence that they had been planned according to any definite criteria. Such units and unit assignments have little, if any, salvage value. It is better to begin over again in some systematic way rather than to try to introduce system into materials so haphazardly derived.

Criteria needed.—Real progress will not be made in the reorganization of secondary-school courses into valid units and unit assignments until acceptable and defensible criteria are set up to give purpose, direction, and meaning to the reorganization being attempted. Such criteria can be derived from two and only two sources, the fundamental nature of the child and the nature of the social order for which he is to be prepared. Deriving these criteria will be no small task. Yet only when this task is completed will it be possible to substitute intelligent action for trial, error, and talk in dealing with the problem of psychological organization of subject matter, of making subject matter a means and not an end.

A few salient aspects of the needed investigation.—Obviously an investigation of vast proportions is indicated. It involves every subject-matter field. In many of its phases it is perennial. In its major aspects it has national or regional application. Such an investigation should enlist a large number

of outstanding secondary schools representing all parts of the country. It should receive generous financial support, preferably from public sources for many years to come. The investigating staff should include practical supervisors and teachers, but they should be relieved from regular duties in proportion to the extent to which their services are required in the investigation. The investigation should be planned and directed by a full-time expert in educational research with the help and advice of a committee of experts in the several subject-matter fields, in educational research, in educational psychology, and in the principles and philosophy of education.

A suggested approach to the investigation.—The study should be approached on the assumption that an important clue to psychological organization of subject matter is to be found in regarding the learning *unit* as a recognizable advance in the pupil's potentiality for desirable behavior; that is, as a certain concept, attitude, appreciation, knowledge, or skill to be acquired at a given level. Subject matter could then be made a means to the pupil's achievement of the desirable advance in potentiality for behavior, through the *unit assignment* which would consist of carefully planned, required and optional experiences likely to produce the desired change.

Growing out of the foregoing assumption are a number of questions which the investigation must endeavor to answer concerning every unit and corresponding unit assignment which are to form a part of each of the reorganized courses so greatly needed in every subject-matter field represented in the secondary school. These questions seem important enough to be enumerated. For the sake of clarity, the questions to be stated will apply directly to units of the *concept* type and to their corresponding unit assignments. Indirectly, with some omissions, additions, and adaptations, they will apply to units and unit assignments dealing with attitudes, appreciations, knowledges, or skills. These are the questions as the writer sees them:

Concerning The Unit.

- I. Does the unit represent a definite and valid teachers' goal?
 - A. Is the unit a definite statement of a desirable learning product to be acquired by the pupil?

- B. Does the unit represent an advance to be made in the pupil's potentiality for behavior distinctly recognizable by present methods with reasonable objectivity?
 - C. Does the unit represent an advance in the pupil's potentiality for behavior which, from the standpoint of the pupil's probable rate of growth is
 1. Neither so slight as to be trivial nor
 2. So great as to lead to vagueness of uncertainty?
 - D. Is the unit effectively related to the pupil's present level of mental growth and experience?
 1. Is the unit stated in terms of the vocabulary which pupils may be expected to possess on completing the advance represented by the unit?
 2. Does the unit grow naturally out of the preceding unit of the course and lead naturally to the next?
 3. Is it part of a sequence of units which makes integration and reintegration of pupil experience possible as the course proceeds?
 4. Is the unit related to the work which the pupil is doing in other subjects?
 - E. Is the unit worth the time and money to be spent in acquiring it?
 1. Has it important possible applications to the life situations which the pupil is meeting or will probably meet later?
 2. Will the values accruing to the individual and to others make the efforts necessary for acquisition a good investment?
- II. Is the unit planned to make possible, adaptations for different abilities, aims, interests, and needs of the pupils?
- A. Is it analyzed into lesser learning products on each of which the major learning product in part depends?
 - B. Does the analysis indicate which lesser learning products are:
 1. To be acquired by all?
 2. To be optional on the basis of
 - (1) Ability? (3) Aims?
 - (2) Interests? (4) Needs?

Concerning the Unit Assignment.

- I. Does the unit assignment create problem situations in which the pupils are likely to find immediate and definite goals toward which to work?
 - A. Does the assignment make optimum use of challenging questions, difficulties, and problems:
 1. Growing out of the preceding unit assignment?
 2. Being encountered by the pupils in real life?
 3. Being encountered by the pupils in other aspects of their school work?
 - B. Does the entire assignment tend to create an interrogative rather than an absorptive attitude on the part of the pupils?
- II. Does the assignment provide for guided and supervised pupil-activity which will lead to definite attainment of the advance in pupil-growth represented by the unit?
 - A. Is the assignment organized and planned for effective and economical presentation to the pupils by such available means as lectures, discussions, excursions, demonstrations, blackboard, charts, films, slides, records, cards, and mimeographed guide sheets.
 - B. Does the unit assignment lead the pupils into experiences by means of which the educative advance represented by the unit may be most effectively achieved?
 - C. Does the unit assignment emphasize logical memory and the thought process rather than rote memory?
 - D. Does the unit assignment lead to appropriate applications of the educative advance represented by the unit, to insure transfer?
 - E. Is the unit assignment accompanied by provision for securing appropriate evidence of the attainment by individual pupils of the educative advance represented by the unit, such as:
 1. Situations requiring individual pupils to organize or to summarize their work with the unit assignment?
 2. Careful, controlled observation of pupil-behavior?

3. Essay-type tests objectified?
 4. Oral tests?
 5. Objective tests?
- III. Does the unit assignment form an integral part of the natural sequence of the course?
- A. Does the unit assignment involve, wherever desirable, the use of previously mastered units?
 - B. Does the unit assignment lead up to the next assignment?
- IV. Does the unit assignment provide for individual differences in abilities, interests, aims, and needs?
- A. Is the unit assignment differentiated qualitatively as well as quantitatively?
 1. Does it make due allowance at all levels for incidental and tangential learning?
 2. Does it allow pupils at any level to employ different methods to attain substantially the same results?
 3. Does it permit bright pupils not only to accomplish more work than slow pupils but also to use different methods even on the fundamentals of the assignment?
 - B. Is the assignment for slow pupils characterized by:
 1. Relatively specific directions?
 2. Problem situations encouraging the establishing of relatively immediate goals?
 3. Some optional work?
 - C. Is the assignment for the ablest pupils characterized by:
 1. Relatively general directions?
 2. Problem situations encouraging the establishing of relatively remote goals?
 3. Considerable optional and original work?

