

Bulletin of the Department of Secondary-School Principals

of the
NATIONAL EDUCATION ASSOCIATIONS

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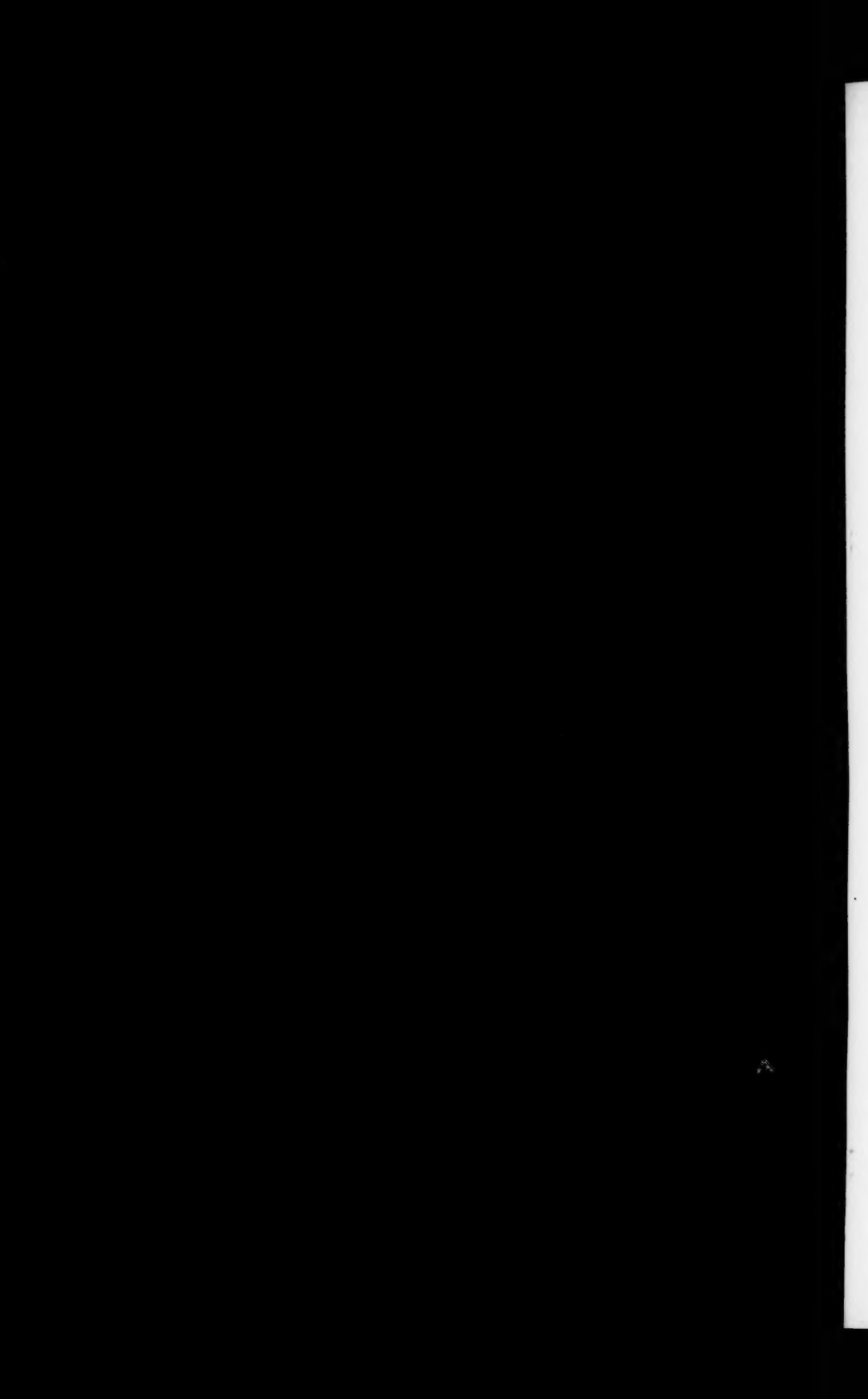
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Proceedings of the
Twentieth Annual Meeting of the
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Secondary-School Principals
of the National Education Association

ST. LOUIS, MISSOURI

February 24, 25, and 26, 1936

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at

ST. LOUIS, MISSOURI

on

February 24, 25, and 26, 1936



Edited by
H. V. CHURCH
Secretary of the Association

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TWENTIETH ANNUAL CONVENTION
of the
Department of
Secondary-School Principals
of the

NATIONAL
EDUCATION ASSOCIATION

The twentieth annual meeting of the Department of Secondary-School Principals met in St. Louis on Monday, Tuesday and Wednesday, February 24, 25, and 26, 1936.

THE FIRST GENERAL SESSION

The first session of the twentieth annual meeting of the Department of Secondary-School Principals was called to order by President Harrison C. Lyseth, Supervisor of Secondary Education of Maine, and President of the Department of Secondary-School Principals at 2:10 P. M. in Assembly Hall No. 3, of the Municipal Auditorium, St. Louis, Missouri. After a few announcements the President introduced Herbert P. Stellwagen, Principal of Soldan High School, St. Louis, Missouri, the chairman of local arrangements for this Department, who gave a short address of welcome.

President Lyseth then introduced George E. Carrothers, who in the absence of Mr. C. O. Davis, read the paper entitled *High Lights in the Department's History*.

HIGHLIGHTS IN THE DEPARTMENT'S HISTORY

By CALVIN O. DAVIS
University of Michigan

Associations or societies for the promotion of public education in America are nearly as old as our Federal Union. The earliest ones were not, however, professional organizations. Perhaps the earliest of all these associations was the *Pennsylv-*

vania Society for the Promotion of Public Schools, founded in 1817. Fifteen years later, in 1832, the *Western Literary Institute and College of Professional Teachers* came into existence at Cincinnati. This was the first society of importance to include teachers as well as political and social leaders in its membership. With this organization the real beginnings of a class and craft consciousness among educators may perhaps be said to have begun in America. Still, another thirteen years had to pass before the first state teachers' association, as such, came into existence (in Rhode Island in 1845) and another twelve years before a national organization of teachers was effected. For the National Education Association really dates from 1857, although the official action which created it as a result of a merger of several independent educational societies did not take place until 1870.

During all this time and down to 1916, America's high-school principals had no organization of their own. Instead they cast their lot and their influence with other departments of the National Education Association; in particular they were generally found flocking with the superintendents.

Then under the leadership of a group of Illinois principals, the new organization was promulgated. This was in 1916—at the time of the mid-winter gathering in Detroit. Among the sponsoring stalwarts were C. P. Briggs, L. W. Smith, K. D. Waldo, W. L. Goble, H. V. Church, H. E. Brown, Jesse B. Davis, Milo H. Stuart, W. D. Lewis, Thomas H. Briggs, C. H. Johnston, and C. H. Judd.

The purposes of the Association, as reported by its temporary secretary, were to be (quoting) "To develop and further a feeling of class consciousness among high-school principals; to develop a professional spirit on their part; to study curriculum problems of administration; and to be looking forward to certain standards and tests of efficiency for high-school subjects as a basis for survey work."

In April, 1916, seventy-eight principals representing seven states in the middle west met in Chicago and effected a permanent organization, under the name, National Association of Secondary-School Principals. For its officers it chose Principal B. F. Brown of the Lake View High School, Chicago, president; Principal M. R. McDaniel of the Oak Park High

School, Oak Park, Illinois, vice-president; and Superintendent F. M. Hammitt of Mason City, Iowa, secretary-treasurer.

In 1927, the new organization was duly admitted as a department of the National Education Association, under the name it bears to-day.

It started its career aggressively and has continued to adhere to the principle of energetic effort ever since. Many of its original ideals have been realized in whole or in part.

In order that we may appreciate just how far secondary education has advanced in thought and practice in the last twenty years may I quote from Mr. Brown's presidential address delivered in 1917. Recall that this was given at the time of the first annual meeting of the new association in Kansas City, Missouri—just when its objectives were being formulated and its purposes were being declared. Said Mr. Brown, "No longer should men and women interested in the administration of secondary schools be content to accept ideas and direction from those who are not in a position to understand their needs, or from those who are actuated by ulterior motives.

"The old theory of education, in which the pupil has been judged by his ability to remember, is bound to be displaced by the demand that our schools shall be so organized that there shall be a development of power, that we shall turn out a product with the ability to think and the power to do the job the world has for it to do in a creditable manner. The former idea was imposed from above and is still holding on like grim death, but the signs of the times show that its days are numbered. Relief must come largely through the efforts of secondary-school men, and this new spirit of union and coöperation will furnish the moral backbone to enable us to make the public high school conform more nearly to the needs of one hundred per cent of our pupils than to five or ten per cent of them."

Mr. Brown then pointed out the need for experimentation and listed specifically eight subjects which he felt should be dealt with at once. These eight, as stated by him, are as follows:

- a. "To devise a satisfactory method of bringing subject matter in history into the realm of the pupil's experience so that it may become real, and may not be a matter of memory.

b. "To devise a type of examination that will show development of power in the subject during the course.

c. "To work out a system of credits that will be fair both to the pupil who does excellent work and to the pupil who does only fair work.

d. "To work out also a system of credits that will discourage seniors and juniors from electing studies of the first and second year in order more easily to obtain the necessary credits for graduation.

e. "To discuss the changing conceptions of schooling and education with reference to the demands for the development of the power to meet the problems of life successfully.

f. "To emphasize the social side of high-school life and give it a proper place in the school program.

g. "To find best ways of presenting instruction concerning the advantages and disadvantages of various vocations.

h. "To find an answer to the question of credit for work done independent of public school supervision."

During the next few years each of the problems suggested by Mr. Brown was attacked vigorously by the Association and gratifying improvements in school procedures have been noted in respect to them. In particular has this organization sought to put into effect Mr. Brown's recommendation concerning educational experimentation. Everywhere within the circle of its influence, undertakings that seek to discover new ways and means of school organization and administration are being carried forward by its members. Research is the slogan of the times.

In this first presidential address Mr. Brown also took occasion to contrast what he regarded as the status of the high-school principal at the time with the status he would merit and attain as a result of the newly formed organization. Said he, "Our place in the educational world will be greatly improved by organization, because of the simple fact that we shall from now on act intelligently and unitedly. We shall no longer be the tail of the dog, to be wagged at the pleasure of influences that have dominated our secondary schools. . . . Instead of having it handed down to us where to get off, we shall now be in a position of at least discussing the advisability of getting

off. . . . From now on we shall take our place among the organizations that are dictating the educational policy of our schools to-day."

How true Mr. Brown's prophecy was respecting the prestige and power of this organization can be judged by each for himself. Certainly no one who is at all conversant with its work would call it a weak and puny Department. Leadership in matters pertaining to secondary education most assuredly has been the Department's watchword.

At the close of the meeting in 1917 new officers were chosen for the succeeding year. These were as follows:

President, Jesse B. Davis, Principal of the Central High School, Grand Rapids, Michigan;

Vice-President: V. K. Froula, Principal of the Lincoln High School, Seattle, Washington;

Secretary-Treasurer: H. V. Church, Principal of the J. Sterling Morton High School, Cicero, Illinois.

During the first nine years of the Department's history it proceeded much after the fashion of other educational societies of the period. That is, its members met in annual convention, listened to a program of set addresses, exchanged greetings and notes with fellow principals, and went home. Some time later in the season, the annual *Yearbook* made its appearance and probably some few individuals perused its pages.

But in 1926, new policies were introduced. In place of a *Yearbook* a series of bimonthly *Bulletins* were issued. The *Yearbooks* had contained little more than the papers read before the convention, together with certain business items. The *Bulletins*, on the other hand, have dealt with a great variety of topics in addition to these matters, including: abstracts of books and magazines, reports of educational committees of one kind and another, lists of unpublished master's theses in the field of secondary education, scientific studies of many sorts, and discussions of many problems pertinent to the administration of the secondary schools. The nine *Yearbooks* published between 1917 and 1926 contained a total of 1218 pages of printed matter; the forty-nine *Bulletins* published since that date have contained a total of 5471 pages of printed matter.

The Department, through its Secretary-Treasurer, also handles a number of matters of especial concern to the principal as an individual and as a manager of his school. Among these services are the furnishing of (1) Uniform certificates of recommendation to colleges; (2) Standard High-School Personnel Record Blanks; (3) Group Life Insurance; (4) Automobile, Fire, Accident, Sickness and other forms of insurance; (5) Directory of Members; (6) Membership cards, seals, emblems, certificates, plaques, and official stationery both for the National Honor Society and the National Junior Honor Society.

Besides being responsible for the various activities mentioned above, the Department has been conspicuously influential in educational undertakings outside the circle of its own organization. It has done this to some extent as a unit but more especially as unofficially represented by its individual members. For example, the committee which prepared the booklet *Cardinal Principles of Secondary Education* was composed in considerable part of persons also attached to this organization. The National Committee on Research in Secondary Education is a child of this Association; the Department of High-School Inspectors and Supervisors also stemmed from this group. As for the Secondary Commissions of the great regional standardizing agencies—the North Central Association, the Southern Association, and the others—much of the leadership found therein is furnished by men and women who are likewise connected with the Department of Secondary-School Principles. And of the two great national committees which to-day are busily at work endeavoring to effect what may prove to be almost revolutionary changes in secondary-school organization and procedures—the Committee on Orientation of Secondary Education, seeking to develop a philosophy of education upon which all schoolmen can unite, and the Committee for Coöperative Study of Secondary-School Standards and Accrediting Procedures, trying to fashion principles for judging the work of schools in truly valid ways—of these two great Committees all members, I think, are, at the same time, of this organization. And finally, through the force of the Department's numerous sets of official resolutions and recommendations, sweeping reforms in education other than strictly secondary, have been instituted or fostered. Surely the story

of the organization's coöperative adventures has been interesting and noble.

In the Department's annual meetings held since 1917 the topics discussed have been both numerous and varied. Merely for the sake of curiosity I checked through the titles of the addresses and papers delivered before the conventions held during the past nineteen years. These total 760. A few topics, of course, have been discussed frequently; others only occasionally. Those recurring most often, with the number of times each has been considered, are as follows: The curriculum, 33 times; guidance, 18; articulation, or the relation of the high school to other divisions of the system, 16; student activities and social life, 16; finance, 13; supervision, 13; the junior high school, 13; administration, 10; philosophy of education, 9; problems relating to teachers, 8; methods, 8; deans of girls, 8; marks or records, 7; international relationships, 7; the small high school, 7; and from one to six discussions each on athletics, dramatics, class size, scholarship, character education, homogeneous grouping, measurements, study habits, libraries, school reorganization, cardinal principles, and others dealing particularly with specialized subject-matter fields.

In 1917 the roster of the organization listed 245 members; to-day it contains the names of more than 5000 individuals.

If, therefore, the old adage still holds true that "Ye shall know them by their fruits" the organization that was started in 1916 may truly be said to be a fortunate and successful one.

In the absence of Mr. McDaniel, Mr. Church read his paper entitled *The National Honor Society an Essential*.

THE NATIONAL HONOR SOCIETY AN ESSENTIAL

M. R. MCDANIEL,

Superintendent, Oak Park and River Forest Township High
School, Oak Park, Illinois, and President
of the National Honor Society

The word *essential* is a strong word, but from the first organization of the National Honor Society I have been a firm and enthusiastic believer in its value. After thirteen

years of experience with the organization in our own school and after being in close touch with many chapters in other schools, I have come to the conclusion that it is an essential, if we consider the highest interests of our boys and girls, for whom the schools exist. During the late depression the schools were targets for much criticism. They seemed to be the scape-goat for most of our troubles. Our critics, some of them among our own number, accused us of wasting the people's money and the pupil's time on fads and frills. Our curriculum was described as a "rope of sand." We were criticised for not fitting our pupils for some job, and then we were criticised for fitting them for jobs that did not exist. In fact, many of our efforts in the schools were, in the words of our critics, mere "boondoggling". No critic, however, ever accused us of placing too much emphasis on scholarship, leadership, service and character. The development and emphasis of these qualities, especially the last three, do not require extensive library and laboratory equipment. Neither do they take much time from our daily schedule. They will fit into any plan of organization, whether 8-4, 6-3-3, or 6-4-4.

There are some who really find objections to the National Honor Society. They contend that in choosing members we cannot always do a good job, that the qualities of leadership and character are so intangible they are hard to measure. They are really no harder to measure than scholarship. It would be hard to find two teachers who would agree upon the mark to be given for an English theme, for instance. Others would avoid trouble such as might arise if the son of a prominent taxpayer were not chosen. It is also objected that we sometimes choose unworthy people because it is hard to be a real judge of character. The Great Teacher in the parable did not refuse to sow because some of the seed fell by the way side, or on stony ground, or among thorns, but continued to sow because other seed fell on good ground and did yield some thirty, some sixty, and some an hundredfold. To my mind none of these objections justifies a school in depriving its boys and girls of the great value of the National Honor Society. If we want evidence of need in leadership and service, look about us, in our state legislatures, in our national congress. If evidence of need for character, at our crime record. Warden Lawes of Sing Sing has said that the public schools have done nothing to prevent crime. Wickersham, however, in his fam-

ous report says, "The greatest possibilities in checking crime lie in right education."

In the last few years there has been a very great change of emphasis on values in our school system, on what *is* right education. In the *National Survey of Secondary Education* it was found in the group of schools studied, that nonathletic extracurriculum activities had increased since 1910 eight times as much as athletic activities, and that from 1913 to 1930, civic, moral, and honorary activities had increased 560%. The same study found that the greatest carry-over value to the community was in the service activities. This changing emphasis in values is illustrated also by the Phi Beta Kappa organization. Membership in this organization was originally based on scholarship. President Moore of Skidmore College, writing recently in the *American Scholar*, the Phi Beta Kappa magazine, says: "The business of scholarship becomes much more than a mere matter of the intellect. It is something that touches our whole way of living and involves our feeling and acting as well as our thinking . . . Surely the time is ripe for a radical change in the basis of our estimate of the worth of student accomplishment and in our official recognition of the real distinguished members of every student body." Our National Association, early in its history, even long before it became a department, recognized in a practical way this change of emphasis and organized the National Honor Society, a society which should recognize leadership, service, and character, as well as scholarship. The Society has had a marvelous growth. There are now 1,712 chapters of the Senior Honor Society and 216 chapters of the Junior Society which was recently organized, a total of 1,928 chapters with a membership of over 200,000 boys and girls.