Possible uses of preceding questions.—This somewhat formidable array of questions has been presented primarily to suggest the scope and intricacy of the scientific investigations which should be under way in every subject-matter field. Perhaps you believe these questions are already answered satisfactorily for the courses now being offered in your own school. If so, a most profitable supervisory project can be recommended to you. In coöperation with your teachers in any sub-

ject-matter field find out, *if you can*, exactly what units and unit assignments compose each course. Then critically and co-operatively evaluate each unit and unit assignment in terms of the suggested questions. If you do this, it is safe to predict that you will welcome and participate to the best of your ability in any well-planned scientific investigation which promises to answer at least some of the questions to which such empirical answers, as you are able at present to give, seem peculiarly inadequate.

However, even though these questions are not approached in the immediate future with the courage and scientific seriousness which they demand, it is possible that they can be made to serve a valuable purpose in individual schools as a guide to the empirical organization of courses into more acceptable units and unit assignments. This empirical task is sufficiently comprehensive to engage the industry, intelligence, and time of supervisors and teachers in most secondary schools for many years to come.

INVESTIGATION OF THE PROGRAM OF STUDIES

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Between 1900 and 1930 the number of subjects offered in secondary schools increased at an amazing rate. This expansion in the offering was apparently the easiest way to provide for the millions of youth who crowded into the schools and who had no interest in preparing for college. If society decides to keep the entire adolescent population in school up to the age of eighteen or twenty, the problems presented by the program of studies will become even more difficult.

It is the purpose of this paper to suggest four lines of investigation which seem to be necessary in order to transfer the making of the program of studies from the realm of tradition to the domain of science. These four lines of investigation may be referred to as studies of status, studies of trends, studies of results, and experimental studies.

STUDIES OF STATUS

When the principal of a high school becomes critical in his thinking about the program of studies, he should first undertake a study of status by comparing the program in his own school with programs found in other schools. The report of the National Survey of Secondary Education devotes Part I of Monograph No. 19 to the program of studies in junior and senior high schools. Lide lists in Table 1 a number of recent studies of status for the junior high school.¹ He reports that such studies were made between 1925 and 1930 in California, Indiana, Kansas, New York, Ohio, Oklahoma, and Wisconsin, and that five studies of schools scattered over the United States were also made. In Table II he reports that similar studies of status were made during the same half decade for senior and four-year high schools in California, Illinois, Michigan, and

¹ *The Program of Studies*, Part I of Monograph No. 19, Office of Education Bulletin, 1932, No. 17, National Survey of Secondary Education, Government Printing Office, p. 3.

Tennessee, and that six studies were made of schools scattered over the United States.²

If the principal of a senior or four-year high school who is critically examining his program of studies does not find a recent study of status for his own state with which he can compare his own program, he can use one of the general studies of status. In addition, ten of the projects described by Lide which deal with trends rather than with status will, for a given school, provide a basis for making a study of status. For example, he will thus be able to check the status of his own program against the trends which Lide reports in his extension of Bradley's study.³ If his school uses the single-curriculum type of program of studies in which all pupils take identical work, he will find that none of these 152 cities used it in 1930. If his school uses the constants-with-variables type, in which, without formal classification into curriculums, certain required subjects are listed which are to be pursued by each pupil enrolled in a grade, and certain additional elective subjects are offered from which he may choose under guidance, he will find that he is in line with a definite trend from the combination type to the constants-with-variables type. But if his school uses the combination type, which provides for two or more curriculums and allows for election of a part of the work during one or more of the four years, he will find that he is still in the majority in spite of the recent trend toward the constants-with-variables type.⁴

Similar detailed comparisons can be made with the Lide-Bradley study as to number and names of curriculums offered, gross number of units offered, number of units and nature of the courses offered in each of the major divisions of subject matter, such as English, mathematics, science, and the like, gross number of units required of all pupils, number of units required in the college preparatory curriculum and in the commercial curriculum, and number of units and nature of the courses required in the specific subject-matter fields.⁵

In addition to the studies of status which can be made by individual principals for their own schools by making compari-

² *Ibid.*, p. 4.

³ *Ibid.*, pp. 113-156.

⁴ *Ibid.*, Table 48, p. 120.

⁵ *Ibid.*, pp. 121-152.

sons with the findings of state or national surveys, studies of status might well be made for all states or regions for which such studies have not yet been made. Through the coöperation of graduate schools of education these significant studies of status could be carried on by graduate students in a coördinated program of research.

STUDIES OF TRENDS

But the principal who starts out to criticise his program of studies by making a study of status will soon find that the must supplement his study of status by making a study of trends. For this purpose he will use the historical method and will determine what changes have taken place in his own school in the last few decades. For comparative purposes and to serve as a model he will find Stout's pioneering study invaluable. In Stout's study of the development of high-school curriculums in the North Central states from 1860 to 1918⁶ he secured data at 5 or 10-year intervals, but he was unable to use identical groups of schools. One of the projects fostered by the National Survey was Van Dyke's extension of Stout's study. Van Dyke secured data for 1929-30 from 35 of the schools included in Stout's study for the periods 1906-11 and 1915-18. He was, therefore, able to base his comparisons on the programs of studies of identical schools for three periods extending over a quarter of a century. Consequently his findings reveal real trends rather than differences that might be attributed to differences in the schools included. The detailed report of Van Dyke's study is in the *School Review*, November and December, 1931.⁷ His findings are summarized in Chapter XVI of Monograph No. 19 of the National Survey.⁸

One of the most significant facts discovered by Van Dyke is that the great expansion of the offering has taken place since 1900. In forty years from 1860 to 1900 the average number of units offered in the schools studied increased by less than $3\frac{1}{2}$ units, from 17.3 units in 1860 to 20.7 units in 1900. But during

⁶ Stout, John Elbert. *The Development of High-School Curricula in the North Central States from 1860 to 1918*. Supplementary Educational Monograph No. 15, Chicago. Department of Education, University of Chicago, 1921.

⁷ Van Dyke, George E. "Trends in the Development of the High-School Offering, I and II." *School Review*, 39: 657-664, November 1931; 737-747, December, 1931.

⁸ Op. cit., pp. 157-67.

the thirty years from 1900 to 1930 the average offering expanded very rapidly until it reached 67.2 units in 1930. In the academic fields the initial offering of 19.2 units increased to 28.9 units. During the same time the offering in the non-academic fields increased from an insignificant 1.5 units in 1900 to 38.3 units in 1930.⁹

Trends in the individual school can be compared with trends in the various groups of schools included in Lide's ten projects. But the studies of trends must be kept up-to-date if they are to be of maximum value. It is even now desirable to extend Lide's investigations in order to determine what changes have taken place during the last five years. Such investigations are likely to be more carefully planned and more efficiently executed when made in graduate schools of education than when made by individual principals. Moreover, it seems desirable to make studies of trends in all states or regions for which such studies have not been made. Models for these studies may be found in the report of the National Survey. Particular attention may be called to Lide's extensions of the two studies financed by the Commonwealth Fund and made by Glass in 1922-23 for fourteen selected junior high schools,¹⁰ and by Counts in 1923-24 for fifteen selected senior and four-year high schools.¹¹ In each case Lide used a brilliant study of status as the basis for a study of trends. By securing comparable data from the same schools for the year 1930-31 Lide was able to determine trends over a seven or eight-year period.

Lide's extension of Bradley's study, previously referred to, illustrates the importance of securing data from identical schools in studying trends. Bradley began his study in 1925 by securing programs of studies in use that year from 152 cities with populations reported in the 1920 census as ranging from 2,500 to 20,000. He then attempted to secure programs in use ten years earlier in these same cities, but of the 54 programs for 1914-15 which he succeeded in securing only 40 were from cities in the group of 152 which supplied programs for 1925. His comparisons were, therefore, based upon two groups of schools, one of 54, the other of 152, with 40 schools common to

⁹ Ibid., Table 58, p. 161.

¹⁰ Ibid., pp. 61-75.

¹¹ Ibid., pp. 168-187.

the two groups. Lide was able to secure programs for 1930-31 from all of the schools in the earlier group of 54 and from 148 of the 152 schools in the later group. Lide, therefore, made two studies of trends in identical groups, the first for a group of 54 schools over a sixteen-year period, and the second for a group of 152 schools over a six-year period.

The studies of status and the studies of trends so far discussed are alike in being based on the program of studies conceived as a set of plans. The two types of studies which remain to be considered, namely studies of results and experimental studies, are based upon the program of studies in operation.

STUDIES OF RESULTS

The results of the program of studies in operation may be studied by a principal who is critically examining the program in his own school by two different methods. The first method investigates the distribution of pupil time which results under a given program. The second method goes much farther and evaluates the program by determining as nearly as possible all the changes in pupils which take place under it. This evaluation is based on all purposes set up by the school.

One of the first studies of distribution of pupil time was made by Counts in his study of the fifteen high schools. He reported for each school the percentage distribution of pupil time in a given semester for the entire student body. In Lide's extension of Counts' study comparable data for the year 1930-31 were secured which showed the changes which had taken place in seven years.¹² Gamble has reported a similar study in the *School Review*, March, 1931.¹³ He considered only the work completed by high-school graduates in grades 9 to 12 in determining the percentage distribution of time. Some of his findings are included, for comparative purposes, in the report of the investigation of the program of studies in operation as given in Monograph No. 19 of the National Survey.¹⁴

Another method of studying the distribution of pupil time has been reported in the *School Review*, September, 1929.¹⁵

¹² Ibid., Table 66, pp. 181-182.

¹³ Gamble, Joseph N. "The Place of Natural Science in Programs of High School Graduates." *School Review*, 39: 177-185, March, 1931.

¹⁴ Op. cit., Table 88, p. 219.

¹⁵ Loomis, A. K. "Some Results of the Elective System in the High Schools of Denver." *School Review*, 37: 510-518, September, 1929.

This study was based on an analysis of the units completed in grades 9 to 12 by 2,904 graduates in the classes of 1926 and 1927 in the high schools of Denver. The main findings of the study revealed that (1) 214 different combinations of subject groups of two or more units each were completed by members of these two graduating classes; (2) 44 of these combinations of subject groups of two or more units each were completed by ten or more graduates; (3) 84 different combinations of subject groups of three or more units each were completed by members of these two graduating classes; (4) and 34 of these combinations of subject groups of three or more units each were completed by ten or more graduates. These findings indicate that the elective system in the high schools of Denver has provided for a great variety of curriculums in actual operation although the program of studies for the Denver high schools at the time of the study outlined only five different curriculums.

As an illustration of the use which a group of principals can make of the method of measuring the results of the program of studies by determining the percentage distribution of the time of graduates, a study made in March, 1933, by twenty-eight schools which are located within fifty miles of the center of Chicago may be cited. This study used the same technique as that reported in the Survey. The records of about 2,500 graduates in June, 1932, were tabulated. This number included about 750 who entered college in September, 1932, and about 1,750 who did not enter college. The most striking facts revealed by the study were those which showed the wide variations from school to school. Here were twenty-eight schools within a given metropolitan area whose principals had kept closely in touch with each other for many years through attendance at monthly group meetings. But the distribution of time for corresponding groups of graduates showed almost unbelievable variations. For example, the boys who entered college in September, 1932, from one of these schools had given on the average 26 percent of their time to English, while the boys who entered college from another school had given only 17 percent of their time to English. Even greater differences were found in the social studies. Boys who entered college from one school had given 25 percent of their time to this field, while those from another had given only 9 percent of their time to it. If the boys who entered college in September, 1932, are fol-

lowed through in all fields, the lack of agreement among these schools is evident in every case. In one school these boys had given 23 percent of their time to foreign languages, while in another school they had given only 6.5 percent of their time to foreign languages. Similarly in one school they had given 21 percent of their time to mathematics, while in another school they had given only 10 percent to mathematics; they had given 26 percent of their time to science in one school and 8 percent in another; and they had given 29 percent to non-academic subjects in one school and 5 percent in another.¹⁶