These two hundred thousand boys and girls have been chosen not only for their school days but for life. Whether they go to college or not, they will continue with a better perspective as to values. They have learned to appreciate that leadership and service do not consist only in making touch-downs and holding office, but may be shown in the classroom, the corridors, on the street, or in the home. These qualities which they have developed will continue as practical values in their lives. They were elected to membership not because they had read and recited something about service and char-

acter, but because they had already made these qualities a way of living. We all know that the worst little rascals in our schools often get the highest mark in civics and then act the most uncivil. Knowledge is power for evil as well as for good. I once heard a prominent educator say that he had taught a boy arithmetic so well that he defrauded the Standard Oil Company for ten years. The fact that these qualities of leadership, service, and character have really "taken" in the lives of our young people is proved by the attitude of the colleges toward them. The colleges have learned to recognize members of the National Honor Society as a picked group. Many colleges are writing to high schools and asking for their lists of members and then are doing all they can to enroll these members in their own institutions. It is not only in the colleges that they are making good. Within the last few weeks I have had at least five calls from business men to send them Honor Society boys and girls.

The National Honor Society is a great incentive to the younger pupils. I have known many boys and girls on entering high school, yes, even while they are in the eighth grade, to decide that they are going to be worthy of election to the National Honor Society. Most of them succeed. Having such a goal before them prevents pupils from becoming lost in the maze of athletics, debates, and dances. Young people really want something to tie to, to trust, and to follow as well as to read about. We give monograms and much publicity for athletic achievement. We give marks, congratulations, and credits, publish honor rolls, and have honor days for scholarship. In other words, we act as if athletics and scholarship are really important, and our pupils soon agree with us. They will agree with us also, if we will really make leadership, service, and character important.

A chapter of the National Honor Society has a wholesome effect upon the faculty. Choosing pupils to membership on the basis of leadership, service, and character as well as scholarship, helps teachers recognize that vitamins L, S, and C are essential to the well-balanced development of every boy and girl. It helps them to recognize that they should teach boys and girls and not subjects. It gives them more of that quality that made Mr. Chips a great teacher—the quality of an understanding heart.

Fellow principals, our institutions must be appraised not by our football records or even our scholastic records, but by our development of human personalities. No other nation has provided so much opportunity for education as ours. We must make good. Our product must show not only the high polish of scholarship but also the alloys of service and character which are so necessary to enable one to stand the stress of modern life. Whether or not our boys and girls have an Honor Society, they are going to grow into adults. Let us do all we can in the words of Mr. Chips "to influence for good those who are going to grow up and matter in the world." Let us do all we can to make men—gentlemen. Let us firmly believe that "The heavens" still "declare the glory of God and the firmament showeth His handiwork."

The following men were chosen in accordance with Article V of the Constitution:

New England: Milton D. Proctor, and Harold A. Swaffield.

Middle States: Curtis H. Threlkeld, Lyndon H. Strough, H. A. Smith, and J. H. Tyson.

Southern States: William J. Baird.

North Central: F. L. Kinley, Charles Green, Charles W. Boardman, A. J. Gibson, Charles D. Lutz, R. V. Lindsey, E. S. Lehmann, R. H. Bechtold, and Grover C. Dotzour.

Following Section 2 of the above article the nominations from the floor were: J. B. Davis, Paul D. West, Stephen H. Rider, M. P. Moe, and Louis B. Plummer.

Mr. John H. Tyson, Principal of Senior High School, Upper Darby, Pennsylvania presented his paper, entitled, *A Research Program for a State Association of Secondary-School Principals*.

A RESEARCH PROGRAM FOR A STATE ASSOCIATION OF SECONDARY- SCHOOL PRINCIPALS

JOHN H. TYSON,

Principal Senior High School, Upper Darby, Pennsylvania

The development of our Pennsylvania program began with a banquet meeting of one hundred ten principals and college teachers of secondary education. At this meeting an

earnest desire was expressed for more opportunities at which principals could meet, discuss their problems, and formulate educational programs in the interest of youth.

A very important set of resolutions was adopted, of which the following were outstanding:

1. That an annual meeting of the secondary-school principals be held to:

- a. Receive reports of the work accomplished in the professional principals' organizations.
- b. To disseminate the results of research of local groups through the coöperation of the State Department.
- c. To discuss current problems in the field of secondary education with the aim of effecting a solution.
- d. To disseminate the results of investigations in the field of secondary education conducted by National Committees.

2. That to promote and insure continuity to a systematic study of the problems of secondary education a planning committee be appointed. This committee shall plan research over a period of years. In selecting the three people on this committee an effort was made to secure: (1) A satisfactory geographical distribution in the membership of the committee, and (2) Adequate representation of all types of high schools.

In an ideal situation we find the following characteristics of an effective organization of high-school principals:

- a. Frequent (monthly) meetings at a fixed time and place.
- b. Coördinated, group effort on a topic of common interest in advance of the meeting.
- c. The distribution of carefully prepared reports in mimeographed form at the meeting.
- d. The influence of capable leadership connected with schools of education in our great universities.

The Davis Club of Boston during the past year has centered its discussion around the "Briggs Report." This year it is considering the checklists submitted by the American

Council Committee on Secondary-School Standards of which Dr. Walter C. Eells is coördinator. This group carries on the seminar type of discussion and on a few occasions criticizes the papers of research students in the University. Similar reports can be made for the Stanford group, the Columbia group, the Milwaukee Suburban group, and other associations which have done outstanding work in the country.

The economic problems of the past five years have centered attention upon school finance and community support. A research program such as that described will attempt to distribute attention among other pressing problems in secondary education. The high-school principal has had a fine professional record in this country and should respond quite favorably to a program of this type. But leadership and coördination of effort is desirable. For this reason, our State Planning Committee has appointed as Coördinator the head of the department of education at Bucknell University. His functions are as follows:

1. To study the activities of local associations.
2. To encourage local associations to adopt certain problems for study and research.
3. To coördinate the efforts of local groups in the development of a continuing state program of research. This will require the appointment of committees which shall define the scope of the problem to be studied, the nature and time of various reports that shall be submitted, and other necessary details.
4. To give desirable publicity to those reports as they are completed.

The response from schoolmen and from our State Department to this research program has been most encouraging. Our faith in the professional zeal of secondary-school principals has been justified. If we can lift the spirit and horizon of our leadership just a little, and thereby render to society a richer and better service, the expenditures for public education will become a real investment in our richest heritage, the youth of the land.

Mr. Sidney J. Williams, Director of Public Safety Division of the National Safety Council, Chicago, presented his subject, *Education for Safety in America's Secondary Schools*.

EDUCATION FOR SAFETY IN AMERICA'S SECONDARY SCHOOLS

SIDNEY J. WILLIAMS

Director Public Safety Division, National
Safety Council, Chicago

In talking recently with a police expert I ventured the suggestion that teaching safety to school children is, after all, the job of the schools rather than of the police. He replied, "Yes, if the school people would ever wake up and adjust their curricula to the needs of modern life." I suggested that some "school people" if they heard his remark, might assert that the schools are handling their part of the traffic safety job quite as well as the police are handling theirs.

Adjusting ourselves to modern life has proved to be a tough job for a great many of us, including police, schools, statesmen, employers, parents, and others. You leaders of education seem to be thinking and talking about this problem, most of the time. This is a great comfort to all of us who believe that education offers the only final answer to any social problem, including the problem of safety on the highways and elsewhere.

When I went to high school, "manual training" was just beginning to be accepted. Even then it attracted more students than Latin and Greek. Parenthetically may I express the conviction that Latin and Greek, mathematics and literature are still just as important and just as "practical" in fitting an intelligent boy or girl to live in this or any other decade, as commercial bookkeeping, airplane design, and the manual arts. However, the manual arts are important too. Some boys still become carpenters and some girls still become cooks, but all of them become automobile drivers. Driving a motor vehicle is the most widely practiced and the most important manual art to-day. But before talking about the teaching of automobile driving let us first consider the nature of this idea we call Safety—then, what have the schools to do with it?

Safety is not a thing, or a subject like history or botany. It is a quality, which has meaning only in relation to the particular things we are doing. As Mr. A. W. Whitney pointed out years ago, safety is both negative and positive; we want to be safe from something, for something else. In driving a car we want to be safe from collision, in order to preserve our physical comfort and our property and reach our destination on time. In another sense, which I am not discussing to-day, we desire as a nation to be safe from war to enjoy the advantages of peace. Mussolini, of course, would not agree with the latter statement. Safety thus involves a choice, a preference, and may lead us into a deep philosophic inquiry as to the ultimate purpose of life.

We can avoid this quagmire by getting back to the practical problem before us. The practical problem is that accidents in this country kill about 100,000 people and injure about nine million every year, with a direct economic cost of over three billion dollars. The deaths now exceed those from tuberculosis. We all agree, I am sure, that this terrific loss of life and limb is a bad thing, especially when it is common knowledge that most of these accidents are preventable. There is no reason why we should keep falling off of rocking chairs, or down stairs, why we should burn up ourselves and our property, why we should kill and cripple ourselves and others on the highway, or at work, or at play. The Safety Movement has already gone far enough to prove over and over again not only that these accidents are preventable in the individual case but that in the aggregate they can be greatly reduced by simple, practical measures; furthermore, that in industry for example the measures that stop accidents also have the effect of improving efficiency and increasing production.

So we don't want to suffer accidents, either individually or as a nation. Why then do we? Practically all accident causes come back finally to some individual, either someone immediately involved or someone who set the stage for the casualty. The individual traits which cause accidents, or permit them to happen, fall in three groups; first, defects of mind or body which make the person unfit to do what he is trying to do; second, lack of skill or experience; third, a wrong attitude, which we call carelessness or recklessness and which really means egotism or lack of forethought or of social re-

sponsibility. Of these three factors, the second and third—lack of skill, and wrong attitude—are about equally important as accident causes, and more important than the first, physical and mental defects.

The quality of safety thus breaks down into these three basic qualities—fitness, skill, and attitude or character; all interpreted in terms of what we are doing—cooking a meal, driving a car, playing football, canoeing, running a punch press, or a circular saw. Are not these basic qualities the very aim of all education? Stated otherwise, every accident at home, in the factory, on the highway, is a symptom of mal-adjustment and means that we, as an individual or as a group, have either not learned or not heeded the first law of life, the law of self preservation.

Thus, while the immediate import of safety is often negative—don't drive too fast, don't go swimming on a full stomach. Safety itself is the most positive of all ideas: learn how to live successfully; put first things first; be both your own and your brothers' keeper.

This concept, so easily stated, is just about equivalent to the millennium. As a practical matter, what should the secondary school attempt in safety education, with due regard to its many other burdens? To answer, we must ask—in what ways are our students most likely to suffer or cause accidental death or injury, both now and in later life? How and to what extent can you reasonably impart the skills and the attitudes that will avert these tragedies?

Many persons of all ages are hurt in traffic while on foot. The elementary schools have done a splendid job in teaching safe pedestrianism, so all you need do about that is an occasional reminder.

The beginning driver is usually in high school. To see that he gets started right is obviously your opportunity and in part, I believe, your responsibility.

Many people are hurt while at work. If you train for any manual vocation, industrial or domestic, surely safety must be a part of that training. Vocational training is essentially training in skill. The boy or girl who learns to run a saw or a cook stove skillfully has learned to run it safely.

But sometimes you need a little more emphasis on attitude. The instructor should know, and the boy should know, that if he runs a circular saw in a modern industrial plant, with the guard off, he is likely to lose his job as well as his fingers.

Many people are hurt in sports and recreations. What I have said about the close relationship of safety and skill has no better example than the record of accidents in football and other athletics—these are far more common in the sandlot games than in those under high-school or college coaching. Again however attitude is important—venturesome youth must be reminded that it is not really sporting to take foolish chances with one's own life or another's.

Finally, many people are hurt at home. Most of the things we do at home are not very hazardous but in the aggregate we do spend more time at home, awake and asleep, than anywhere else; so the total number of deaths from home accidents is almost as great as in traffic and much greater than in industry, and the number of injuries at home is greater than in traffic and industry combined. Common sense precautions against these home accidents therefore cannot be overlooked in any high-school safety program.

I hesitate to suggest exactly how this work should be organized in your high schools because that is something which you know much more about than any layman and to which many of you already have given much thought. A few observations may perhaps be offered.

1. Because safety includes skill, learning to do specific things in the right way, it obviously should be recognized in all the vocational or manual arts courses, including physical education. The instruction of the students in these courses should probably be in terms of skill rather than in terms of safety as such, but the instructors should be given definite, up to date information on the accident record and the specific accident causes and remedies in those occupations.

2. Because safety is also a matter of attitude and of character, it should be considered in those courses that deal with character and with social relationships, including the courses in citizenship or government.

3. While skill in running a circular saw has little to do with skill in driving a car, the safety attitude—the feeling of

personal and social responsibility—is common to everything we do. Therefore on the side of attitude the whole safety program should be integrated. That is the reason for organizing a high-school safety council, or a safety committee of the general student council; also for an occasional assembly lecture, or a dramatic presentation of the safety idea.

4. We do not advocate state laws requiring you to teach safety.

5. An effective safety program in a school, as in a factory or anywhere else, is not to be accomplished through a pious wish. The principal cannot say "Sure, we'll have a safety program" and expect it to blossom forth in full perfection. There must be definite specific information; there must be hard work. Perhaps you know other and better ways, but I don't see how you can have a generally effective safety program in a school without making it the definite responsibility of some one faculty member who not only has the requisite ability but can contribute some time and energy. In this connection may I quote from the address of your own President of the National Education Association, Miss Agnes Samuelson, at our Annual Safety Congress in Louisville last fall. Miss Samuelson asked these very pertinent questions:

"Are teachers given opportunity to familiarize themselves with the new developments in the accident problem and improved technics in safety education to an extent equal with the opportunities offered them to keep up to date in their presentation of more traditional subjects? Are safety materials provided for the use of teachers? Are those materials held to the same high standards applied to materials in other fields? Has a testing program been developed that is comparable to others or is the child accidental death rate considered an adequate measure of the success of the program? Has the school assumed responsibility for safety education, and arranged for the direction of a continuous program, or is the subject sponsored largely by outside groups which are allowed in the classrooms because of the importance of the subject, the influence of the groups, or the fact that local school administrators and teachers are already carrying a heavy load?"

6. The seriousness of the traffic accident problem today, and the almost hysterical public interest in that subject,

should not blind us to the equal importance of training our young people against the other hazards, occupational, recreational, etc., to which they are or will be subject. I beg of you to think of safety in terms of a well rounded program rather than as merely teaching how to drive a motor car.

This last statement is extremely important and I wish to emphasize it. Having done so, I still must devote a couple of minutes to the specific item of traffic safety and driver training because that is probably the most difficult single item for you to handle. It is difficult because automobile driving is a new art, about which none of us knows very much, and also because it does not fit easily into present curricula.

Does the statement that we know very little about the art of automobile driving surprise you? Do you say—"Why, don't we have lots of expert drivers? Aren't you and other people all the time putting out rules about safe driving?"

It is true that many drivers have made remarkable no-accident records but most of them don't really know how they did it, any more than our grandmothers knew exactly how they produced such admirable apple pies, or a football star knows how he gets down the field. It is true also that millions of words have been printed on safe driving, but most of them are common sense precautions, very helpful in creating in the driver an attitude of forethought and caution, but quite inadequate as a course of instruction for the beginner.

Many of you have instructors in auto mechanics who know and can teach the inner workings of the carburetor and all that, but some of these very instructors are bad drivers, meaning that they have bad driving habits; or, if not, at least they have little idea of the elements of good driving habits and how to impart them to a class. To assume that a first class automotive engineer, or a first class driver, will necessarily make a good instructor is the same as assuming that a manufacturer of adding machines or an expert accountant would make a good teacher of mathematics.

That, I think, is one of the reasons most of our so-called driver training courses have been so superficial. We have called the students together, in or out of regular school time, and have talked to them about safe driving—I have done it myself—and no doubt these lectures have done some good

in arousing a feeling of interest and responsibility, but they do not constitute driver training. Driver training means putting the boy or girl into an automobile, showing him how it stops and starts and turns and backs up, and then having him practice doing these things, one after another, becoming perfect in each several manipulation before he goes on to the next. We can't teach driving without a car any more than we can teach arithmetic or spelling without pencil and paper.

But it is hard to get cars, and it is hard to get competent instructors. As for the cars, the automobile industry has become so much interested in this problem of traffic safety that it would, I think, be quite generous in helping any high school that was ready to put in a real driving course. Some of the students also could contribute the use of their own cars in return for receiving the authoritative instruction which, in a growing number of cases, their parents realize they need. We spend school funds for batteries of cook stoves, chemical laboratory tables, carpenters' benches and the like and it is quite as proper to spend some of this money on a few inexpensive cars.

As for instructors, you probably know of Professor Amos Neyhart of Pennsylvania State College who for several years has used his own car and his own gasoline to teach groups of high-school students and some older people how to drive, until he has worked out a definite technique. What we need is a hundred Amos Neyharts all over this country, testing this technique, perhaps improving it and crystallizing it into manuals of instruction. The task of driver training cannot be given as a five per cent overtime job to someone employed to teach English, history, or football. Men from the motor vehicle or police department can give valuable help, but if I were a high-school principal I should not like to turn over any teaching function permanently to any outsider.

I am not criticizing the schools which are now using the coöperation of these public officials, or which are starting to teach safety, including safety in driving, through English classes or any other medium; this is pioneer work which deserves all possible commendation and encouragement. I am merely pointing out that this sort of instruction is an entering wedge and not a final solution. If the teaching of driving

is really as important as the teaching of cooking, then we need a special instructor for the one as for the other.

This of course runs into the rock of over-burdened budgets and over-crowded curricula but we may as well face the facts. I for one believe that we must blast our way through the rock if we cannot find a detour. I do not say at all that we should teach driving at the expense of the basic or the cultural subjects but I do say as a taxpayer, a voter, and a parent that automobile driving is one of the most important of the applied sciences and the most important of the manual arts, and must be so recognized.

Please don't interpret this as an ultimatum that every high school must start driver training next fall. I know that is quite impossible. I believe that day must come, but until it comes there are many things worth doing. I suggest this specific program or its equivalent:

1. Create a student safety council or committee.
2. Assign to it, as faculty adviser, one of your most competent and upstanding teachers.
3. Encourage all your teachers to use safety material in their courses, wherever applicable.
4. Let your safety council and adviser develop a reasonable program of home room and assembly exercises, bulletin boards, items in the student paper, an occasional contest and so on.
5. If you can't start real driver training, try out some lecture courses on traffic safety and driving rules by the best men you can get from your faculty, police department, motor vehicle industry, local safety council, motor club and the like—all in coöperation with your state driver's license administration if you are so fortunate as to have one.
6. Read again Miss Samuelson's searching questions and make sure you are giving your people adequate material and support.

The Safety Movement does not want to come in and run your schools or tell you how to run them. We don't even want to sell you a specific program. We want to sell you an idea, or rather, to help you interpret an idea which I think you have already accepted.

Finally, we need your advice on other difficult questions such as adult education. School men should be active and influential in the general safety organization in every state and city as well as in our national body. We want you to be full partners in this campaign whose purpose is not only to save lives but to help work out the whole vital problem of coöperative living.

(Mr. Bursch's paper was not presented in his absence)

FACTORS ASSOCIATED WITH NON-ATTENDANCE OF PUPILS IN SECONDARY SCHOOLS

By JAMES F. BURSCH

Director of Research and Student Personnel
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Introduction. The problem of this paper will be to summarize the factors found associated with the non-attendance of pupils in junior and senior high schools in the city of Sacramento.

It is recognized that when a group of truants is identified for purposes of study and analysis that they are much more than a group of truants. Truancy is merely one fairly reliable symptom of more serious maladjustment. This paper might, therefore, have been entitled "Factors Associated with Pupil Maladjustment in High Schools." The truancy findings were used only as a starting point.

Description of the Group Studied. The study concerns itself with 1703 truants drawn from five junior high schools totaling 4029 enrollment and a senior high-school enrollment of 4768. The table below shows the number of truants per thousand at the two levels represented.

The students are by no means all serious behavior problems, however. The 1703 cases described here include the entire range from mild truancy (one offense of three or more days of unexplained absence) to incurable cases out most of the time referred by junior and senior high schools to the central Student Personnel Office for investigation.

A more intensive study was made of the 159 cases of ex-

aggregated behavior maladjustment, all involving chronic truancy.

Summary of Attendance Cases per Thousand of Junior High-School and Senior High-School Enrollment

	Enrollment	Truants	Truants per Thousand
Junior High Schools.....	4029	361	89.58
Senior High Schools.....	4768	1342	281.34
	8797	1703	193.52

When Does Truancy Begin? An analysis of the ages of first reporting of truant cases to the central Student Personnel Office makes it difficult to make an accurate generalization as to the beginning age of truancy. Of the 361 junior high-school truants studied, slightly more than 50% had been reported as truant one or more times before their twelfth birthday. This group continues its truancy throughout its school career. A significant increase in truancy appears to occur at age 14 or, roughly, at the beginning of the senior high-school period. The following table shows the distribution of ages of the truants included in this study. It appears to be a gradual pyramiding from the age at which children are received into junior high school up to and including the last year in which they are required to attend under the compulsory school laws (age 17).

**Distribution of Ages of Truants in Sacramento
City High Schools**

	Boys	Girls	Total
17 years	318	286	604
16 "	203	185	388
15 "	151	156	307
14 "	130	91	221
13 "	99	81	180
	901	802	1703

Living Conditions Associated With Irregular School Attendance. To get a better understanding of how the physical environment of the home might have some bearing on the problem of unstable school citizenship, an analysis was made of the city, dividing it into sections according to predominating types of dwellings, and the number of truant children coming from

the areas where certain types of dwellings predominated. The following is a brief summary of the findings of this part of the study:

1. In the approximately 1800 square city blocks devoted to residences of the single family dwelling type, 86 truants were found per thousand of secondary-school enrollment.
2. In the approximately 750 square city blocks of the multiple family type of dwelling such as rooming houses, apartments, residence hotels, 183 truants were found per thousand of school enrollment.

It is not necessary to be hasty in drawing conclusions as to which is cause and which is effect. The critical reader will readily recognize the possibility that certain types of dwellings may select the types of families that produce truant children rather than the type of dwelling alone contributing to the truancy of the children. The facts, nevertheless, point clearly to a significant relationship between crowded living and truancy at school.

Low Mentality Alone Not Significantly Related to Truancy.

A study of 1703 cases of truancy as to the levels of ability as measured by group mental tests shows that 15% of the group are above average in mental ability as measured by such tests; 40% are average; 27% dull; 9% very dull; 9% feeble-minded. This suggests that environment, to a much greater extent than lack of ability, is associated with truancy.

What of the Occupational, Economic Status of the Families from Which Truants Come? Possibly the occupations of the fathers of truant children would throw some light on the problem indirectly. The records of the Student Personnel Office of the Sacramento City Schools show that of the cases referred for various kinds of school maladjustment, 67% of the fathers are unskilled laborers; 6% semi-skilled laborers; 16% skilled laborers; 8% clerical and semi-professional; and 3% professional. Whether this distribution of the occupational status of the fathers of truant children is related in a causal way to their truancy is not indicated. Possibly it has a bearing only from the standpoint of insufficient income.

Following this idea up further, it was found that 90% of the families in which truant children are living had inadequate or irregular incomes, i.e. less than \$800 per year for two or more persons.

Do Maladjustment Children Come from Large or Small Families? An analysis of the registration of minor files of the Student Personnel Office reveals that there is 1.8 school children per average Sacramento family whereas the maladjusted children come from families averaging 2.5 pupils enrolled per family.

Group Memberships of Maladjusted Children. Whereas the typical high-school child in Sacramento is found to belong to one or more juvenile organizations such as Sunday School class, supervised playground groups, Boy Scouts, Girl Scouts, Camp Fire Girls, Rangers, or others of similar character, it is a rarity to find any memberships in any known juvenile groups among the maladjusted school children. Out of the 159 cases referred to, we have learned that there was only one Boy Scout and he was not in good standing. Even at school, apparently little was done to develop group membership pride among the truant group with the exception of three senior high-school boys on athletic teams. These truants represent school citizens who do not belong. For example, they do not represent the school in athletics, publications, dramatics, music, or any of the socially approved groups of the school having an official relation to the school life.

The sense of being worthy of respect, belonging to something important, or being a part of an important movement seems almost totally lacking in the lives of these children.

Mobility of Families Producing Truant Children. Interviews with truant children reveal a noticeable lack of the typical sentimental attachment for home, either as a place or an institution to which they belong. There are, of course, many factors which contribute to the lack of this normal sentiment. The fact that they move three times as often from place to place within the city as does the average Sacramento school child throws considerable light on their attitude toward home. Almost 5% of the 159 most seriously maladjusted children move more than seven times within a single year.

Irregular Home Environment. The reports from attendance workers, welfare workers, and counselors visiting the homes on behalf of the school reveals an almost total lack of any regular family life. There is no schedule for meals. There is no set time for being in off the street, for going to bed, for getting up, for going to school, for playing, or for helping with the household duties. Sixty-six per cent of the homes were rated by these workers as being poor or very poor both from the standpoint of physical environment and organized living.

What of the Marital Status of the Homes from Which Truant Children Come? It was found that 15% of the truant school children were living with neither of their own parents. Twenty per cent were living with one of their parents who had been divorced and remarried. Three per cent have neither of their own parents living. Sixty-two per cent were living with their mother alone. That unstable and disorganized family life has a bearing on school adjustment is quite evident from these facts. The opinion of welfare workers, attendance supervisors, and others visiting these homes on behalf of the schools further supports this point of view. They found that evening supervision of the activities of the group studied was lacking in 95% of the cases.

The Nativity of Parents of Truants. It is interesting to note that the truants are not, as is frequently asserted, from the homes of foreign-born parents in undue proportion. Sixty-eight per cent of unselected parents in Sacramento are native-born; 60% of the parents of truants are native-born. Thirty-two per cent of the unselected parents in Sacramento are foreign-born; 40% of the parents of truants are foreign-born. Mexican, Portuguese, and Italian are the largest contributors to truancy among the foreign-born group.

An interesting related fact is that among the Oriental population of 800 secondary-school pupils, there was during the year studied only five cases of truancy and only two of these were exaggerated cases. Most of these Orientals were native-born, second generation Japanese.

A Summary of Related Specific Causes. The judgment of attendance supervisors and visiting teachers whose daily work brings them into contact with these maladjusted children who express part of their maladjustment in truancy from school is

worthy of important consideration. The following are the principal factors found by these persons to have been most closely associated with irregular school attendance in Sacramento. These are arranged in descending order according to their frequency of occurrence in relation to all cases reported in this study.

Specific Causes Found Associated with Truancy

Lack of home control or supervision.

Lack of interest in school work.

Lack of individual recognition at school.

Mental or emotional instability.

Influence of street gangs or bad companions.

Poor economic conditions in the home.

A craving for excitement and adventure.

Insufficient ability for a given level or kind of school work.

Parents defiant or non-coöperative concerning school laws.

Marital difficulties in the home.

Problems of sex and love.

Poor social adjustment at school.

Desire for spending money.

Too much spending money.

Emotional conflict with parents.

Dislike for a particular school subject or teacher.

Suggested Implications. The modern school is interested in seeing the child as a whole and attempting to educate him wholly. The outworn compartmentalized thinking and compartmentalized administration which divided educational activities into facile categories such as fundamental processes, activities program, social adjustment, physical hygiene, mental hygiene, leisure time activities, etc. are now ready for a decent burial. Twenty-four hour schools may be in bad repute but twenty-four hour education is an inescapable reality.

An appreciation of the significance of the above statement leads to the inescapable conclusion that the modern teacher must be vividly aware of factors outside of the school-room touching the child's growing life and must be prepared to act upon them and make school adjustments in the light of them.

The writer, in dealing with individual children and social workers having daily contact with the homes of truant chil-

dren, has a growing conviction that the difficulties of these children have grown out of the fact that they are normal in many respects. In seeking normal human satisfactions to normal human wants and being unable to satisfy these wants because of the underprivileged social, moral, physical and economic conditions under which he lives, the child becomes a rebel against society. He sincerely believes that organized society is deliberately fighting against him.

These children who are in difficulty with the schools are seeking to satisfy one or more of the following human wants and are having difficulty in doing so: Food, clothing, shelter, protection, affection, attention, recognition, appreciation, buoyant health, and security. May it not be that the conditions and not the children are in need of adjustment? Is it not possible that it would be abnormal and unethical for children to be happily adjusted to such circumstances as are indicated by the statistics quoted above?

What Can the High Schools Do? If these factors are so vitally related to the wholesome growth and development of the whole child, it appears that school people generally must in part forsake the cloistered atmosphere of the schoolroom and through effective organization and integration of their organization with other constructive community organizations work intelligently and aggressively for the amelioration of the negative and destructive environmental factors found associated with truancy.

Mr. Charles F. Allen, Supervisor of Secondary Education of Little Rock, Arkansas read his paper, *The Need of Knowledge and Faith in the Secondary School*.

THE NEED OF KNOWLEDGE AND FAITH IN OUR SECONDARY SCHOOL

CHAS F. ALLEN

Supervisor of Secondary Education, Little Rock, Ark.

We are passing through a period filled with turbulent social problems. Probably no one can state clearly and completely the many causes affecting our social status. Some would lay the cause to the failure of the educational program.

Others would shield the schools and blame other agencies for the inefficiencies of the social program. Some would be so radical as to discard all present school curricula and reorganize on a new and theoretical but untried course. Others believe that the knowledge and experiences accumulated for ages should not be lightly discarded, because such information and experience represent the best that time and effort have produced throughout the centuries.

Whether we follow one path or the other depends largely upon our own training, experience, and original thinking. Regardless of which course we may follow, probably all will agree that determining a curriculum for the division of secondary education is a momentous question. It is a matter too big and too important to be left to the judgment of any one person or to any one group of persons. Not only the efficiency of our public school system is at stake, but the life of a nation itself seems threatened. If our democratic ideals are to survive, secondary education must succeed.

Probably all authorities competent to speak will agree that there have been many failures, many errors, committed in the name of secondary education; but not all will agree that secondary education has failed. As evidence that it has not failed, one needs only to recall the local expenditures in the cause of higher education. Witness the magnificent structures erected for secondary schools; recount the tremendous growth in enrollment in secondary schools; note the demand for at least a high-school education of those applying for positions. Such interest in secondary education and such training of high-school graduates, give material and conclusive evidence of expressed faith in secondary education.

Faultfinding is a favorite pastime for all classes of critics; and it seems particularly convenient for certain classes of financial interests and of particular types of educational agitators to employ unethical innuendoes and popular sarcasm to purported educational inefficiencies. How easy it is to tear down; how difficult to build! Who of us will not admit of a multitude of present inefficiencies of the secondary-school program, but who is ready to guarantee an effective solution?

Has not business proved its inefficiencies; have not politics disgraced our electorate; have not a multitude of other

civic and financial structures failed during the stress of post-war and depression days? Surely the schools are not to blame for all our ills and inefficiencies. Our schools have been and are to-day the very foundation blocks on which our governmental and other civic structures are built. Although we admit many inefficiencies, nevertheless we may justly claim many advantages which our secondary schools have contributed to our civilization.

I know not what system of schools others would propose, I know not what governments others would choose, but as for me I prefer the Stars and Stripes and our American government to any and all the flags and political forces, civic and educational, that dominate the peoples of Japan, of Russia, of Italy, of Germany, or of any other nation on the globe. Progress always means a change, but not all change is progress. Let us determine by sane and sound procedure both the efficient and the inefficient principles and procedures of our secondary-school system and then govern our reorganizations accordingly.

Secondary education has probably suffered more from within than from without. We have been too content for others to determine our policies, to sing our praises, and to condemn our practices. We should actively sponsor such studies as that being made by Dr. Briggs and his committee on *The Issues of Secondary Education*, and that being made by the National Committee for Coöperative Study of Secondary-School Standards, and we should also seek to profit by any and all criticisms. We should constantly revise our program of Secondary education—curricula and procedures—in the light of scientific discovery, and then let the public know what we are doing. I fear we have suffered too much by condoning a type of publicity based upon the glamour of quantity and the spectacular instead of seeking quality. We have built stadia and paid fabulous sums to attract crowds and to fill space on the sports page while the school page has been neglected. I have no panacea to propose, but I do plead for coöperative, qualified committees to study our needs and to propose remedies.

As an initial effort in determining proposed work for our organization, I sent to eighty-seven representative schoolmen

and women in forty-five states a questionnaire which listed ten items proposed for intensive study, and provided space for listing other suggestions. The results of the 80 per cent of the questionnaires returned are shown below on a copy of the questionnaire sheet on which are also tabulated the total replies.

Some Proposed Activities for Our Department

	Yes	No
1. To sponsor some form of safety education for secondary students	39	8
2. To sponsor some scheme for correlating and articulating research work in secondary education so as:		
a. to avoid unnecessary research.....	41	9
b. to stimulate needed research.....	43	5
c. to summarize research already done.....	38	6
d. to make available for distribution work done and work needing to be done.....	43	5
3. To sponsor some systematic scheme of caring for the youth problem.....	43	7
4. To sponsor or to coöperate in sponsoring a reorganization of the various departments of the N. E. A. to the end of clarifying and delimiting respective titles, personnel, and activities of these departments	34	7
5. To provide for continuous representation of our department at Washington, D. C.....	37	11
6. To encourage state organizations to form local study groups	45	5
7. To sponsor more systematically the National Honor Societies.....	33	11
8. To sponsor a more definite program for adult education	33	12
9. To sponsor an active and continuous revision of the secondary curriculum to meet present and future needs	59	3
10. To coöperate and help formulate the proposed new standards for accrediting high schools.....	53	3

It is evident that our organization could not at any one time successfully sponsor all of the proposed studies listed. The total replies indicate where first emphasis should be placed. Many returns emphasized the need for centering on a few studies at a time and for doing them well. The two proposed activities receiving greatest emphasis are: 1. A follow-up study of the report of the Committee on Orientation of Secondary Education, and 2. A more active participation in The Coöperative Study of Secondary-School Standards.

For purposes of determining a more aggressive course for our organization to pursue, I suggest that a long term planning committee, or council, be appointed whose duty it shall be to study these and other suggestions and propose to our executive committee definite plans and policies which the executive committee shall be authorized to accept, reject, or revise, and to put into effect as the judgment of the executive committee may determine. I suggest also that specific attention be given to a publicity campaign for the purpose of properly informing the public concerning the values of the secondary-school program, and particularly of the services that this organization is attempting to render.

SECOND SESSION

TUESDAY, FEBRUARY 25, 1936

Preliminary Statement

At the third general session of the Department of Superintendence, held in the Convention Hall of the Municipal Auditorium in St. Louis, on Monday, February 24, 1936, 9:15 A. M., A. J. Stoddard, the President of the Department of Superintendence, presided. After an invocation by the Reverend Robert S. Johnston, S. J., President of St. Louis University; an introductory address by President Stoddard; an extended address of welcome by Mr. Bernard F. Dickman, Mayor of St. Louis; a tribute to William T. Harris by Dean John W. Withers of the School of Education of New York University; greetings to the convention from Franklin D. Roosevelt, President of the United States (read by the next speaker); and an address on *Education for Democracy*, by Commissioner of Education J. W. Studebaker; Thomas H. Briggs, Teachers College, Columbia University, read his second introduction to the Report of the Committee on Orientation of Secondary Education. [One introduction is enough; if you need an introduction, read that in Bulletin No. 59, Department of Secondary-School Principals.]