Partial evaluations of the results of a given program of studies have been possible through the Regents' Examinations in New York, through the examinations of the College Entrance Examination Board, through the tests prepared by the Educational Records Bureau, and through the Iowa every-pupil scholarship contest. None of these methods of evaluation has proved to be adequate in use. Many instances have been found in which the lowest achievement in some subject in one school exceeds the highest achievement in that subject in another school of comparable size which is rated as equally good by state or regional accrediting agencies. But the evidence tends to be fragmentary. What is needed is a complete evaluation of the entire program of studies in several comparable high schools. The thirty schools now coöperating in the eight-year experiment under the direction of a commission of the Progressive Education Association are developing plans for a more complete evaluation of the results accomplished in these schools during the term of the experiment than would be possible through the use of instruments now available. Professor Tyler of Ohio State University and Professor Buross of Rutgers University are working with the schools in developing new instruments of evaluation. It is not expected that a complete evaluation will be possible even with these new instruments, but it is confidently believed that a far more adequate evaluation can be made than has ever been possible before. The results of this program of evaluation will be published at the end of the eight-year experimental period in 1941. Reports of progress may be expected from time to time. This attack on the problem of evaluation suggests great possibilities for individual schools or groups of schools which are interested in

¹⁶ Unpublished study.

measuring the results attained through the program of studies in operation instead of being content to take the results for granted.

EXPERIMENTAL STUDIES

The last method of investigation of the program of studies which can be used is the method of experimentation. The principal who has found the results under a given program of studies unsatisfactory will certainly want to take the next step. He will proceed to set up a revised program of studies which can be tested experimentally.

Doubtless the work of the Committee of Ten was an essential step in the development of the American secondary school, but it is very doubtful whether a pattern prescribed exclusively from the point of view of college preparation and based on a concept of time spent in courses as the essential basis of standardization should be allowed to determine the further development of the program of studies. Vigorous attacks on the college entrance unit of 120 clock hours indicate wide-spread demand for new patterns to be subjected to experimental investigation. The thirty schools now engaged in the eight-year experiment are carrying out a variety of experimental modifications of the program of studies. It is impossible in this paper to describe these experiments. It seems desirable that experimentation be encouraged in many more schools during the next few years. As an illustration of the possibilities for such experimentation the work done in English in the Trenton High School under Principal William A. Wetzel and described briefly by him in his summary of thirty-four years of service in the office of the principal of the Trenton High School may be cited.¹⁷

Starting from the frequently observed fact that the best pupils in the tenth grade surpass the poorest pupils of the twelfth grade in any test of English to the extent of a twenty to twenty-five percent overlap, it seems to follow, he says, that "there is no such thing as a tenth grade pupil in English, or a tenth grade course in English." The composition material has been organized on three levels, and pupils have been placed in their proper levels on the basis of achievement tests (checked by the reading ability index) regardless of the number of years

¹⁷ Wetzel, William A. Forty Years a Schoolmaster.

in school. The measurement of results in the unit in sentence structure shows marked improvement in the placement of pupils under the three-level plan as compared with the three-grade plan. As Mr. Wetzel says, the figures he cites "raise a strong suspicion against the general principle of grouping pupils in all subjects according to number of years in school and measuring progress by clock hours" spent in class.

"This method of organizing and presenting the work in English composition necessitated wide readjustments in the curriculum. In the first place it made it possible to select highest level pupils for special work in composition. One group of pupils prepares the copy for the school paper. Another group is responsible for the school annual. This top group also indulges in the art of creative writing. The project appears in a publication called the *Laureate*. The expense of printing this publication is borne by the receipts from advance sales among the pupils. Pupils who have completed the required units in composition at the highest level are entitled to become members of the Honors Composition group. An attempt is made in this group to widen the social horizon of the pupils. So far as they have any textbook, the text is the Sunday edition of the New York Times.

"Space will not allow me," he continues, "to discuss more fully these advanced classes in English. Their work constitutes the very essence of a liberal education and is made possible only by the running of the gauntlet of the fundamental unit in composition. Provided a pupil has passed these units with a satisfactory grade at the highest level, and provided he shows constantly in his other classes that he has really learned to organize and express clearly, correctly, and concisely the thoughts which he can think, no more work in English composition is required."

Experimentation in every field which is as wisely conceived, as carefully planned, and as completely evaluated as this experiment in English composition is urgently needed. If the Department of Secondary-School Principals could provide for the services of consultants for schools planning experimentation, it would be possible to coördinate the experiments more effectively and to avoid useless or unwise experimentation. If the experimental studies of the next few years can be carefully evaluated, it should be possible for secondary education to de-

velop a new program of studies which will meet the needs of approximately one hundred percent of the adolescent population. Among the problems which call for investigation the most important seems to be the development of a program of general education with appropriate provision for terminal courses at various levels to provide for those who should transfer to business and industry instead of going on into a program of professional education.

One of the features of the European secondary schools has been the provision for continuity in the sequences offered. Once a study is begun it is continued without interruption throughout the secondary-school period. This frequently causes students to carry ten or more subjects instead of the traditional four subjects which constitute a normal load in the American secondary school. It is probable that the European pattern is unsuited to American conditions, but some remedy for the lack of continuity now characteristic of the program of studies presents a second major problem.

The Department of Secondary-School Principals is in a strategic position for encouraging a coordinated attack upon the four essential lines of investigation of the program of studies. If the individual principal is to make the most adequate studies of status and trends in the local school, he must have up-to-date state, regional, and national studies for comparison. Similarly, the development of adequate instruments for evaluation must precede the measurement of the results of a given program of studies. The expense involved in any attempt to develop such instruments makes it desirable for the Department to sponsor a program which can probably only be financed adequately by securing the assistance of some foundation. Finally, the coordination of local experimentation requires the services of expert consultants who can criticise proposed experiments and, if necessary, redirect them along more fruitful lines.