The second session of the Department convened at 9:35 A. M., Tuesday, February 25, in Assembly Hall No. 3, of the Municipal Auditorium. The presiding officer, Willard N. Van Slyck, the First Vice-President of the Department, and Principal of High School, Topeka, Kansas, with a brief address introduced the chairman of the session, who is also Chairman of the Committee on the Orientation of Secondary Education, Thomas H. Briggs, Teachers College, Columbia University.

Mr. Briggs at once presented Professor W. F. Dyde of the University of Colorado, who discussed Issue I, in part as follows:

I agree with the general conclusion of the Committee "that society not only should, but also eventually must provide for the continued education of all adolescents." (p. 13.)

In the second place I agree with the commission's qualification that, practically, the desirable program is at present unattainable, being blocked by "at least temporary limitations on what the secondary school can do for certain types of pupils", by the "inadequacy of current methods of financial administration", and by the district system of school organization.

At this point I wish to raise a question which has bothered me in my thinking about the first issue. When it is said that society should provide secondary education for all normal individuals, I ask myself what is meant by secondary education, and I note also that the statement of Issue I contains the word *individuals* and not the word *adolescents*. On closer examination I find that the concept of secondary education which the committee has adopted covers a very wide area. In the first place it covers the grade range from grade VII to grade XIV inclusive, taking in the first two years of the work mainly done by the arts college. In the second place it includes the education of adults as well as that of adolescents, and in the third place it is not to be regarded as a special kind of education. I still consider that secondary education should include at least two characteristics which may be said to describe it as a type or as a special kind of education: (1) That its work be organized as continuous and cumulative over a period of time; (2) That it include as a necessary element general education to some amount for some length of time, the amount and duration being defined differently for different groups of pupils, but present in the programs of all.

It seems to me further that the inclusion of adults tends to confuse the issue somewhat. Certainly much of the education desired by adults falls at the secondary level. An adult may desire a particular specialized course in motor mechanics or he may desire a course in elementary American History. I do not wish to give the impression that I minimize the importance of adult education, quite the contrary. But the particular desires illustrated are for *fragments* of secondary education not secondary education.

The proposal to include the first two years of college work in the secondary area has wide support. I assume that the committee intends to include those years in the period of uni-

versal secondary education. Nevertheless I find that in the discussion of the first issue, age 18 rather than age 20 or 21 is considered when the probable incidence of adolescent unemployment is under discussion. (p. 41.)

I wish to affirm my faith in the future of secondary education in this country. The United States has been passing through a critical period. Other countries have found it necessary in the face of a similar emergency to fall back upon lower forms of social control based upon dictatorial authority exerted through coercion, fear, and propaganda. If the United States can achieve a reconstruction of its social life by means of the democratic methods of thinking, persuasion, and free discussion, the secondary-school men and women of this country may well feel that the efforts expended during the past generation to educate millions of adolescents has not been in vain. Such an event will be the best justification of universal secondary education which can be offered.

Mr. Clyde M. Hill, Professor of Education of Yale University continued the discussion as follows:

The proposition that secondary education should be provided at public expense for all normal individuals is not only generally acceded to but is actively defended by professional and lay groups alike. Most people who have thought about the matter have seen in universal secondary education in America not only the key to the solution of our vital social problems but they have usually seen in it the only hope of the survival of democracy itself and the preservation of the means through which its aspirations can be realized. The traditional conception of democracy held by the man on the street leads him to believe in universal secondary education as an inherent right and naively to look upon it as a dependable instrument for equalization between classes and among social groups.

In the very brief time at my disposal I wish to point out two things: (1) There are in this country very respectable, honest, thoughtful educators and educationists who do not believe that the complete universalization of secondary education is feasible; (2) Many educators who give enthusiastic lip service to the ideal of universal secondary education have not become acutely aware of its real implications and the tremendous obligations it imposes.

Although the limitation of secondary education is vigorously and courageously defended by a few school men, huge enrolments seem to indicate that we, educator and layman alike, far from restricting the high school, are demanding its complete universalization. Portentous elements in American social life have made thoughtful educators, for the most part, distressingly aware of new and far-reaching demands upon education and have made them very sensitive to the inadequacy of our high schools, as they now exist, to meet these demands. If we sincerely believe that all groups and individuals must participate intelligently, either as leaders or as cooperating agents, in the continuous process of social reconstruction then we must expect secondary education to become universal not only in the sense that wise provision must be made for all adolescents, but also in the sense that the resources of our schools be made available at all times for adults, individuals and groups, who can make socially profitable use of them.

If secondary education is to be truly universal we must face the fact that it must be free. The complete socialization of the high school will necessitate that it be made free, not only in the sense that tuition will not be imposed but in the larger sense that no expense factor, however trifling, will be permitted to operate as a selective agency. Utopian, as it may sound, universal secondary education means that the high school must be placed within the reach of every citizen who can profit by its program, even though that mean, as in England, a contribution to the maintenance of a family deprived of the wage of the student while in school.

A greatly enlarged secondary-school population will insist that the high school be all that it has ever been, all that has been claimed for it, and much more than its most optimistic prophets have indicated that it should become. It will certainly be the responsibility of the universal high school to impart the stores of knowledge accumulated by civilization; but it is equally certain that it will also have the greater responsibility to help all of the people to interpret this knowledge in terms of their own living in new and changing social situations which ever will be new.

Even now, to meet the needs of its relatively limited adolescent population honestly and adequately, secondary school programs would have to be completely revolutionized. The

word, revolutionized, is used advisedly because there certainly would be an educational revolution in our high schools if we suddenly recognized in school practice those things which we admit as essential to a socially adequate education for even 70 per cent of our youths. Can you imagine the confusion, the turbulence, the turmoil if suddenly our high schools throughout the country should relate all of their activities directly to the vital and significant problems of present day living, controversial though they may be; if suddenly they recognized in the program and organization and method the type of educational experience appropriate to preparation for social leadership and for intelligent coöperation as well; if suddenly they actually provided for a new leisure through the use of creative activities for the purpose of developing abilities and tastes; if suddenly they recognized in the school program the dignity of industrial and vocational labor without usurping the apprentice training within industry, itself, or wasting energy and resources in meeting temporary need soon to vanish as machines multiply; if suddenly they saw to it that mental and physical health was made a habit and its preservation compulsory? A revolution, indeed!

What, interpreted in school practice, could be done immediately toward the realization of the ideal of complete socialization of secondary education? In the few remaining moments only brief mention can be made of the most obvious changes easily within the realm of possibility:

1. There can be a wiser investment in school plants and a more efficient use of them. School buildings must be designed and reconstructed efficiently to house carefully planned programs of study, rather than to serve as monuments of short-sighted principals and pompous boards of education or merely to take advantage of the availability of Federal funds.

2. School buildings and equipment can be used throughout the year and through more hours of the day. Flexible programs can surely be provided so that school privileges will not be restricted to students who are free to devote the middle of the day to the pursuit of school activities. Once grant the necessity for universal secondary education and the high schools must be open from seven o'clock in the morning to ten o'clock at night six days in the week. We shall not achieve universal education until we are just as willing to provide for

the student who can come to school for one hour before nine o'clock or for two hours after four o'clock, as we are to provide for the group who can come for the five or six hours between the magic hours of nine and four. In urban communities the needs of individual students may suggest that twenty-four hour schools be provided for the health education of physically, mentally and morally sick children and for the prevention of juvenile delinquency.

3. So tremendous an undertaking as really universal education will require the most careful organization and the most expert administration. Even now, the machinery of administration can actually become what it professes to be, namely, the simplest means to clearly understood ends. It can immediately divest itself of the suspicion of existing for its own sake and exemplify in all of its procedures the ideals of efficiency which it is intended to serve.

4. Guidance can immediately extend its service and refine its techniques. Instead of limiting its work to the school, itself, it must assist out-of-school agencies to do their work better and see to it that all individuals and groups are brought into touch with all educative forces in the community.

5. In all communities steps can be taken now to break the bonds of traditional "subjects" and formal training. Along these lines widespread efforts are desirable because they all contribute to a destruction of the golden calf of traditional "subjects" and assist in the unification of the entire program about the one center of life itself, the complete life of the individual in all its relations to society.

6. By taking full advantage of the opportunity to secure at modest salaries the service of well educated young men and women, high schools can now build up their teaching staffs to a point of social efficiency and intellectual competency hitherto quite impossible. Universal secondary education demands a generally well-educated teaching personnel. While a high degree of specialized knowledge will be essential and teaching skill will be imperative, broad general education will be indispensable.

To be sure, we believe in universal secondary education. We should never lose sight of the fact, however, that the ideal involves much more than merely enrolling in our schools as

they now exist, 100 per cent of our young people who are of high-school age. There probably would be a more pointed issue if the question were worded "Can secondary education in school and out be provided at public expense appropriate to the needs of all normal individuals or must it be restricted to schooling for a few individuals?"

Mr. Lloyd N. Morrissett, Assistant Superintendent of Schools, Yonkers, New York, submitted the following in the discussion of Issue II:

The report raises four pertinent questions. These are:

1. Is it possible to differentiate the school program to care for individual differences and capacity and willingness to learn without incurring the dominance of mediocrity in an over burdened school system?

2. Is it possible to relieve the secondary school of those for whom the best schooling that we know how to give has become profitless without casting adrift in an inhospitable world many youngsters unprepared to face it?

3. Is it possible to guide pupils out of school upon the theory that the law of diminishing educational returns has begun to operate without condemning to exile talented boys and girls?

4. Can the point of diminishing educational returns for an individual pupil be determined?

The arguments presented to state the position of those who hold that the school should exercise no initiative in the matter of bringing the schooling of any pupil to an end are:

1. The right of the individual to as much public education in the courses of his choice as he may wish.

2. That all pupils are capable of profiting in some important respect, to some degree, by further schooling in the locally established schools.

3. That school officials are unwilling to accept the responsibility, sometimes pleading inability, for making a policy of transfer of pupils from secondary schools to other more appropriate activities effective.

4. That there is a severe scarcity of suitable employment for adolescents and almost a total absence of other or

more appropriate training institutions for those eligible for transfer.

The Committee report on Issue II, it seems to me, clearly states the arguments with sufficient emphasis and amplification. One argument which was perhaps implied, but not definitely stated, is that the secondary school itself has not yet exhausted the possibility of adjusting and adapting its methods, administration, supervision and curricular offerings so as to adequately meet the needs of those adolescents which might be transferred from it. I raise the question, Does this point deserve more serious consideration? Some of our colleagues believe that it is entirely possible for the secondary schools to offer a general educational program, which when properly adjusted and adapted, will more adequately serve those boys and girls who at present are failing to benefit or profit from their experiences in the secondary schools.

The arguments presented which state the point of view of those who would have the school itself undertake the responsibility for terminating the secondary-school careers of certain boys and girls are:

1. That individual differences in capacity to learn, coincident with unwillingness to learn, make indefinite continued schooling for certain individuals inadvisable.

2. That society should not be forced to carry the financial burden imposed by pupils who have neither the capacity nor the desire to profit by the opportunities offered in the secondary schools.

3. That some responsible school authorities take the position that pupils over sixteen years of age who have failed in an excessive amount of school work in any school year, unless the failure has been due to illness, should be permanently dropped from the schools.

This position is based upon the belief that, "the high schools exist to prepare pupils for life, either to take their places among the workmen of to-morrow as happy, helpful citizens, or to continue their work in college." Consequently, if reasonable progress is not being made toward realizing the purpose for which the secondary school exists, the individual pupil should be directed from the school. The implications are, first, that the pupil has forfeited his right or privilege,

and, secondly, that the state will direct its energy and spend its money where there is promise of educational returns.

4. Another argument, though less frequently presented, is that the high schools will contribute more liberally to civilization if freed of all but the intellectually gifted and talented pupils.

5. That the secondary school as a single institution can not possibly supply the conditions essential to the worthy education for all youth of the community.

6. That some boys and girls might profit more from work and the environment surrounding the work than from continued school experiences.

7. That it is reasonable to expect society, in its endeavor to protect and perpetuate itself, to devise and operate other kinds of educational or training institutions for boys and girls whose capacities, abilities, attitudes and interests are not being served or developed by the best secondary-school program that we are capable of designing and administering.

Again, it appears that the ISSUE states the argument concisely, clearly and adequately. Certainly the arguments clash, and after reading ISSUE II one feels the existence of a real, vital, pressing issue.

The treatment of this issue protects the pupil from being transferred for light and immediate reasons, i.e., it insures his right to remain in the secondary school until every resource at the school's command has been exhausted, without reasonable response from the pupil. In other words, it is the pupil's privilege to remain in the secondary school until it is clearly demonstrated that he will not or can not profit from the educational offerings and environment. The ISSUE states quite definitely that, "no pupil should be encouraged, or even permitted, to leave the secondary school until he has gained reasonable command of at least the minimum essentials, that is, until he has grasped of the tool skills in reading, writing and arithmetic, and his command of the fundamental facts of social relationships are sufficient to enable him to 'get along' outside of school." And, again, "no pupil should be encouraged to leave the secondary school until, in addition to mastering the minimum essentials, he has had opportunity for direct trial

of every practicable type of instruction which may be reasonably assumed to be adapted to his needs."

The safeguards which have been set up seem to be sufficient to protect the individual as well as the supporting society.

The treatment of, "the detection of diminishing returns from the schooling in the case of individual pupils," is logical and convincing. Surely we as representative secondary-school men will admit that we have the educational techniques and the professional judgment necessary to detect the point when diminishing returns appear serious and permanent. Simply put, the question at point is, Do we think it wise, and if so, have we the courage to accept the responsibility for transferring pupils from the secondary schools to other agencies or activities which promise to serve better the pupils' needs?

Accepting the alternative, namely, that secondary education shall transfer pupils to other agencies under educational supervision, when, in the judgment of the school authorities, these agencies promise to serve better the pupils' immediate and probable future needs, the question arises, What will be necessary in order that such a program may have proper implementation?

The issue definitely states that pupils transferred from the secondary schools will be transferred to agencies which promise to serve better the pupils' immediate and probable future needs.

With the thought in mind that education is a state function and that the State is equally interested in all youth, its future citizens, I propose the following as agencies appropriate to supplement the secondary school as an educational institution dedicated to the service of youth:

1. The coöperative part time school. This has been toyed with in spots, with gratifying results, but in the main its possibilities have never been imaged. School administrators and society have never seriously attempted the coöperative part-time school program.

2. Apprenticeships coöperatively arranged by schools and industry or business and continued under educational supervision.

3. Regional vocation schools for the training of boys

and girls in specialized and less common vocations such as watchmaking, lithography, ex-ray mechanics, typewriting-telegraphy, tailoring, certain kinds of electrical work, and the printing trades. Regional vocational schools properly located might well serve large areas without greatly increasing the cost of public education locally and at the same time offer socially valuable services which local districts can not offer because of financial reasons.

4. Educational camps used for the purpose of training certain boys and girls transferred from the secondary schools in socially useful work—household arts and maintenance, mechanics, citizenship, and making a living. Educational camps may be conceived of as regional in the sense of area served. Certainly the camps should be large enough to permit of such real life activities in real situations as farming, dairying, horticulture, gardening, domestic development of water power and electric energy, carpentry, and numerous other necessary life-serving activities.

5. Establish in our present secondary schools or coördinate with them courses for the training of boys and girls to become switchboard operators, telegraphers, moving picture operators, maids, waitresses or waiters, reception clerks, beauticians, oral hygienists, upholsterers, automobile mechanics, and for custodial service, etc., etc.

Mr. McClellan G. Jones, Principal of Union High School, Huntington Beach, California, continued this discussion:

Ten minutes is a short time. And with your permission I shall go at once to what I believe is the heart of Issue II.

"How long is it good for any boy or girl to stay in the secondary school? More specifically: does a sound program of school work for a particular individual ever reach a level of diminishing returns?" This, quoted from page 82 of the Committee's Report, seems to me to be the real issue. Is there such a thing as diminishing returns? And if there is do we know when the critical point has been reached?

It is my thesis that from a practical standpoint there is no such thing as diminishing returns. There is no clean cut line of demarcation that we can draw guiding us when to tell youth not to continue to come to the secondary school. Youth likes school and wants school. Parents want education for

their children. Communities take pride in their schools. And our boards are responding to the demands of society when they spend the taxpayers' dollar for educational purposes. The public has a faith in education that almost borders on superstition. We, the teachers, are the vested interests of the whole business. And the practical school man, whether he be a principal, superintendent, or some other administrative officer who of necessity must deal with the public where attendance or non-attendance in the secondary school is the problem, is not in a position at any time to say to a normal boy or girl that diminishing returns are such that he can not be continued. A school man who sets himself up as a judge of who should be allowed to continue in the secondary school and who should not, granted, of course, that the boy or girl concerned is normal in ability and is not antisocial, soon loses his opportunity to serve.

Now during the depression our problems have been multiplied. More boys and girls came. Young people who ten years ago would have gone to work now can find no work. So they come to school. Some can do as well as many of those whom we had as students in former years. Others can not. But they are here and they ask that we do something for them. Often the graduate of the high school comes back as a post graduate and again the presumption is that he is with us because he thinks he can profit. Work for wages may be more to his liking, but he is with us. He hopes to benefit. And it is our job so to do our own work that he does benefit. If we do not do our job in such a way that all normal people who come have a maximum opportunity to profit, we are not true to our trust.

Furthermore—there is nothing new about the problem. The secondary schools have from decade to decade been confronted with the necessity of adapting themselves to the needs of new types of students. It has been necessary in the past to change our point of view regarding the specific purposes of the secondary school, necessary to change our approach to many problems. And always we have had the problem of standards, always the problem of diminishing returns, always the problem of convincing teachers that they must take boys and girls as they are and teach them what they can learn and what we hope that they can use. Always this job has been a slow process imperfectly accomplished, with practice lagging

behind the theory, and the principal and superintendent unable to move faster than the school personnel could understand and communities would accept. Our problems to-day are multiplying. More people knock at the door. And the needs of those who ask admittance are different from the needs of those who did the asking even during the first year of the depression. But there is nothing new about it.