In the meantime the individual principal will find in the National Survey a group of studies which for the present furnish a fairly good basis for comparison of status and trends. He will also find many new instruments of evaluation now available through using which he will be able to make a much better measurement of the results of the program of studies

than he has formerly made. He can find competent critics who will help him set up carefully conceived experimental studies.

The prospect of having still larger proportions of the adolescent population in the secondary school makes action imperative. Individual initiative rather than autocratic control is the road which American secondary education must travel. Voluntary coördination and coöperation will secure the advantages of centralization without sacrificing the advantages of individual initiative.

The National Survey made no attempt to evaluate the program of studies, neither did it attack the problems of reorganization by experimental methods. These two extensions of the Survey are urgently needed. Progress in the coming decades is not inevitable, neither is it impossible. The science of education points the way.

THE INVESTIGATIONS OF GUIDANCE AND EXTRA-CURRICULUM ACTIVITIES

WILLIAM C. REAVIS

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The monographs of the National Survey of Secondary Education which deal with guidance and extra-curriculum activities provide bases from which future progress in these two phases of secondary education should be made. The optimum value of the monographs depends (1) on the generalizations derived from their careful study; (2) on the application of the generalizations to practices and procedures in individual schools; and (3) on the activities of groups of administrative officers in extending the successful and in improving the unsuccessful practices revealed in the monographs within the areas of their official responsibility and professional influence.

Careful study of the findings with respect to guidance reveals the status of guidance (1) in secondary schools in general,¹ (2) in five school systems and five individual schools acknowledged to have developed outstanding programs of guidance,² (3) in selected and unselected schools with small enrollments,³ and (4) in comprehensive and specialized secondary schools.⁴ The investigations show that administrative officers in all types of secondary schools very generally believe that educational and vocational guidance is provided in their schools. However, when interrogated as to whether definite programs of guidance were provided or specific guidance activities were carried on in their schools, the percentage of officers replying in the affirmative tended to shrink very materially, indicating that considerable uncertainty existed in the minds of these school officials regarding guidance.

¹William C. Reavis. *Programs of Guidance*, pp. 1-6. National Survey of Secondary Education Monograph No. 14. U. S. Office of Education Bulletin No. 17, 1932.

²*Ibid.*, pp. 27-134.

³Emery N. Ferriss. *The Smaller Secondary Schools*, pp. 184-192. National Survey of Secondary Education Monograph No. 6. U. S. Office of Education Bulletin No. 17, 1932.

⁴Grayson N. Kefauver, Victor H. Noll, and C. Elwood Drake. *The Horizontal Organization of Secondary Education*, pp. 108-18. National Survey of Secondary Education Monograph No. 2. U. S. Office of Education Bulletin No. 17, 1932.

The findings of the National Survey reveal a need for extended study of the concept of guidance designed to result in the clarification of its meaning. In some schools guidance is a very general term, virtually synonymous with education. It is used to designate whatever teachers or principals may do in the way of a service to the pupils. In other schools the term is applied to some type of school service, such as personal, vocational, social, or ethical guidance. Still other schools use the term guidance to designate specific services to pupils, such as imparting occupational information, advising regarding the choice of a curriculum, assisting in overcoming a difficulty, encouraging the development of a special interest, and the like.

It is evident that the clarification of the concept of guidance will not result from extended discussion. The resultant of 25 years of dialectic on guidance is the state of confusion which has been pointed out. To overcome this confusion it is necessary for individual administrative officers to analyze the guidance practices employed in their schools. A form designed to facilitate the analysis of guidance has been developed by the State Department of Public Instruction of Connecticut for the use of schools in appraising their guidance programs. Specific questions are asked which call for an evaluation of the provisions made for giving guidance to pupils both prior to, and immediately after, their admission to the secondary school. Specific reactions are also called for with respect to the materials and methods used in the guidance program, the special features of the program, and the school functionaries charged with guidance responsibilities. The act of filling out the form by an administrative officer requires careful analysis of guidance provisions, and results in a clarification of his guidance concept.

After reading the guidance investigations of the National Survey of Secondary Education, principals of secondary schools might well subject their guidance programs to a searching analysis, such as that called for in the form used by the Connecticut Department of Public Instruction. The form with slight modifications has been used by the members of the Judd Club of Chicago in an appraisal of their guidance programs and is now being used in Wisconsin in a study carried on under the sponsorship of the State Department of Public Instruction.

The findings of the study on Guidance Programs revealed marked variation in the cost of guidance services in the ten school systems with outstanding programs, the range being from 20 cents per pupil to approximately \$22, and the median being \$2.25. The variation is in part accounted for by the size of the school systems and in part by the character of the programs provided. The author of the study was prohibited by the rules of the survey from drawing conclusions regarding the effectiveness of the guidance programs in relation to cost in the systems studied, but the implication of his findings is clear, namely, that the amount spent for guidance by a school was by no means the most significant factor in accounting for the quality of the services rendered.

Careful analyses of the cost of guidance programs in relation to results accomplished should engage the attention of persons interested in secondary education. Guidance services are being impaired in many schools and in some instances eliminated as a means of reducing expenditures. For example, in some schools principals have been required to assign full-time teaching loads to guidance officials as an economy measure. The guidance services formerly rendered by these officials as regular duties are now carried on only incidentally, if at all. The small financial savings effected by this economy measure are without doubt more than offset by the losses incurred through repeated work occasioned by increased failure and maladjustment resulting from the loss of guidance services. The situation calls for investigations which will result in facts bearing on the cost of guidance in relation to results. Without supporting facts, the friends of guidance can offer only vain protests. With adequate supporting data, it might be possible to show that the curtailment of guidance services for the sake of economy is a penny-wise measure.

Investigation should also be made to determine the nature and extent of retrenchments in guidance, and vigorous effort should then be put forth both to retrieve the services lost to the schools and to extend the services in accordance with present needs. With 54 per cent of the population under 21 years of age enrolled in school, the need for both informative and adjustive services is obviously greater than in any previous period of our school history. The critical character of the situation confronting the secondary school is aptly illustrated

by the following statement from the principal of a large independent high school in the vicinity of Chicago.

"We are becoming increasingly concerned with the problem of adjusting instruction in our high school to its changing personnel. The pre-admission tests given to freshman pupils each year show a marked downward trend, indicating that we are dealing no longer with a selective group of pupils. The average I.Q. of the entering pupils sinks lower each year. The difficulty experienced in fulfilling customary standards of attainment with these pupils has become greater and greater. We are faced with the necessity of maintaining certain standards in order to uphold our academic status, but in order to do so we are required to fail an increasing percentage of the pupils, in spite of the efforts of our counselors to help the pupils to avert failure. It seems imperative that the academic standards be lowered for a considerable portion of our student body in fundamental courses and that new elective courses adapted to the pupils' level of maturity and ability be provided."

The problem presented by the situation described requires readjustments in the internal organization and administration of the secondary school as well as renewed effort to inform and adjust the pupils to such opportunities as the schools provide. Since the situation is general, administrative officers should be urged to make a concerted attack on the problem of internal reorganization. Efforts toward reorganization can be encouraged through case reports of successful accomplishments in school reorganization designed to provide for the changing pupil personnel. It therefore appears that a necessary sequel to the case studies of the guidance investigation of the National Survey of Secondary Education is the preparation and publication of case reports of successful internal readjustments in individual schools. The suggestion is offered that the medium of publication of these individual reports is the *Bulletin of the Department of Secondary-School Principals*. The same agency of publication should also be used for reporting new departures in the development of guidance programs. The challenge to apply the findings and to extend the investigations of the National Survey in the field of guidance thus provides the motive for the development of the *Bulletin of the Department* into a unique service agency not previously attempted in professional publications.

The investigations of the survey in the field of extra-curriculum activities revealed many innovating practices which should be tested by wide application as well as a number of problems which require extended study. The division of the extra-curriculum investigation into two types of activities, namely, athletic and non-athletic, should facilitate the use of the findings by the secondary schools. The further segregation of the data presented in the reports according to types of schools, such as junior high schools, senior high schools, six-year high schools, and regular four-year high schools, and according to enrolment group, and geographical location of the schools studied, makes possible the comparison of the practices in extra-curriculum organization and administration found in sample groups of outstanding schools with those in use in similar schools throughout the United States.

Examination of the survey findings in intramural and interscholastic athletics¹ reveals certain practices in selected schools which merit extended application in secondary schools in general. For example, in the schools reported to have made great progress in the organization and administration of athletic programs, intramural provisions lag far behind those made for interscholastic activities. Furthermore, the smaller high schools of the group of selected schools have done very little with intramural athletics. If inherent difficulties in the development of intramural programs exist in the small schools, the causes should be investigated and remedial measures planned to overcome them. The methods employed to develop intramural programs in small schools which have made a success of intramural athletics should be ascertained and reported for the benefit of schools which have done little to develop such programs. Inasmuch as intramural activities are much less expensive than interscholastic athletics and provide participation for virtually all pupils in comparison with the special types cared for in interscholastic athletics, it seems desirable to extend the investigation of the National Survey to include case reports of successful programs of intramural activities in schools of different types of organization and enrolment. These reports should include accounts of the method of organization, difficulties encountered in the development of

¹P. Roy Brammell. *Intramural and Interscholastic Athletics*. National Survey of Secondary Education Monograph, No. 27. U. S. Office of Education Bulletin No. 17, 1932.

the program, and the stages through which the activities have passed in arriving at their present status. The reports should also provide both a qualitative and a quantitative evaluation of results, a statement of costs, and a description of all administrative features of the program considered worthy of emulation.

Additional investigations should be carried on to ascertain the placement of intramural games for each sex and for each grade level in the secondary school. The value of the different games in promoting wholesome recreation, health, and good body mechanics should also be studied and programs of intramural sports should be formulated on the basis of experimental data.

The findings of the survey show that interscholastic athletics in selected secondary schools are approaching a high degree of standardization. The sports in which the pupils engage are well established and the most successful practices in administration are known. A number of problems in interscholastic athletics still exist in many schools, although it can be said that for virtually every school which is troubled with one of these problems another school can be found in which the problem is no longer troublesome. However, some very serious problems persist even in the outstanding schools which threaten the future of interscholastic athletics, such as the limitation of participation to relatively few pupils, the tendency of the community to rate the success of the school in terms of athletic success, the control of the conduct of spectators during contests, the problem of transporting athletes and the conduct of pupils on trips, and some twenty-odd other problems of lesser importance.

It would be desirable to ascertain the frequency and the degree of seriousness of these problems in interscholastic athletics in unselected schools. Successful methods of dealing with the several problems should be investigated and the reports made available to schools in general. Thus, through the pooling of experience in the organization and administration of interscholastic athletics general improvement might be greatly accelerated.

Secondary schools not studied with respect to non-athletic extra-curriculum activities in the National Survey would find

it valuable to repeat as a self-survey most, if not all, phases of the investigation dealing with non-athletic activities¹ for the purpose of comparing their practices with those in the selected schools considered in the survey. The comparison should prove helpful to administrative officers both for stock taking and in formulating new policies. Since one of the weaknesses of the non-athletic programs discovered in the survey was poor administration, comparative study of administrative practices in a local school with advanced practices in outstanding schools should result in administrative improvement in each local school willing to face the issues of ascertaining and applying best practices.

A number of problems in non-athletic activities revealed by the survey merit extended investigation; for example, guiding pupils in the selection of activities for participation, providing capable sponsorship of activities, securing financial support for the non-athletic program, furnishing coaching services for interscholastic contests, and making a true appraisal of the value of activities to the pupils. These problems can be studied in part through coöperative investigations by groups of principals in a given area or by clubs of principals organized for specific professional purposes, and in part by individual investigators interested in thesis studies or research investigation in secondary-school administration. The National Survey throws light on all of the problems mentioned, but the scope of the study and the restrictions imposed prohibited conclusions other than those of a tentative sort.