In attempting to solve the problem in the past I think it is true that we have failed to accomplish what could have been accomplished because we have not had an adequate philosophy of education, particularly of secondary education. We have not always known just what we were to do, have not known just how to reach our goals, have failed as principals and superintendents, often, to merit and inspire the confidence of our teachers because they detected that we did not ourselves know just what we were trying to do. We did not know what changes we really wanted to make in boys and girls, did not know what means should be employed to bring about those changes, and did not know what things should be observed and measured to determine whether or not we were succeeding in bringing the changes about. I think that's true.

However, the first step toward progress lies in recognizing the true situation, calling facts by their right names and looking for ways and means of remedying what is wrong. We have a crisis to-day. Everybody knocks at the door of the secondary school and from a standpoint of personal convenience the teachers and the principal are not always pleased when they see who the new candidates for admission are. Nor are they always pleased when they see who it is that asks to prolong his stay. A new type of student means new objectives, new procedures, new measures of evaluation. And this means work, study first, then more work.

But we have a responsibility to see to it that the job is done. The schools are not custodial institutions, but they do have a responsibility for inculcating in all normal youth who come habits and attitudes of social competence. It is the function of the secondary school to build on the ground work, laid in the elementary school, to exercise a protective function, to preserve what has been done and to increase the worth to society of the individual who might become antisocial were he

merely to drift. And we can do this better if we have an educational philosophy based on an adequate social and economic philosophy. That's true.

However, again we must be practical. Every school man struggles with his own problems in his own particular school and in his own particular community. If he is autocratic about ways and means of asking teachers to carry through what may seem like a sound educational program for the type of students who now come to the secondary school, he arouses antagonism and destroys *esprit de corps*. His philosophy may be sound, but he is not likely to get anywhere. And so the usual method is to allow the school personnel to participate in formulating a practical philosophy for each particular school in each particular school system. The personnel comprising the administration become teachers of teachers and motivation must of necessity be of a type that teachers will respect and still not rebel against.

No two schools and no two school systems can then solve in the same way the problems of diminishing returns or the problems of how to handle the work of teaching those who come and serving all as best they can in order that they be true to their trust. We struggle with mediocrity. But mankind is made that way. And again it is no solution to say that a certain number of "F's" on the school record will bar a boy or girl from further educational opportunities at public expense. It is not practical, aside from the fact that no one knows what either an "F" or an "A" school record means. It is no solution to announce to the student bodies of either high schools or junior colleges that no longer will the board of education provide free Town and Country Clubs for indolent youth. To say that everybody must now work or leave sounds all right. But it won't work. Inherent in the whole problem is the makeup, abilities, interests, and environmental influences of people as we find them in our communities. And not only that! Inherent in that problem is also all the problems of the school curriculum, with all that that means, the whole problem of motivation of work, the training and selection of teachers with a point of view suited to the teaching of the "mill run" of humanity, the whole problem of finding the money and convincing the public that the money must be spent for the type of thing from which the mill run of humanity can profit. We

have not yet adequately determined in this country just what the activities are from which all types can profit. We do know that not all can profit from the academic work. We have but imperfectly even attempted to put into the schools other activities from which there is greater probability that all can benefit, say nothing about knowing how to use properly these new materials and new activities. Real educational opportunity such that all can find something suitable for their interests and needs has not been attempted in this country and it is folly to talk about barring those who come so long as we have not provided for them all that can possibly be done.

Then conditions vary from community to community within the state. They vary from state to state, both with respect to financial support and with respect to what the public is willing to support when they do have the money. Standards applying in one community will not work in a practical way in another community or in another state. And so long as this is true, especially when viewed in the light of the fact that as educators we do not yet know just what can with profit to the individual and profit to society be done for some of the mediocre people with which the schools at present are "water logged", there is no practical procedure for the administrator except to accept the normal youth that come and ask his personnel to do what can be done.

The Report of the Committee is most helpful. It promises more for the development of sound procedures in the secondary field than anything that we have had in many a year. It is, in my opinion, the best analysis of the problem that we have. And it will help us to think straight, to face the issues as they are, and to formulate policies that will tend to solve our problems. With respect to the specific problems of the school of the local community the practical school man must of necessity find his own way of securing practical solutions suitable to the situation in his own community. But the Report can serve him well.

Mr. Francis T. Spaulding, Associate Professor of Education of Harvard University, presented in his scholarly way a summation of Issues I and II.

Mr. DeWitt Morgan, Principal of Arsenal Technical High School, Indianapolis, had, on Issue III, the following comment:

This Issue presents a strong plea for the social point of view. There is a question as to whether this chapter is a balanced presentation of both sides of the issue. It is more nearly an expression of crusaders for what they have decided to be a righteous cause.

The use of the word "only" in the statement of the issue imposes limits which, on the one hand, makes the first alternative almost absurd; and the second alternative unworkable in practice, if not unacceptable as a philosophy. It would be difficult to find anyone who would wish to accept the philosophy that secondary education be concerned *only* with the welfare and progress of the individual. The social objective has always had a place in the school, even if at times it was much subordinated. This alternative in this form would not be accepted or admitted by those whose philosophy is quite thoroughly individualistic. In this form the first alternative may well be considered unthinkable; it reduces the issue in this direction to a point where it should be accepted by no one.

Much the same thing has been done by the use of the word *only* in the second alternative, i.e., secondary education shall be concerned with the welfare and progress of the individual *only* as they promise to contribute to the welfare and progress of society. The committee recognizes the practical difficulties of the issue in this form when it says on page 138, "Educators are sadly unprepared for the change. Ask any ten of them what program of education for John Smith, age fourteen, will promote the welfare and progress of society, and you will get ten different answers." One is inclined to believe that the committee thinks it has at last caught the gleam as to what will promote the welfare and progress of society. What they are pleading for—the social viewpoint—is quite acceptable. But it is a goal which the institutions of society have held throughout the years. We do not forget that the Apostle Paul taught the concept to the early churches and the benign institutions of society have long held up the concept of contribution to social welfare as the most worthy ideal. But all this has been done with a sense of balance. It was not the concept that the individual should develop *only* to contribute to the welfare and progress of society. The concept which is expressed in terms of "only for the welfare and progress of society" has too often led to society's greatest misfortunes. I

doubt if any member of the committee can fully approve either alternative if the full import thereof is considered. The old Roman Seneca said what we all likely *really* believe in these words: "It is every man's duty to make himself profitable to mankind: if he can to many; if not, to fewer; if not to neither, to his neighbor; but however, to himself. There are two republics, the great one which is human nature and the less which is the place where we were born. Some serve both at a time; some only the greater; some again only the less. The greater may be served in privacy, solitude, contemplation, and perchance that way is better than any other. But it was the intent of nature, however, that we should serve both."

The committee neglected to present the case for the individualistic concept. The paragraphs which were evidently intended for this purpose were devoted to an explanation of how to answer the arguments of those who did not accept the committee's viewpoint. One would not take issue with this had it not been the avowed intention to see that both sides were fairly presented. Someone very aptly said, "This world would be a much worse place than it now is if everyone were more concerned about another's business than about his own." It is possible to rear a generation which thinks it knows all about social relationships, but which can't earn a living to support the society which it prates about. We have seen too sad examples of societies gone "daffy" about the social concept to wish this to befall us. Much as we realize the futility of an unbridled individualism, we know equally well the tragedy of unbalanced social thinking. The report would have been stronger had both aspects of the issue been given equal study, thought, and presentation.

There is only time to say a word about what acceptance of the committee's viewpoint involves. In the first place, it involves recognition of the fact that this viewpoint already has quite common acceptance and that the job from here on is to build upon foundations already laid and to profit by experience with methods which have proved ineffective. We do not need to start from scratch to develop the concepts which the committee has in mind. The average man on the street to a surprising degree recognizes the need for subordinating the individual will to social welfare. Furthermore, he recognizes the social significance of the public school. That concept of the

school has long been spoken by our statesmen and expressed in many ways and on many occasions by our leaders. Various states in their constitutions declare the philosophy that education is essential to free government. And as to subordination of private interest to public welfare, the legislation of both state and nation since the late eighties is a story of a positive and decisive movement toward limitation of individual liberty for social benefit. All this is a reflection of a national acceptance of this philosophy.

For the past two decades our teachers have been at work on this task. The history of social teaching of these past years is one of getting a social viewpoint emphasized. What we need is fullest encouragement and recognition of the capable work which our teachers have been doing in this field, the results thereof so manifest in producing a citizenship which supports practical and truly beneficial social legislation. It would be unfortunate to think of this as a new movement in the school. It has already gone far, and this committee in its report is merely evidence that they are joining a caravan which is well on its way.

Toward achievement of the goal which the committee has in mind, the statement of Issue VIII makes a pronounced contribution. These changes in social thinking will not come through reason alone; they must come from change of the emotions. Emphasis upon this aspect of social teaching cannot be too great; and if this alone could result as a work of the committee, their efforts would be of lasting and immeasurable worth.

Mr. Truman G. Reed, Principal of Wichita High School, East, vigorously summed the content of Issue III.

Issue IV was first discussed by Mr. Clifford Woody of the University of Michigan. Mr. J. E. Stonecipher, Principal of Roosevelt High School, Des Moines, Iowa, presented some material as follows:

The phase of the issue which school men face repeatedly is that of reducing or of increasing the differentiation of the curriculum. The narrow definition has its only justification as a statement of the logical limits to which supporters of reduced differentiation may be forced in theoretical arguments. The verdicts and conclusions of the other nine Issues discussed

in the report imply a marked degree of variation to meet individual needs. The fairly consistent viewpoint of educational philosophy running through the report as a whole makes it imperative that the principle of the differentiated curriculum be accepted.

If we accept the principle of offering a differentiated curriculum, we are obligated to consider carefully the problems attendant upon the decision. I wish to bring to the forefront two vital problems, inadequately discussed in the report, which become more and more acute as our curriculum makes possible a wider differentiation to meet pupil needs. These two problems are: (1) How can we provide adequate pupil guidance; and (2) How can we secure the continuity and sequence necessary for consistent growth and masterly achievement.

Pupil guidance is the guard rail that protects us from many of the possible evils presented by the differentiated curriculum. With adequate guidance, a pupil may select from a reasonably broad offering of educational activities a tailor-made program which meets many of his individual needs and yet does not violate the demands of society for integration and attention to common social problems. If this guidance goal is removed or relaxed, we must fall back upon our knowledge of the pupil, the clarity of his own purposes and plans, and our ability to show the essential relationships between the school offering and his goals. The task is difficult, time consuming, and uncertain. If our differentiated curriculum persists and grows, as I believe it will, we must give increasing and earnest attention to the problems of individual and group guidance. Guidance must become a focal point of attack, not a side issue or an appendage. It must enlist the efforts of all teachers under expert instruction and planning if we are to avoid the damages due to caprice and superficial planning. The school must assume a major portion of what can be done in guiding the developing educational plans of its pupils toward purposeful ends. The increase in differentiation brings, in increasing ratio, the need for effective guidance.

Continuity and sequence loom large as problems when the possibility of a broad selection of school experience is present. The probability of an increasing degree of scattered, fragmentary, unrelated school experiences grow as we decrease

our required curriculum. The report points out the condition in many of our schools to-day which permits a pupil to dodge about through the maze of the curriculum, selecting beginning courses, "easy" teachers, and subjects requiring a minimum of mental activity.

It is the belief of this speaker that the chief points of argument for and against the differentiated curriculum have been fairly stated in the report. The differentiated curriculum is here to stay, if we weight the arguments correctly. The criticisms against differentiation seem not to imply the single curriculum, but to be protests against unwise differentiation. As colleges and accrediting agencies allow greater autonomy to local educational authorities, and, at the same time, place greater responsibility for direction and decision upon them, differentiation may increase, we hope intelligently. Two problems, implied in the program of increasing differentiation seem to need much more emphasis than given in the printed report. Pupil guidance is the critical issue in making a varied curriculum workable and valuable. Continuity of pupil experience, continuity of pupil teacher relationships, and sustained, sequential study and work toward well-defined goals in fairly distinct and related areas are essential for achieving the declared purposes of the secondary schools of America. This can be obtained by proper guidance through a differentiated curriculum, with all the added advantages of adaption to individual needs.

Mr. H. H. Ryan, Principal Wisconsin High School of the University of Wisconsin, quietly reviewed the discussions on Issue IV.

Mr. Franklin J. Kellar, Director of the National Occupational Conference, New York City, discussed Issue V. Mr. L. W. Reese, State Supervisor of Secondary Education of Ohio added the following to the discussion of this Issue:

It is the purpose of vocational education to provide the maturing individual with wage earning capacity. This clearly vocational education comes within the scope of secondary education.

Secondary education means that period of training between elementary education which provides for mastery of fundamental tools and, at the other extreme, specific technical

training and general culture training such as is provided in the colleges and universities.

A study of secondary-school statistics in our commonwealth shows that only 55 boys and girls out of each 100 who enroll in the freshman year graduate from high school. I have interviewed hundreds of youngsters who quit high school and they tell me in main that the subjects offered did not meet their interests and aptitudes. I even spent a week in the world's largest reformatory at Mansfield, Ohio, interviewing these unfortunate inmates. I have come to this conclusion that we have to keep more and more in mind those three fundamental aims mentioned in the introductory paragraph of my talk; health, wealth, and good citizenship.

It may be that in the future we shall need to modify the type and content of our vocational courses. By vocational education I mean the education which tends to contribute immediately and specifically to wage earning ability. For example we probably should teach typewriting, not only as a vocational subject but also as a subject which will have personal use. Bookkeeping should contribute budget management in the home and on the farm and so on instead of merely to office management in industry.

A follow-up study of bookkeeping carried out in 1931 at the University of Southern California by W. J. Worthington under the direction of Dr. M. E. Broom showed clearly the fallacy of our present procedure of instructions, only seven of almost 600 "A" students who had had two years of bookkeeping in high school had ever used their bookkeeping training for wage earning purposes during the first five years after graduation from high school. The implication is plain—we need to teach vocational subject matter which will really function in the way in which it is intended to function.

At the meeting yesterday of the State High-School Supervisors there was a unanimous agreement that vocational education perhaps in a modified form is essentially a part of the job of secondary education.

Walter Pitkin in that inimitable book of his *Life Begins at Forty* states, that the reason life does not begin before forty is because we do not teach our students to stand on their feet. As a nation, we should not be forced to give people

bread. We should so train them while in school that they can earn their bread. It is right that we give them general education in order to permit them to enjoy sunsets, songs of birds, the lift of the stars, and pleasing communion with each other but, they must not be harrassed with the terrible fear of insecurity.

A summary of Issue V. was presented by Curtis H. Threlkeld, Principal of Columbia High School, South Orange, New Jersey.

THIRD SESSION

The third session of the Department was opened at 2:00 P. M. Tuesday, by Mr. McClellan G. Jones, Second Vice-President of the Department and Principal of Union High School, Huntington Beach, California, who, after a short talk, introduced the Chairman, Thomas H. Briggs, Teachers College, Columbia University.

The Chairman at once announced Mr. Samuel Everett, Professor of Education of the University of Illinois, whose discussion in part follows:

The committee might well have laid greater stress upon one fundamental—that secondary education should be primarily concerned with its own courses.

Liberals on educational and social questions largely rest their arguments of the need for change upon the present hard facts and conditions of men. If the nature of society is changing with the later developments of industrialism and urban life, and the appearance of a highly integrated and delicate economic system, then educational institutions, and indeed all social institutions must change to promote the welfare of the great mass of people living in a world dominated by modern industrialism. The eyes of this group are on the present and the future. They use the past but are not dominated by it. They are experimentalists who more greatly fear the perpetuation of traditional practice than they fear experiments to improve the world.

Those who desire major changes in secondary-school practice, and who emphasize the need for courses which justify

themselves to pupils taking them, point to basic social changes, the greatly increased and differentiated high-school population, the heavy drop-out in the first two years of the high school largely caused by failure to meet academic standards, the lack of jobs for those who do drop out of high school, the needs and interests of boys and girls who are in our schools, the desires of parents, community needs, and the actual fact that the great majority of high-school pupils do not, as a matter of fact, go on to advanced studies for which the secondary schools have been preparing them.

It is obvious that the Committee on the Orientation of Secondary Education does not feel that it has said the last word on the matter of the educational issues with which it has dealt. Nor do the members of the committee feel that they have arrived at any eternal verities. The document does, however, represent a sincere and able attempt to think through certain major problems which confront American secondary education.

Mr. Paul E. Elicher, Principal of Newton High School, Newtonville, Massachusetts, continued the discussion:

The weight of the argument in this issue clearly points out that no institution can remain static in a changing world and continue to meet the needs of its members. The free secondary school was founded by our pioneer educators under the usual pioneering circumstances and difficulties and its purpose was the establishment of an institution that would most assuredly merit the respect of those who supported it and thereby gain the confidence of those who were in opposition to its establishment. It was a secondary school that educated its youth by strictly academic courses having deferred values and preparation for higher institutions of learning.

As new conditions developed, as society was shaped by a changed and new social, industrial and economic life, more and more pupils entered the secondary school and the college preparatory curriculum no longer served the needs of the increased enrollment of adolescence. The conflict then arose between the dominating influence of the colleges and universities over the secondary school and the actual need of preparation for better living and life situations for the many boys and girls.

The argument that secondary education shall be primarily directed toward preparation for advanced studies or education with deferred values was carefully analyzed in terms of the historical development, the strong weight of tradition, the obligation of one generation to maintain and pass on the accumulated heritage to the next generation through the subjects that were always a part of this inheritance, the older subjects are the best subjects. In brief, the strength of the presentation for the affirmative of this issue was almost wholly the argument of tradition. What was, is good and always ought to be. It has stood the test of time, therefore it is good for all time.

Now the alternative, that of education for a realization of the values of its own courses was supported by the committee. The committee recognized, however, some difficulties for a full realization of such a program that would require attention by secondary schools.

The sacred ground of college entrance was invaded, and further questioned as to the right of the college to demand preparation for advanced studies to the exclusion of the more assumed and present needs of pupils. Such preparation was merely a hurdle of difficulties and did not serve as a foundation for continued study, because few colleges insisted upon a continuance of all or even a majority of the subjects which they demanded for entrance. Schools of engineering could somewhat justify this by their use of mathematics.

Some schools, especially the small schools, are affected directly by college insistence upon preparation for advanced work. Here is a real issue because of the logical pride and demand for "a place in the sun" which a few graduates who enter college will give to the school. The committee hoped that the college might find a new scheme of measuring pupil ability without the emphasis on prescribed units, but upon courses which would meet the immediate needs of all pupils.

There was presented also the issue of what would happen to secondary schools if colleges removed all restrictions on subject matter, and even the desirability for a definition by colleges of their own objectives and purposes.

This issue clearly defines our present and probable future situation. In our secondary schools are many more pupils than ever before, of vastly different interests, aptitudes and

capacities. A very small percentage will go on to higher institutions of learning. They must be prepared to take their place in industry and business. Elementary education no longer meets their needs because industry and business is demanding and will continue to demand not only specific preparation but more general education than ever before. The school must be more concerned with the training of the pupil rather than the teaching of the subject. It must also take the next step and fit the subject matter to the pupil as he is found to be and not as the school of yesterday hoped he ought to be. Time has actually shown that the traditional subjects served only the selected few and that such a curriculum tended to eliminate those that were not endowed by divine source or otherwise to benefit thereby.

In conclusion the committee very wisely pointed out the real difficulties facing the secondary school in a full acceptance of the alternative, the development of a curriculum primarily concerned with its own courses and the realization through them of immediate values. These difficulties are the strong power of traditionalism and the inertia in the schools for change; the inherent fear of the loss of academic standing if they can no longer specialize in college preparation even if only for the few; the lack of a uniform acceptance of a philosophy of education; the difficulties in the determination of new and modified goals. It was satisfying to learn that the Committee was fearless in questioning the right of the college to make the demands it has and is making of secondary schools. It shows, too, quite conclusively that colleges cannot justify the type of preparation they have demanded when the continuity of studies in these colleges is critically analyzed. Why do they require two or three units of mathematics and then excuse the student from further study of the subject? In foreign languages the same is true.

All in all the issue was very well presented with emphasis on the necessity for change to meet the new and immediate needs of all and methods for the acquisition of such a new order. If there was any inadequacy in the issue it was in the means for developing the changed secondary school. It means a new philosophy and those that must be held responsible for such a program must appear in the guise of a prophet and the

supporting public may be skeptical of a prophet, even if it believes the prophet is right.

Mr. Francis L. Bacon, Superintendent of Township High School, Evanston, Illinois, summed up the discussion of Issue VI.

Mr. Paul Hanna, Professor of Education of Stanford University opened the discussion of Issue VII and Miss Lou LaBrant, Professor of English-Education of Ohio State University continued the discussion.

In the absence of Mr. John A. Lester of the Friends' Council of Education of Doylestown, Pennsylvania, the Chairman, Mr. Briggs, set forth a summary of Issue VIII.

Mr. Carleton Washburne, Superintendent of Schools, Winnetka, Illinois, opened the discussion of Issue IX.

Mr. G. W. Rosenlof, Professor of Secondary Education of the University of Nebraska continued the discussion: There is and can surely be no quarrel with those who have and who do now maintain that society is responsible for the setting of the pattern of its own educational system. Our schools are after all the instrumentalities of society and as such must perforce be responsive to the demands and expressed wishes of that society. It is inconceivable that any society will provide for an educational program that does not function in the interest of the perpetuation, improvement, and extension of its basic and fundamental concepts and ideals. Nor should this disturb us at all. We believe in the fundamentally sound nature of a true democracy. Our form of government in America is, we insist, basically right. It has and I am sure will guarantee to all those certain inalienable rights set forth in its constitution.

The pursuit of peace, liberty, and happiness has been guaranteed to all. The failure of government to furnish these at all times and under all circumstances is not an evidence of inherent weakness of our plan of democratic government. It is rather the inability or unwillingness of those of us who live under its sway to so conduct our personal affairs as to in no wise encroach upon the same rights and privileges enjoyed by others.

As has so frequently been said during this and other meetings, we have failed to utilize in any effective degree the

very guaranties of our own form of representative democratic government. We have to a great degree failed to recognize the essential necessity of integrating liberty and responsibility. One without the other has in no small degree been responsible for the dire straits in which democratic society finds itself. The unwillingness of our citizenship to avail itself of and make available all of its benefits, be it said to our shame, stands in the way of any real forward surge of the spirit and idealism of those who at the cost of untold hardship made the American form of government possible.

Nor does this argue for the sancro-sanctness of the original statements of the established law and constitution. If there be any virtue in the form of our government it inheres in the fact that it is capable of every reasonable modification to fit the circumstances and suit the times in which we have lived or may live in the days yet to come.

Change is indeed inevitable. We could not prevent it if we would, and we would not if we could. Such evolutionary changes as will permit of a more ideal expression of the function of government are one thing. The overthrow of government is quite another. We are not here concerned with a new type. Neither the Communism of the unfortunate masses, nor the Fascism of misguided dictatorship is acceptable to enlightened and intelligent men and women who dedicate themselves to the advancement of the social order and its continued guarantee to all.

Society decrees that it is the business of its school to espouse the cause of free government, inculcate its every ideal into the lives of youth and make them fit to become responsible members of society, fully capable of advancing that society's best interests.

Society rightly speaking does not hold the schools solely responsible for this task of education. More than ten years ago Glenn Frank, then editor of the Century Magazine, called attention in an editorial in that magazine to the fact that food, clothing, and shelter were not the fundamental wants of humankind. These but ministered to the physical man. More important than these, since man does not live by bread alone, were a free university, a pacific church, and a realistic state. He maintained that the professor, the preacher, and the politician (meaning of course the statesman) were engaged in

the same common task—that of building a better state and guaranteeing to all its benefits of good government.

He might have included the parent as a fourth agent and he might have said that he was a partner in this business. It was very apparent then and I am sure since Dr. Frank's most recent pronouncement in this city on last Sunday that democracy looks to all of its agencies, of whatever nature, to become dynamic means to the attainment of the same ends, viz: the education of each new generation to better assume the responsibilities of citizenship and to contribute to the advancement of all its members.

Such a position does not argue that now or in the future will the schools or any other educational unit become the dictator of what is to be. Since our schools are the agencies of society that sets them up, supports them, and seeks normally to advance them as effective agents, they become to all intents and purpose the servants of that society. In a democracy this certainly ought not to disturb us in the least.

As such servants our schools must become sensitive to the needs of the society which they serve. They must become conversant with every failure of society to function in behalf of all and to provide those experiences and set up those environments which will challenge each successive generation of citizens to better meet responsibilities as such and extend that aid and assistance which will ensure the attainment of more to be desired ends.

Our task is not that of dictating what the nature of a new social order will be. That task remains solely to the adult citizenship of to-day and to-morrow. If we in our schools bend our efforts to the task of freeing the minds of young people, of building bodies that can stand up under the rigorous challenges of modern complex living and of inspiring spiritual powers still unawakened—if we will do all of these, we will need have no fear for the outcomes of to-morrow. There is an acceptable interpretation of a certain phrase of Biblical origin: "sufficient unto the day is the evil thereof", that is applicable to the problem which confronts us to-day.

Given an intelligent teacher in every classroom, given a trained leadership conversant with the needs of a rapidly evolving society, given the opportunity to inspire youth to

espouse the cause of democratic government, we have the best guarantee for our well-ordering of each new successive task in life.

Ours is the task of furnishing an enlightened citizenry—a citizenry composed of men and women who are both benevolent in their responsibilities of leadership and intelligent in their responsibilities of followership; a citizenry that will remain constantly alert to every impact of change in our evolution; a citizenry capable of an intelligent appraisal of the true values of life and conduct all about us; a citizenry that is quick to adjust itself effectively and to direct all of its activities in such a way as to ensure progress to itself, both individually and collectively.

Such a citizenry will then be capable of carrying on the reconstruction in harmony with immediate needs as they are observed. The wisest and the best path to the evolution or reconstruction of society lies in the path that will be trod by those whom we train in our schools and who, by reason of our tuition, are made fit to adjust themselves each successive day to the new challenges that they will face and who will be capable of interpreting life in an intelligent and courageous manner and lead others to go with them in extending the ideals which they espouse to nobler and better ends for more and more of their fellow-beings.

It is our thought, then, that education shall seek always to leave its students and devotees free to carry on intelligently, being in no sense or degree hampered by anything that smacks of indoctrination or predeterminism, either or both of which may serve to deter or hinder society from reconstructing itself in an orderly manner and that under the influence and power of trained intelligence, controlled emotions, and unselfishly directed spiritual powers.

The schools are our servants and not our masters. As such they will not be unmindful of their province nor in any sense ignorant of their function of properly fitting each new generation of citizens in such a way as to ensure that they will readily adjust themselves to society and make that society sensitive to its responsibility to each new generation.

Mr. Rudolph D. Lindquist, Director of the University School of Ohio State University concluded the discussion of Issue IX.

The discussion of Issue X was opened by Howard V. Funk, Principal of the Junior High School, Bronxville, New York:

Now if I correctly understand what is being said, there is no possibility of secondary education being *merely* a phase of such a unitary process. Whether good education or bad education, it *is* a phase of that process which is "gradual, continuous, and unitary". The word *merely* cannot apply in the case. It seems to me that viewed in this light the issue stands in need of redefinition, for if we admit the truth of the statement which is so strongly reiterated then it becomes not a question of this or of that, but rather "*how* shall it be organized as a distinct but closely articulating part of the entire educational program with peculiarly emphasized functions of its own?"

And that apparently is the mind set of the particular person who wrote the supporting argument for Issue X. In no wise do we find him holding forth that secondary education be merely a phase of the learning process. Rather we find him searching for all possible ways in which it may be articulated into a closely knit whole.

By and large, I am in agreement with the findings and with the suggested procedures which have been outlined in the conclusions. In places the writer seems to be bothered by items which loom large individually but in the aggregate have no undue influence upon the desired outcomes. For examples, he is quite certain that we never shall be able to have all children attend the same school from kindergarten through high school in one building in the same community. The possibilities of greatly expanded opportunities and facilities which such an institution would offer must, therefore, be sacrificed to tradition and to parental desire to have school facilities fairly close at home.

Communities of sufficient size can furnish adequate opportunities for children of a given age. The smaller community has a more difficult task. If we group our children as best we may upon a basis of social, physical, emotional, and mental maturity, instead of upon the number of credits carried, or years spent in the particular school, or courses taken, we shall have a logical and workable foundation. I predict

that it would be amazingly satisfactory to the pupil, the school, and the home so far as achievement and happiness of the individual are concerned. Of course, there would be certain individuals whose problems would not be completely solved, but such procedure would be an intelligent attempt at their solution.

We see such people in life, too. There is the precocious and prematurely mature youth who finds satisfaction only in the company and conversation of older and more experienced persons, just as there is the perennially young older person who seeks to prolong his youthful exuberance, usually to the disgust of youth. In the long run, however, the person really proves his worth in that group with which he associates, or the group rejects him.

When we forget subject matter and turn to a consideration of the individual, many of our previous notions of secondary education begin to fade and we see quite clearly that we have been employed in some rather ludicrous business. For example, our method of stating credits indicates our real faith in the final outcome of our courses. We always testify that the pupil *has had* such and such—never that he *now has it*. Looking some courses full in the face, perhaps it is best that way. "Has had" with its interest centered entirely upon the subject-time units gives us records like these:

Jim— English I—Grade B—Credit 4

James—English II—Grade B—Credit 4

John— English III—Grade B—Credit 4

But if we say he "now has" we talk in terms of individual power and achievement, and of the ability to use them as articulating parts, on the youth's level, of his day to day living.

"Now has" would use records like this:

"Jim has a B in class work because he's got a good head and uses it, but his English in an unsupervised situation is atrocious. Habits are much stronger than any logic induced by technical grammar".

"James has a very interesting and individual way of speaking. He can report to the class in clear, concise discourse. His written English is not good, due probably to spelling difficulties."

"John is so shy and retiring that speaking to an individual is difficult—to a group, painfully so. His command of lan-

guage in written form is excellent, and if you show sympathy and understanding he'll reward you with writing full of feeling, and excellent to read".

Isn't all of this just another way of saying that because of, or in spite of, all the courses or subjects and time spent, this is the point at which the individual has arrived in his "gradual, continuous, unitary process" called education. And that without reference to the particular organization of which he is a member, be it elementary school, secondary school, or college. We're just looking at the child now, and not upon what he's been through.

With three additions, I believe Issue X to be sufficiently implemented by the conclusions beginning on page 362. Carried out in a logical fashion, they would go far to produce the type of education about which we are speaking.

No. 3 says "We must get rid of the idea of one school preparing for another and foster the idea of the schools continuously centering attention on the intellectual and emotional needs of the child. This is needed particularly in the high school where emphasis on subject-matter fields is prevalent".

I should like to see this read: "We must get rid of the idea of one school preparing for another and foster the idea of the schools continuously centering attention on the *physical*, intellectual, and emotional needs of the child".

Most of us will be living with our present physical plant long after both intellect and emotion have worn out. It behooves us to build it well while we can.

On page 366, in the general discussion, the writer hints at the fact that education has a sociological background, indefinite though it may be. I should like to see this considerably expanded and an item added to the conclusions stating that parental and community education is equally as important as the education of youth (and probably more gradual and less continuous). Schools which hope to move in the direction to which these conclusions point must be ready to consult, educate, counsel, and guide the older people to see the newer and better way. Without this particular item, a number of moves here outlined are doomed to failure.

And as a last addition I could wish that somewhere in the conclusions, perhaps in number 13, there be a decided pronouncement to the effect that all men may be born free, but

that they are born equal is a fallacy under which our schools have long labored. Perhaps such idea as that in connection with the rather glib statement "to determine what children know and what they need to be taught" would enlarge the foundation upon which we are to build this new education.

These conclusions do contain, just as they are, more sane ideas concerning education than most of us can comfortably put into practice before we meet again. In fact, most of us will no longer be in attendance at these meetings when the last item is put into effect in even a majority of secondary schools.

They are not perfect in all respects. Not many men are capable of bringing forth full-blown a scheme which is completely new in its conception. Always there is about the shape of the old. Man's progress has always been so. His first airplane looked like a box kite; his first automobile was a buggy with an engine instead of a horse; his first railroad carriage was a stage coach on wheels. We hear much about streamlining, but we've only to "skin" many a modern locomotive to find an old friend. Without those first crude beginnings, our present culture would not be. And it's quite likely that our accepted designs of to-day will look as queer to the man of 1975 as those of 1900 look to us now. Certainly in a world which changes so rapidly we must have tradition as a stabilizing factor. We must hold on to something solid while we reach for the next toe hold. But because things do move so rapidly, we need each day to examine our traditions to be sure that since we last looked at them they haven't become simply rationalized inertia.

Mr. Harl R. Douglass, Professor of Education of the University of Minnesota, continued the discussion, which was closed by Mr. Arthur Gould, Deputy Superintendent of Schools, Los Angeles, California.

WEDNESDAY, FEBRUARY 26, 1936

The sessions of Wednesday morning were divided into five groups.

The papers delivered under the leadership of Charles H. Judd, Chairman, Department of Education, University of Chicago, will be published in Bulletin No. 61, issue of April, 1936, of the Department of Secondary-School Principals.

The senior high-school group met in Assembly No. 3, Municipal Auditorium, with Charles F. Allen, Supervisor of Secondary Education of Little Rock, Arkansas, as chairman.

Mr. Earl Platt, Professor of Education of the University of Nebraska, read the paper entitled *Vitalizing the Program of the Small High School*.

VITALIZING THE PROGRAM OF THE SMALL HIGH SCHOOL

EARL T. PLATT
University of Nebraska

Through the leadership of Dr. Frank E. Henzlik, Dean of the Teachers College of the University of Nebraska, this institution turned its efforts quite definitely toward the solution of the numerous problems of the small school. Approximately two and a half years ago a definite program for the enrichment and vitalization of the small high-school curriculum was formulated. This program has come to include no fewer than ten features, any one of which requires considerable explanation. Only one feature can be discussed here. The one that has been chosen is the feature that has proved to be the most farreaching of the various elements of the Nebraska program; namely, the possibilities of using supervised correspondence study as an agency for vitalizing the curriculum of the small high school.

What Is Supervised Correspondence Study? Supervised correspondence study is studying a correspondence course under supervision. The pupil who is doing this work usually

is a regularly enrolled high-school student, that carries the correspondence course as one of his regular high-school subjects. He does his work in a classroom, during school time, under the supervision of a regularly employed high-school teacher, and receives for each satisfactorily completed course a credit toward graduation.

How Does Supervised Correspondence Study Operate in the Local School? Generally, one of the high-school teachers acts as the correspondence supervisor. In some cases there are two or more supervisors in one high school, but the general procedure is for the superintendent or high-school principal to designate one teacher as the correspondence supervisor. The time that a teacher is expected to spend in supervising is taken into consideration when the teaching assignments are arranged. It is the supervisor's duty to see that all students who are registered for supervised correspondence study have a study schedule and that they work according to this schedule. He sees to it that each pupil has a satisfactory place to work and that he has the equipment and supplies necessary for the successful execution of each correspondence course. Sometimes the pupil can work in the study hall or assembly—but frequently it is necessary for him to work either in a laboratory, in a shop, or in a special classroom. When several students are working on the same subject, it has proved satisfactory to have them work in one classroom under the general supervision of a teacher in an adjoining classroom. Glass partitions are useful where this method of supervision is employed. In addition to the foregoing, the supervisor must administer tests whenever the students are ready for them. He must mail all lessons to the correspondence center and must pass back to the pupils all corrected lessons when they are returned. It is generally his duty to keep all local records in regard to student progress as well as to assist students over temporary difficulties. This does not infer that the supervisor must be prepared to teach all the subjects which he is supervising—it only means that he must understand and be receptive to what the correspondence instructors are attempting to achieve.