The findings reveal considerable variation in the percentage of pupils at the different grade levels voluntarily participating in non-athletic activities. The causes of the variation merit investigation in individual schools. Experimentation should also be undertaken by individual schools to correct the conditions found to be responsible for the variation. Both the findings with respect to causes and the results of corrective and remedial efforts should be reported at meetings of groups of secondary-school principals and through some medium of publication.

¹William C. Reavis, and George E. Van Dyke. *Non-Athletic Extra-Curriculum Activities*. National Survey of Secondary Education Monograph No. 26. U. S. Office of Education Bulletin No. 17, 1932.

The interscholastic problem in the non-athletic activities also presents issues which require study beyond that given to the problem in the National Survey. The fact that half of the enrolment in the secondary schools participates in interscholastic activities of the non-athletic sort either in inter-school competitions or in practice contests for the selection of contestants introduces issues in organization, management, and support which as yet have resulted in relatively few generalizations with respect to best practices. Insofar as the selection and training of contestants is concerned and the maintenance of standards for participation, the practices developed appear to be fairly satisfactory. But in matters of support and the administration of finances, dominance of practices has not as yet been established.

The investigation of non-athletic activities has set forth the issues in the organization, administration, and support of these activities both in intramural and interscholastic programs, and has reported the practices found in outstanding secondary schools. Any school desiring to do so can profit from an application of the findings of this investigation to the extent that the practices reported appear worthy of emulation, or by taking the survey findings as a basis it can experiment with innovating practices and thereby extend the contributions of the national study.

The application of the findings of the National Survey with respect to guidance and extra-curriculum activities rests with the leaders of individual schools. The extension of the findings is a professional obligation which can be met best through coöperative studies by administrative groups and through individual research.

OTHER USES OF THE NATIONAL SURVEY OF SECONDARY EDUCATION

Mr. William H. Bristow, Director of the Curriculum Bureau of the State Department of Public Instruction of the State of Pennsylvania, has suggested the following uses that can be made of the National Survey of Secondary Education:

The National Survey of Secondary Education reports based as they are upon an analysis and evaluation of "innovations" and "best practices", provide material whereby a progressive secondary school may evaluate its own program. These materials attempt to single out what is good in secondary education and to encourage the practices that promise to be of most value in realizing the democratic objective of secondary education in America.

The survey reports provide materials for use in regional, state, district, and local conferences. The staff of the survey was selected because of the important contributions which they were making or could make to a study of secondary education. There are members of this staff in practically every section of the country. These men will be invaluable in aiding local groups in planning programs. Where direct representatives of the survey are not available, state supervisors of secondary education who have familiarized themselves with the results of the survey can be of aid to local groups.

The survey findings can be used effectively with local study groups. In local school systems a series of faculty meetings devoted to the findings of the survey would prove very profitable. Nowhere is there brought together material which will more adequately show trends in secondary education. Groups of teachers working in the various subject fields and in the several departments of the school will find the monographs of help in preparing administrative and curriculum materials.

Individual teachers should review the monographs which have to do with their particular field or fields. A complete set of the survey reports will be found of use in every secondary-school professional library. The individual monographs covering, as they do, the whole scope of the secondary-school cur-

riculum will serve as a basis for individual teachers and departments in a review of teaching practices.

The survey findings may be used effectively with lay groups in evaluating procedures in local school systems and with boards of education in presenting best practices and plans. There is much interest on the part of local lay leadership in evaluating educational programs at the present time. The survey volumes should be placed in the hands of local lay study groups and commissions so that they may be apprised of the best practices in the field of secondary education and may, therefore, be better able to judge their own local situation.

College classes will find in the survey monographs excellent materials for courses in secondary education. In fact, there is ample material in the survey monographs to develop a whole series of courses in secondary education. Each state will adopt a different plan in bringing the findings of the survey before groups in that state. It would be fine if we could report to the Commissioner of Education that every state in the Union is planning to make appropriate use of the survey findings.

PART II

National Honor Society

A METHOD OF CHOOSING MEMBERS OF THE NATIONAL HONOR SOCIETY*

It was reported that much of the difficulty in the rating of a student was caused by a teacher not remembering him. This was not so pronounced in the very small schools as in those schools with an enrollment of over five hundred.

Another difficulty reported was the failure of teachers to take time to evaluate each student in each trait. This was particularly true in schools where character, leadership, and service had about ten sub-attributes and a teacher was asked to rate each student in every attribute.

In the small school as well as in the large, I do not believe that we should attempt to make very minute distinctions between pupils. It will, as is evidenced in questionnaire responses, raise a question as to scorer's judgment. It was not the intention of the founders of this society, I am sure, to demand such accurate evaluation. Their purpose was to insist that a student have a more rounded life with scholarship as the main objective in order to avoid putting such a premium on scholarship that other interests were sacrificed. If a pupil is normal or above in other traits and excels in scholarship he is the type that was intended to be honored.

The best we can do is to approach objectivity. I see no way of making positively objective such highly subjective traits as leadership, character, and service. The plan I recommend to submit to the various chapters for their considerations is as follows:

1. Each teacher be supplied with a list of attributes for character, leadership, and service, such as is shown in the form below.

*Preliminary report by James J. Kasperek, sponsor of a chapter in a large high school. This report is based on questionnaire returns sent in by chapters.

2. At the expiration of about the twelfth week of each semester starting with the 11 B semester, each student be rated in character, leadership, and service by all the teachers with whom he has contact. Grading a pupil at this time of each semester will cause the mark given to be more valid indication of the teacher's opinion of the pupil than if he were graded sometime later when the teacher attempts to recall a semester or two back. These ratings should be made on the "five-point scale" from the highest to the lowest, as follows:

Highest	Above average	Average	Below average	Lowest
5	4	3	2	1

3. A special marking day should be set aside for this for a dual purpose: (1) To pronounce the importance of excellence in these traits to the pupils, and (2) To impress the teacher involved of the necessity of accurate rating of each pupil.

4. Do not have too many items on the score sheet. Teachers will be apt to be hurried and give less judgment to each item than if one composite opinion were requested.