Who Prepares the Supervised Correspondence Study Courses? Supervised correspondence study courses are prepared by people who are trained in the secondary field; they

are specialists in their subject fields as well as specialists in the teaching methods employed in their respective courses. Although the editorial setup at Nebraska is not typical in all respects, a brief description of it may show how carefully this type of course is prepared. Course builders at the University of Nebraska work under the direction of an editorial staff, which is composed of specialists in secondary education. It has members that have had considerable training and experience in the field of correspondence instruction, especially in the particular field of supervised correspondence study. Various subordinate members of the editorial staff are assigned to do the particular phases of the editorial work which they can do best. Members act as subject matter or content critics, as motivation and presentation critics, as test critics, and as English critics. No course can be cataloged until it has been approved by these specialists and has been given final approval by an editor-in-chief.

Who Takes Care of the Papers that are Sent to the Correspondence Center for Evaluation? At all correspondence centers capable teachers are employed to handle all papers. At the Extension Division of the University of Nebraska each correspondence instructor must be certified by the state as professionally qualified to teach the subject or subjects of instruction.

In passing, it might be mentioned that teaching through correspondence is just as much a science as teaching in the classroom. Much of the present difficulty lies in the fact that there has been very little research in the field and that there is virtually no literature on the subject. However, the problem is being attacked from several angles and adequate literature will soon become available.

In What Ways is Supervised Correspondence Study Vitalizing the Curriculum of the Small High School? In the literature of this field some eighteen to twenty specific uses have been listed for supervised correspondence study. From this list have been selected those services that materially assist in the vitalization of the curriculum of the small high school. It is pertinent to mention at this point, however, that the services that will be given here can be applied, in most cases, equally well to large and small high schools.

1. Supervised correspondence study is being used to increase the number of subjects available. This year hundreds of small high schools are adding to their curriculums from the many scores of well prepared supervised correspondence study courses that are now available. Every small high school could be doing the same. If we look forward to the time when this new method of instruction has reached the apex of service, we can see the administrator of the very smallest high school securing for each pupil the courses best suited to his needs. In order not to become too visionary in this respect, it appears advisable to tell how one small Nebraska high school has greatly increased the number of subjects in its curriculum through the use of supervised correspondence study.

In considering this school, your attention is called not alone to the subjects added through supervised correspondence study, but is called as well, to the whole new curriculum of the high school that has been made possible because supervised correspondence study has been used to care for the small academic classes. In this way teachers have been freed for special fields of service that the school has long needed but which it could not afford without discontinuing several well established subjects.

This six-year high school of approximately one hundred pupils has been using supervised correspondence courses for the past five years. The superintendent, the high-school principal, and the teachers are well acquainted with the general administration of this type of work and are able to make use of its possibilities to a marked degree. The board of education and the community are enthusiastic over the results. The local high-school staff is composed of five full time teachers, the high-school principal, and the superintendent. Of the regular teachers, one is a specialist in music; another a specialist in art. A third has specialized in girls' physical education and home economics, and is qualified to act as school nurse. A fourth is qualified for boys' physical education and general shop, while the superintendent has prepared himself for educational and vocational guidance. The teachers being qualified in these fields, the school is able to operate a well-rounded program which includes an adequate amount of student participation in all of them. In addition, the faculty handles the regular courses in English and social science as well as the

elementary courses in science and mathematics. In the advanced classes of science and mathematics, where there are very small groups, the work is carried through supervised correspondence study. Also, the school makes available various languages through the same medium. At the present time French, Latin, and Spanish are being studied by groups of from two to five students. Some advanced work in art is also taken by correspondence. A complete commercial course, including junior business training, bookkeeping, typewriting, shorthand, salesmanship, and office practice is offered entirely through supervised correspondence study. In addition, there are other courses such as journalism, psychology, woodworking, and agriculture; in all, a total of twenty different courses. Over sixty students are registered in these twenty courses.

In mentioning what this school has been able to do through supervised correspondence study, it would be well to point out that there is very little which is experimental in the high-school program. Its health features, home economics classes, general shop work, elaborate program of physical education for both boys and girls, art classes, music groups of various kinds including private piano lessons, and guidance program are not unusual to many of our large high schools. In fact, it is not unusual to find a small high school that has been able to introduce and to carry successfully one, or possibly two, of these features in addition to the regular academic subjects offered in the school. The uniqueness lies in the fact that here is a small high school offering a well-rounded and enriched program that is equal, in most respects, to similar programs of our city high schools. Such a program is being offered without limiting or restricting the number of academic subjects that a student may take. In fact, the school is now offering more academic work than was thought possible a few years ago.

2. Supervised Correspondence Study is being used to care for the gifted pupil. One of the most serious charges that has been made against the small high school in the past has been that it has given the gifted pupil little or no opportunity to do work along the lines of his talents. Supervised correspondence study is lifting this stigma from the small high school. A number of courses have already been constructed with this type of student in mind. The number that

can be prepared is limited only by the vision of our educational leaders and by the demands of the students in this group.

Many examples might be given to illustrate the care of the gifted child in academic fields. One of the most common situations is the one where a gifted pupil in mathematics has completed the traditional two- or three-year high-school mathematics course one or two years before graduation. This pupil finds it possible to continue with mathematics during his last years in high school by registering for some higher mathematics course through supervised correspondence study.

Many striking examples could be given to show how supervised correspondence study has been employed to help the student with unusual talents. As an example, less than four years ago, when surveying a community in anticipation of reorganizing the high-school curriculum, a freshman boy was discovered who was particularly adept at whittling. Exhibits of his skill were to be found not only at his home and at school but also in some of the local stores. As no supervised correspondence study course in whittling was available, a course in wood-pattern making was suggested. As the boy progressed with the course his interest grew. As his skill increased, his father, also, became very much interested in his son's work. The result was, that a complete shop was outfitted in one room of the father's garage, where the boy has been working for almost three years. He is permitted to go to the shop one period each school day to do woodwork. Today this boy is doing excellent wood-inlay work, is making chairs, tables, and other pieces of fine furniture. By the close of school this spring he will have earned, through supervised correspondence study, three units of credit in woodwork.

3. Vocational training is being provided in small high schools through supervised correspondence study. The example just given also illustrates how vocational training has been provided in numerous small high schools. Many additional illustrations might be drawn from situations where boys and girls not planning to go beyond the twelfth grade have specialized in various vocational fields. Many girls have taken shorthand and typewriting in order to become stenographers and secretaries; other girls have completed courses in cookery and clothing construction in order to prepare to be better

home makers; many boys have specialized in bookkeeping and accounting in order to enter the field of business; other boys have carried work in auto mechanics, in radio, and in various types of farming in order to enter a trade or in order to improve their opportunities for advancement and thereby increase their economic value to themselves and to society.

The list of possibilities for vocational training in the small high school through supervised correspondence study is limited only by two qualifications: first, the innate ability and interest of the student; second, the amount of time that can be spared from the other important phases of a secondary education for vocational training.

4. Supervised correspondence study is making the school and its curriculum more vital to the community it serves by offering courses to graduates and adults and to out-of-school students in general.

Help for the Graduate and Adult. With the exception of those few students who are fortunate enough to be able to leave the rural community for a college education, formal educational training for the members of such a community invariably stops with the completion of the twelfth grade. Small communities do not offer night classes for those who wish to change their occupations or increase their vocational efficiency. They do not offer adult homemaking classes for the young mother or for the middle-aged housewife. Ambitious homemakers are seldom given the opportunity to study such things as home decoration, clothing construction, or foods. Yet, under the direction of a wide awake superintendent, many such courses can be handled as an integral part of the local school program. Through an intelligent use of supervised correspondence study, a superintendent can soon establish himself as the true educational leader of the community and his school as the center of all educational activities.

If one or more nights a week cannot be set apart for the various adult classes, they can meet during regular school hours. Since supervised correspondence work is completely individual and since no one in the local school need have a technical understanding of the subjects taught, a group studying various subjects can meet at one time under the direction of one supervisor. Similar arrangements have been made in

many Nebraska communities through the coöperation of the University and the local school authorities. During the past three years, study centers have been operated in scores of high schools throughout the state.

Should it appear impossible for a small high school to carry as extensive a supervised correspondence study program as when a formal study center is established, a fine service can still be rendered to graduates and adults by allowing them to work regularly every school day in the school laboratories, in the shop, in a special classroom, or in the assembly. They should work during periods when they can be properly supervised and when they will not interfere with the progress of the regular pupils. It is not an unknown situation for a bank clerk who is a high-school graduate to return to the local high school for an hour each day to study, through correspondence, a course in advanced accounting; or, for a local merchant to encourage his son to study retailing and salesmanship, through supervised correspondence study, by returning to the high school for a full period each school day, or for a young mother to study a correspondence course in foods in her home kitchen, all the while working under the supervision of a local instructor.

Help for the Incapacitated Pupil. In rural communities, it has been virtually impossible in the past for invalids and otherwise physically incapacitated pupils, to secure a secondary education. With properly prepared supervised correspondence study materials, there has been found no reason why parents cannot serve as supervisors for pupils of this type. The local school should insist upon approving the supervisor and the courses for which the pupil registers, since this school will be expected to issue credit and to pay the cost of tuition, textbooks, supplies, and postage.

Supervised correspondence study can become one of the finest contributions of education to the lives and happiness of incapacitated young people. A student that is unable to spend a single day in a secondary school can become a high-school graduate. A pupil that is forced through accident or illness to remain out of school for a semester or longer can keep up with his classmates through the instructional advantages of supervised correspondence study. Two illustrations will clearly show the application of this service.

David, a youth of nineteen, lives on a farm nine miles from the nearest high school. When a boy, he had infantile paralysis and since that time has been unable to walk. He is now beginning his sixth semester of supervised correspondence study. By arrangement with the superintendent of schools in a nearby town, he will receive a high-school diploma when he has sufficient credits.

For several years, Mary's lungs have been bothering her. A few weeks ago her doctor prescribed the Colorado climate for the remainder of the winter. Mary is a senior in high school and had hoped to complete the courses necessary for graduation and to secure a diploma next May. Before she went to Colorado, her superintendent registered her for sufficient supervised correspondence study courses to insure graduation with her class next spring.

Help for Other Out-of-School Pupils. There are hundreds of boys and girls in almost every state that do not have the opportunity of attending a secondary school because of the expense of tuition, of board and room, or of both. Impassable roads, distance, severe and hazardous weather, and the need for assisting the family to make a livelihood are other reasons for non-attendance. In Nebraska this year, approximately sixty students of this type have been returning to the rural eight-grade schools in their neighborhoods to carry, under the supervision of the rural teacher, high-school subjects through supervised correspondence study. In cases where the situation justifies, this type of out-of-school student has been allowed to work at home under the supervision of his parents. Mr. R. C. Haight, Superintendent of Schools at Grass Range, Montana, reports that approximately seventy-five per cent of the total of one hundred or more correspondence registrations in his school are of this out-of-school type carrying their work in a nearby rural school or at home. The Grass Range High School, under the leadership of Mr. Haight, is certainly showing what can be done for students in sparsely settled areas in the United States through the medium of supervised correspondence study.

5. Supervised correspondence study is reducing the lag between need for curriculum revision and its actual accomplishment. From time to time educational leaders in the high-school field have been condemned because of the static condi-

tion of the general offerings on the secondary level. Probably at no time has this criticism been more open and persistent than at the present. Possibly there has been no time in the history of secondary education when the general offerings in this field have been so far out-moded and so ineffective. City school systems, with their elaborate plans for curriculum revision, are for the most part unable to keep apace. Can it be expected then, that the small rural high-school curriculum will contain much that is not traditional and that, in the main, is not college preparatory?

The cycle of the introduction of new courses into the high-school curriculum has generally been as follows: first, an insistent demand has arisen from the public or an insistent urging has come from one or more educational prophets; second, these demands or protestations have usually been followed by the establishment in teacher-training institutions of a program for the preparation of teachers in the new subject or field. Finally, after anywhere from four to ten or more years, a small corps of teachers is available to give instruction in the subject.

And, on the other hand, there is resistance. As soon as a subject has remained in the high-school curriculum for a decade or two, the vested interests of the teachers who are prepared to instruct in the field, of the publishers who have textbooks in the subject, of the teacher-training institutions that have elaborate laboratory facilities and adequate staffs, and of the colleges and college professors that give the prospective teachers the subject matter backgrounds, have such a foothold that it is frequently not years, but generations, before an outworn subject can be removed or displaced.

The large high school has not suffered as has the small one from the straight-jacket curriculum offerings that have been outlined as filling college entrance requirements, for this size school has had a sufficiently large staff to offer all of the college preparatory subjects and many more as well. Also, the large high school has found it possible to add new and desirable subjects to its curriculum without having to displace some of the already established courses. In the small high school, displacement has been necessary in the past because of limited teaching personnel.

With the present slowly revolving cycle of curriculum innovation, especially in the smaller high schools, and with vested interests defending valiantly the status quo, giving ground grudgingly and fighting bitterly where retreat is forced, is there no method of quickly introducing, of adequately testing, and if found satisfactory, of immediately establishing a new subject in the secondary curriculum? Is there no way of speeding the funeral arrangements for a subject that is already dead but whose friends refuse its burial? There may be several satisfactory solutions but not one has been developed to the place where it is functioning.

Given earlier in this paper was a description of how supervised correspondence study courses are prepared at the University of Nebraska. Let me add to this description an explanation with a few illustrations of some uses that are made of these courses, not so much as correspondence courses but more as individualized instruction materials that are handled by the classroom teacher. You may then judge for yourself to what extent that which is being accomplished is vitalizing the curriculum of the small high school.

During the past few years one subject, because of its unusual timeliness has been introduced into over one half of the high schools of Nebraska. This was accomplished before any teacher-training agency was sufficiently moved to begin the training of teachers for that particular subject. Because of this situation, superintendents and principals carried on an unusual amount of in-service training. What supervised correspondence study had to contribute to this situation was a well worked out course, highly individualized, well motivated, with an adequate bibliography, pre-formulated assignments, worksheets, tests, and keys for all exercises and tests. Such complete teaching material made in-service training relatively simple and assured a high degree of educational efficiency. Except during the first year or two few pupils were registered for this subject through supervised correspondence study because the subject was generally introduced as a basic subject in the high school, therefore in most cases relatively large classes resulted.

To a less marked degree, has the presence of highly individualized and frequently revised supervised correspondence study courses brought about other transformations in the

curriculum offerings of the small high schools of Nebraska. The fact is that there is now operating in Nebraska a vehicle for quick curriculum reform. A satisfactory course that incorporates the latest professional methods can be prepared upon any subject that appears feasible, in a relatively short time at nominal expense. As rapidly as any school finds a need for such a course it is available—first through supervised correspondence study and later, if the demand should be sufficient, through regular classroom instruction using the supervised correspondence course materials as the basis of instruction. If the course proves popular, teachers colleges and normal schools can begin to train teachers. If it proves unsuccessful, little will have been lost. If the new subject displaces an old one—one less necessary and less popular—the smaller class can be cared for through regular supervised correspondence study registrations. As gradually as the local school authorities feel it advisable, yet as quickly as pupil needs require, any subject can be taken from the high-school curriculum.

Not only has supervised correspondence study been adding materially in the introduction of new courses into the high schools of Nebraska, not only has this same medium been assisting to a marked degree in the elimination of old courses that have outlived their usefulness, but it has also been helping to improve instruction in the state. Courses that are constantly under revision—that incorporate the best instructional techniques—are available to all of the teachers of the state. Many teachers that must carry too heavy instructional loads can secure a degree of relief from the use of such courses. Teachers in small high schools are frequently asked to teach subjects for which they are not specifically prepared. To this group of teachers such courses as those available for supervised correspondence study can be of much help. Also, well prepared teachers working under ideal teaching conditions can frequently find in such courses suggestions that will help to vitalize their teaching.

In conclusion let me say, that when properly prepared supervised correspondence study courses are intelligently handled in the local school, and when adequate instruction service is furnished at a correspondence center, there no longer exists any reasons why educational leaders should hesitate to recom-

mend and to utilize the services of supervised correspondence study as a vitalizing agency for the curriculum of the small high school. From the evidence that is already established, it would appear that the large high school could employ the same agency with almost equally satisfactory results. Finally, each state would do well to establish supervised correspondence study as a state function thereby making the advantages of this new vitalizing agency available to all the schools and pupils of the state.

Mr. Howard LeSourd, Dean of the Graduate School of Boston University, explained, with the showing of two talking pictures, the use of *Motion Pictures in a Guidance Program*.

MOTION PICTURES IN A GUIDANCE PROGRAM

HOWARD M. LESOURD

Dean of Boston University Graduate School

I appreciate this opportunity of telling you of a novel experiment in the use of motion pictures, speaking as the representative of a small committee that is attempting to evolve ways and means of using the screen's vivid power in the development of social attitudes and conduct.

My associates on this committee, all of whom have given generously of their time and experience, are Dr. Mark A. May, Director of the Institute of Human Relations at Yale University, Dr. Florence Hale, Editor of *The Grade Teacher* and former president of the National Education Association, and Dr. Frank N. Freeman, Professor of Education, University of Chicago, and Dr. Miriam Van Waters, noted penologist and member of the Harvard Crime Survey Commission.

This work is the continuation of a study of motion pictures that began in 1929, when a group of distinguished religious leaders coöperated in a survey of the use of motion pictures for character and religious education. The committee is indebted to a large number of people who have through these recent years coöperated in the formulation of this program.

Skipping the account of months of trial and experimentation, omitting the careful summaries we have made of scores of studies on the fundamentals of character-building, I report

here briefly on what the Committee on Social Values in Motion Pictures has actually done.

We have painstakingly examined the finest pictures of recent years, and have by careful editing and cutting produced interesting one reelers, centering on dramatic conflicts and so selected that there shall be definite behavior patterns as stimuli for thought and discussion. This particular solution to the problem of presenting through motion pictures vivid and realistic situations resulted from an experiment after we had become convinced of the present impracticability of the production of pictures specifically for this purpose. Two obstacles seemed insurmountable—first, the cost of producing pictures comparable to those shown in the theatres was prohibitive without very large subsidies. Cheap productions would surely fail to attain the objectives of the program. Second, the difficulty of eliminating from the pictures an obvious intent to improve the audience seemed equally serious. To use existing photoplays prepared for entertainment has proved a practical and an apparently ideal solution.