Samples of printed forms to use for these follow.

After the grades are entered how should we select those who are eligible for candidacy? Let us say a student was rated by five teachers and his marks for leadership were 5, 5, 4, 3, 3. It is plainly seen that the first three teachers saw some outstanding traits of leadership in this pupil whereas teachers four and five found him to be average. If an average be made of these opinions this particular pupil's rank for leadership will be 4, or above average.

I suggest that all those who are average or above in each trait be entitled to membership provided they have shown suitable proficiency in scholarship.

I should be inclined to consider this balancing of ratings as decidedly fair to the pupil. Should a boy be so unfortunate as to have difficulties with one teacher and not with any other he would not have to bear forever the hatred of the school and this particular teacher for denying him an honor he feels due him. If, however, he is of such poor calibre that many teachers find him lacking, his average grade will not meet the qualifications necessary for candidacy to the society.

REPORT CARD

[illegible]

CHARACTER:

1. Meets individual pledges and responsibilities promptly to school and teachers.
2. Demonstrates highest standards of attitude toward honesty and reliability.
3. Constantly demonstrates desirable qualities of personality, (cheerfulness, friendliness, neatness, poise and stability).
4. Cooperates by complying with school regulations (follows regulations concerning books, property, program, office, halls and lockers).
5. Upholds principles of morality and ethics.

LEADERSHIP:

1. Demonstrates leadership in classroom or home room.
2. Demonstrates leadership in promoting school activities.
3. Successfully holds school offices or positions of responsibility.
4. Contributes ideas which improve civic life of the school.
5. Exerts type of leadership which directly influences others for good.

SERVICE:

1. Willingness to render any service to the school when called upon.
2. Willingness to do committee or staff work.
3. Readiness to show courtesy by assisting teachers, visitors and students.
4. Willingness to represent school in interclass or interschool competition.
5. Willingness to render worthwhile service to the school, to the community.

This is the type of card I recommend be used for the recording of grades in character, leadership, and service by the various teachers with whom a pupil has contact. From this record an average can be made from each trait. I would start using this card in the 11 B semester.

If, at the end of the 11 A semester, a pupil is average or above in all traits I would consider him eligible for the society and, further, if his scholarship meets the requirements he should be elected.

If at any time before graduation he fails to maintain this standing he should be dropped from membership.

TEACHER'S RECORD

Semester _____ Year 19____ to Year 19____

Teacher _____

CHARACTER:

1. Meets individual pledges and responsibilities promptly to school and teachers.
2. Demonstrates highest standards of attitude toward honesty and reliability.
3. Constantly demonstrates desirable qualities of personality, (cheerfulness, friendliness, neatness, poise, stability.)
4. Cooperates by complying with school regulations.

LEADERSHIP:

1. Demonstrates leadership in class room or home room.
2. Demonstrates leadership in promoting school activities.
3. Successfully holds school offices or positions of responsibility.
4. Contributes ideas which improve civic life of the school.
5. Exerts type of leadership which directly influences others for good.

SERVICE:

1. Willingness to render any service to the school when called upon.
2. Willingness to do committee or staff work.
3. Readiness to show courtesy by assisting teachers, visitors, and students.
4. Willingness to represent school in interclass or interschool competition.
5. Willingness to render worthwhile service to the school, to the community.

[illegible]

(Space for more names on reverse side)

This form is to be used by the teachers for recording their opinions of the pupils whom they teach or sponsor in clubs. From this record the grades are transferred to a report card.

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 eighteen 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	\$3.63	14K Pin	\$2.78
10K Charm	3.00	10K Pin	2.34
Gold Filled Charm	1.60	Gold Filled Pin	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; 30c 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.)

All orders must have the approval of the principal.

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 (2¼"x3¼") 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, $7\frac{1}{4} \times 10\frac{1}{2}$	}	-----\$1.00
48 envelopes, $3\frac{3}{4} \times 7\frac{1}{2}$		
48 engraved folded note sheets, $6\frac{3}{4} \times 10\frac{5}{8}$	}	-----\$1.00
48 envelopes, $3\frac{9}{16} \times 5\frac{9}{16}$		

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.

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.

Correspondence in regard to plaques should be directed 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; 30c 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 ($7 \times 8\frac{1}{2}$) 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.

PLAQUES, NATIONAL JUNIOR HONOR SOCIETY

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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.

Economies in Secondary-School Administration, and an Objective Method of Selecting Members of the National Honor Society.....\$0.30

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.....(Out of print)

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

Bulletin No. 52, May, 1934.

Tercenary Celebration Committee reports on: Purpose, Community Celebration Programs, Publicity, Commencement Programs, Service Club Participation, and Tercenary Bibliography.....\$0.30

Bulletin No. 53, December, 1934.

President Roosevelt's Proclamation, Papers on the Academic Training of Secondary-School Principals, and Development of the High-School Curriculum; National Junior Honor Society Ritual.....\$0.40

Bulletin No. 54, January, 1935.

Tercenary Celebration Contests; Some Honorary Society Activities. Also a Directory of Members. (92 pp.).....\$1.00

Bulletin No. 55, Proceedings of the Atlantic City (1935, Tercentenary) Meeting.

Papers on First American Secondary School, Guiding Philosophies of Secondary Education (2), Three Hundred Years of Education for Girls, To-day's Characteristics of Secondary Education, Private Schools and Secondary Education, Leisure and Secondary Education, Handicaps of Secondary Education, Finances, Curriculum (2), Methods, Teacher Training, and the School and Democracy. (180 pp.).....\$2.00

Bulletin No. 56, April, 1935.

Investigations in Applying and Extending the National Survey of Secondary Education: Horizontal Organization, Vertical Reorganization, Provisions for Individual Differences, Program of Studies, and Guidance and Extra-Curriculum Activities.....\$0.50

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

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:

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6	1.90	3.20	6.45	11.70
7	1.95	3.30	6.60	11.95
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The Department offers to its members life insurance in its most inexpensive form. The salient features of the plan are:

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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.

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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.

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H. V. CHURCH, Executive Secretary, 5835 Kimbark Avenue, Chicago.

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

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