A manual for Discussion Leaders gives full information about the project as a whole. For each of these one-reel pictures, containing the dramatic climax of productions costing millions of dollars in the aggregate, we have prepared a definite discussion guide, which will enable the teacher through well-directed questions to stimulate the groups—whether they are children, young people, or adults—to think constructively on the problems of life presented in or suggested by the picture.

For instance, why did the children jeer at Huckleberry Finn after school? Did their attitude help him? In *Tom Sawyer* what made whitewashing play to the boys, but work to Tom? Do you think Sooky should have attempted to keep a dog, when he could not afford to buy a license? After seeing *Sign of the Cross* do you think that personal sacrifice for one's faith, even to the point of death, stupid, or inherent in the Christian's commitment? One naturally faces in *Broken Lullaby* the question, Is war the only answer to international disagreements, and should the people who fight have a voice in the declaration of war? In *Gentlemen Are Born* does Smudge use intelligent methods of job-hunting when jobs are scarce?

In *Tom Brown of Culver* do you think that respect for the war heroes is out of proportion to the reverence due those who, for instance, have made equal sacrifices in ridding the world of its dread diseases? Such questions as these start a discussion which at times is rather difficult to terminate, but out of the discussions invariably have come a clearer understanding of the values of life upon the basis of which decisions must be made.

In addition to the discussion outlines, we have prepared classroom posters containing scenes from the pictures, and provocative questions under each scene depicted.

Thus far, we have completed and put into circulation twenty of these pictures, and the enthusiastic response from religious leaders, from educators, from psychologists, and also from the thousands of children who have already seen these pictures, greatly encourages the committee. If these pictures continue to prove useful in schools, colleges, churches, and social agencies, an almost unlimited supply of subjects is available for this program.

The pictures, for want of a better title, are known as *The Secrets of Success* series. Youngsters like secrets. They are interested in success. What we are trying to do is to reinterpret success in terms of social values. In this whole project there is no thought of profit either now or later. During the present demonstration period no charge is made for the use of these pictures, but if the project continues, a small rental will be asked to cover the actual cost of editing and distribution.

A well defined philosophy underlies this program. We use the photoplay which is drama. Drama necessarily comprises a depiction of the struggle between good and evil. How are we going to train the child mind to select for imitation and self-guidance the good action and spurn the bad example? It cannot be done merely by punishing the villain at the end of the picture or by rewarding the hero. Character springs from deeper roots than these.

Character is developed in the process of living. Our idea of character education is not something added to an overcrowded curriculum of the school, or a family conference at the close of a busy day, but guidance that includes all phases

and kinds of education, for all *good* education is character education. What we are attempting to do is to relate the education which individuals will receive from this series of pictures to life and its daily problems. It is our expectation, *not* without reason as a result of our experience, that through this series we can effect what is commonly called personality training and personal adjustment, and that we can teach boys and girls confronted with a problem to react wisely to it, that is, to select the behavior that is best for them, their families and the society in which they live. In short, we believe a social picture is the best available means of presenting real life situations for discussion and consideration.

Three problems in the use of these pictures have been encountered: first, the training of children and young people to participate in a socialized recitation. This involves a more or less widespread change in educational procedure. Pupils in a large percentage of the schools of the country are taught to listen and to answer questions but not to think. We are trying to teach individuals through this particular method how to think and to arrive at their own conclusions, and how to express themselves and their own ideas intelligently and clearly. Thus to attempt to reconstruct educational procedures may seem presumptuous but nevertheless this program will help to do that very thing. Second, it involves the training of teachers, for a socialized recitation and discussion is a new technique with which too many of them are unfamiliar. Third,—and this is the most practical difficulty—schools, churches, and social agencies are not equipped to use 35 mm. sound pictures. Until this equipment problem is solved, the use of this program will be limited.

One of these pictures, after an appropriate introduction, is shown to a group. At the close the members start a discussion, sometimes without even waiting for a stimulating question by the teacher. As the discussion proceeds, the teacher unobtrusively sees to it that the problem is clear, that scales of values are formulated by the group as a basis for the solution, and that the individuals have an opportunity to add something vital to their philosophy of life in terms of social attitudes.

In the discussion outline, which the teacher has in advance of the discussion, there are not only thought-provoking ques-

tions, but also suggestions of follow-up enterprises which will carry over into everyday life the results of their social thinking.

The *discussion* method is not new. The case-conference, used so successfully in Providence under the direction of Dr. Richard Allen, is an approved technique in the guidance programs of the best schools of the country. The only difference is that our Committee feels it has demonstrated already that a problem-picture is the best available means of presenting real life situations or cases for discussion and consideration. The situations so presented have a *reality* and *vividness* that is second only to life itself.

These pictures are scheduled in regular programs from coast to coast in groups totaling considerably over 25,000 pupils in forty-nine different centers. For instance, these pictures have been shown to seventy-three groups of public school children in New York City; to over two hundred and fifty classes in Atlanta, Georgia; in twenty-one schools in New Haven; in ten schools of Sunbury, Pennsylvania; in ten schools of Dearborn, Michigan; and in other school systems such as Lynchburg, Va.; Dayton, and Toledo, in Ohio; Pittsburgh, Pa.; Dayton, Indiana; Duluth, Minnesota; and to some extent in Oakland, California. Churches and social agencies have used them in Boston, Springfield, Mass.; Albany, N. Y.; Newark, N. J.; St. Louis; St. Paul; Miami, Florida; Chicago; Los Angeles, and even in Porto Rico.

The pictures are not used for entertainment, but strictly for educational purposes. The fact that they are entertaining, however, makes them valuable for education. Only a few prints are now available; therefore, the Committee cannot meet all requests for them.

But isn't there, I have been asked, a definite relation between developing character with the use of short subjects in the class-room and the photoplays children are seeing in the theatres? There is, of course, and we are trying to meet the responsibility inferred by pointing out character values to be found in current pictures. In order to stimulate thought along this line and provide a pattern for the discussion of current pictures, reviews of these photoplays are being presented in a monthly bulletin, *The Motion Picture and the Family*, pub-

lished by the Motion Picture Producers and Distributors of America, under the caption *Lessons from the Movies*. No attempt is made through these preview appraisals to deal with all the pictures that have value from this point of view, nor to exhaust the lessons in any one picture. For a year and a half I have been writing these *Lessons from the Movies*, pointing out, in short reviews, how outstanding pictures can be used by character-developing agencies of all types as a basis for discussion. Letters of interest and appreciation have come from readers in various parts of the country in such numbers that I welcomed recently an opportunity to present a series of these reviews on the air.

In closing I wish to express the thanks of the Committee on Social Values for the splendid coöperation that has been afforded us by the producing companies. Mr. Hayes, President of the Motion Picture Producers and Distributors of America, caused the informational resources and the film libraries of the industry to be placed freely at our disposal, and we thus have been working with material that cost the industry many millions of dollars to create. We are also indebted to the Motion Picture Producers and Distributors for paying the manufacturing costs of the series and the expense of printing and multigraphing the materials. We cannot expect Hollywood to do more than to produce entertainment pictures that are wholesome. That is Hollywood's job. But the teachers and the religious leaders of the country have a definite obligation in finding ways and means of seeing that the motion picture shall serve its maximum usefulness in stimulating thought and the development of a keen sense of social values that shall prove to be of service in the development of our citizenship.

Mr. Francis T. Spaulding, Professor of Education of Harvard University, read his paper, entitled *Educating for Vocational Competence*.

EDUCATING FOR VOCATIONAL COMPETENCE

F. T. SPAULDING

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In 1935 the Connecticut State Employment Service reported that of 43,000 young persons seeking jobs over 73 per cent were untrained for any skilled occupation. Over 40 per cent were untrained to do any kind of work.

The significance of these facts hardly needs elaboration. Of hundreds of thousands of boys and girls unemployed during the depression, an alarming proportion have turned out to be in a sense incapable of useful work. Undoubtedly certain of these young people were more or less permanently unemployable because of physical, mental, or emotional defects. But many thousands of them seem to have been unemployable for the simple reason that they had never learned how to work. Whatever their schooling might have done for them by way of education in citizenship or ethical character or worthy use of leisure time, it had certainly left unfinished—perhaps it had not even seriously undertaken—their preparation for the practical business of getting and keeping a job.

Anyone who is disposed to look back dispassionately at the schooling which America provided for its boys and girls in the 20's can find ample explanation for the situation exemplified by the figures from Connecticut. Prior to 1930, almost any normal boy or girl who had completed the work of the elementary school could expect to get some sort of job as soon as he chose to leave school. He was likely to get a better job if he had had extended education, and he could obviously get certain types of jobs only if he possessed special aptitudes or had mastered particular skills. But he was practically always employable in some sort of job, even if not in the work of his individual choice. And since he was employable by the time he had left the elementary school or the lower grades of the secondary school, the senior high school was not forced to concern itself overmuch with the vocational outcomes of its work. It could, and did, overlook the fact that certain of its curricula had no recognizable vocational goals; pupils graduating from these curricula got jobs anyway. It could, and did, leave the choice

of curricula very largely to the whims of pupils and their parents, despite the warnings of people interested in vocational guidance. The attention that schools paid to guidance and to vocational education was a sort of optional attention—something that conscience led progressive schools to undertake, but that schools in general were not forced to bother with unless they felt so inclined.

No one can honestly argue that the lot of young people in the depression would have been any happier if the schools had adopted a different policy. Jobs for boys and girls would have been no less scarce; the competition for the few openings that appeared would have been just as strenuous. There is no moral to be drawn from the last five years as to what the secondary school can or should do to make future depressions more bearable for boys and girls who want to be "on their own."

But what has happened during the depression raises inescapably the question of whether the educational policy of the 20's will do for the non-depression years which, we hope, now lie ahead. The proposals which I intend to make in this paper grow out of the definite assumption that a different policy is imperative. The social and economic changes which produced the depression were apparently products of an underlying evolution that is steadily continuing, in depression and prosperity both. Prosperity will no doubt temporarily lessen the immediate pressure on the schools. But a return even to what we like to think of as "normal" conditions is not likely to do away with one paramount fact—namely, that *the world outside the school is increasingly less well suited to provide an independent place for any boy or girl who has not acquired at least the beginnings of vocational competence.* To this fact must be added another—that *no institution except the school can be counted on to offer to boys and girls the initial vocational education which they will need.* On these two facts together rests America's present challenge to the senior high school so far as vocational education is concerned. The development of initial vocational competence bids fair to assume an importance quite unprecedented thus far in educational history. What does the secondary school propose to do to meet this new demand?

The first task of any school which seeks to cope intelligently with this demand must clearly be one of definition. What sort of vocational competence is it that the secondary school should seek to develop?

One must recognize at the outset that the vocational competence that boys and girls now need is not of the kind foreshadowed by the framers of the Smith-Hughes Law. Nor is it of the kind which all too many of our present vocational curricula—even those not supported by Federal funds—are seeking to develop. Our existing curricula have for the most part been inherited from the 20's, and are shaped according to the vocational goals of that period. Those goals tended to emphasize the development of highly specialized vocational skills—skills which would make it possible for the graduates of vocational curricula to step into industrial and commercial jobs at points as far above the bottom as the school could manage. Courses were developed in radio repairing, in airplane mechanics, in the operation of special types and makes of business machines, in a hundred and one particularized services useful at the moment in specific jobs outside the school. The aim of a major part of vocational education was apparently to anticipate every specialized need of industry and to train boys and girls who could fill that need, on the assumption that the need would be more or less permanent and that somehow or other the job and the boy or girl who had been trained for it could be brought into unflinching connection.

However justifiable such an aim may have been in the 20's—and there is reason to believe that even then it was open to valid criticism—it cannot be safely adopted as a guide for the years that will follow the depression. The initial vocational competence which the world outside the school increasingly demands is seldom of a highly specialized sort. Specialization may, indeed, be a positive disadvantage to the young person who is trying to make a vocational beginning. With the growing rate of change in vocational techniques, vocational opportunities are tending to shift almost from year to year. Specialization gained at the cost of a broader education which might have prepared the boy or girl to adjust himself to changing vocational conditions, or specialization which produces such fixity of purpose with respect to a particular job that the boy or girl closes his eyes to greater opportunities in

other fields, is a danger which needs more and more to be reckoned with. To grant this danger is not to deny the importance of specialized skills for the established and maturing worker in any given field. But the senior high school's primary concern is with the beginner, rather than with the established worker; and in the interests of the beginner it seems inevitable that the development of socialized skills must more and more be left to training either on the job or in close connection with the job.

The competence which the world outside the school requires of the boy or girl who has just left school is not an ability to step at once into an involved and intricate job, but such capacity as will enable him to *make a promising start* in some recognized field of work. There would seem to be a number of components to competence of this sort. Studies of failures in industry give an unmistakable clue to one of the characteristics involved—capacity to get along tactfully and intelligently with employers and with other employees. The criteria often used by large-scale employers in selecting new workers tend to point to a second—adaptability, which includes the ability to adjust to new conditions and to learn on the job. A third is necessarily implied in even a broad definition of initial vocational competence—possession of sufficient skill to insure employment at whatever the bottom of the beginner's chosen field may be. These three qualities—ability to get along with others, ability to learn on the job, enough skill to be able to get a job at the bottom of the ladder—would seem to be the stuff of which competence is made. What is more, they would seem to be indispensable qualities for any boy or girl who hopes to get and hold a job at the present time.

For the senior high school to recognize the need for vocational competence of this sort on the part of every boy and girl who leaves the school is a primary obligation. The school has, however, a second obligation which is hardly less important. It must recognize that the development of such competence cannot be counted on to result merely from three or four years of school attendance. Ability to get along with others, ability to learn on the job, mastery of a certain minimum of vocational skill—every one of these qualities demands an education systematically directed to its attainment if it is to be assured. Hence the second task of the school is to devise an edu-

cational program that will in fact assure initial vocational competence to every one of its pupils.

The development of such a program will be no simple matter. If initial competence is not likely to be produced by the specialized training offered in most of our present vocational schools, neither is it likely to be produced by the vaguely general practical arts and business curricula favored by many comprehensive high schools. The vocational education demanded to meet present conditions must clearly be broader and more flexible than the one, and more realistic and more definitely pointed than the other. Its development will require far more exact understanding than we now possess of the common elements in many occupations, and of educational methods and materials through which vocational adaptability may be fostered. Understanding in these matters can be expected to come only from intensive, long-continued, and carefully guided observation and experiment.

But though the details of the essential program cannot be laid down in advance, certain of its major implications can be clearly foreseen. These implications deserve the attention of every senior high school which is truly concerned with its own responsibility for meeting America's present challenge to the secondary school.

The senior high school's responsibility for the development of vocational competence is most obvious in the case of pupils whose school work must be ended with their graduation from the secondary school. Yet lest they be lost sight of, it may be well to consider first the vocational needs of a smaller group—the pupils who are going on to higher schools after leaving the secondary school.

Under present conditions most college-preparatory pupils are allowed to select their high-school programs in terms of the requirements of the colleges of their choice. The high school scrutinizes the elections of each pupil to make sure that the work he has chosen is within his capacity and will in fact eventually prepare him for college. The school may, in some instances, offer positive guidance as to the type of college or the particular college most appropriate in the case of a given boy or girl, but it seems usually to content itself with the merely negative task of making sure that the college each pupil

has chosen is not beyond his educational grasp. Pupils are thus allowed to plan for their higher education merely in terms of whether they have a better-than-even chance to gain admission to a particular institution; with what is to become of them after they once get in, many secondary schools show hardly a passing concern.

Yet the fact is that a large number of the colleges themselves, and particularly the liberal-arts colleges, plan little or none of their work with a vocational end in view. A boy may go through Harvard or Yale or Princeton, a girl may graduate from Wellesley or Smith or Vassar, without having gained the slightest taint of any realistic vocational competence. Though it is probable that the State universities of the West offer fewer hazards in this respect than do the endowed colleges of the East, their liberal-arts curricula present similar possibilities. Thus a boy or girl may sign himself A.B. or S.B. and still be obliged either to provide somehow for further study which will fit him to make a vocational beginning, or to take up with the first job he can find, at a handicap far more serious than that which faces his vocationally trained brother or sister fresh from the secondary school.

The conclusion is not that the senior high school should provide direct vocational education for its college-preparatory pupils. That clearly remains the function of the college or the professional school. But the high school faces inescapably a responsibility for concerning itself with the vocational outcomes of college work for these pupils. It cannot in justice allow a boy or girl to elect a particular college merely because the chances are good that he can get in. It must at the very least assure itself that once in, that boy or girl will be able to remain until he has gained a suitable vocational training, whether through the work of the college itself or through further study in a professional school. In most cases it ought to make certain at the start that each pupil chooses his college in the light both of the length of time for which he can fairly expect to continue in school and of the type of vocational education which will most adequately meet his individual interests and abilities. Furthermore, it ought in every possible case to restrict the election of college-preparatory curricula to pupils who can be counted on to continue their education beyond the secondary school. With respect to the guidance that

it offers in such matters as these, the senior high school has a responsibility for the vocational education of its college-preparatory pupils no less than for that of the girls and boys who complete their formal schooling with high-school graduation.

For the latter group the senior high school is under the most direct possible obligation to insure a definite vocational outcome from their education. This can mean only one thing—that the senior high school must cease to look with approval on terminal programs, whether for individual pupils or for groups of pupils, which fail to develop some sort of vocational competence.

That senior high schools now tolerate individual programs which have no appropriate vocational outcomes must become apparent to anyone who studies with care the elections of subjects under the constants-and-variables plan in many schools. Well adapted though this plan is to the use of a school which can and does furnish systematic, intelligent, and conscientious guidance to every one of its pupils, such a plan without guidance may—and does—result for many pupils in a scattering of effort which leads practically nowhere. The school which maintains an unrestricted constants-and-variables plan in its senior high-school grades must furnish a guidance system far superior to the average if its policy is to be beyond serious criticism.

That senior high schools now permit large groups of pupils, as well as random individuals, to elect programs leading to no vocational competence whatever is evidenced by the widespread popularity of the so-called general curriculum. In recent years the general curriculum has been rejuvenated and given greater plausibility by being re-named the Social Arts Curriculum. Under one name or the other, however, it often presents a comparatively aimless refuge for pupils who have not found themselves vocationally, or who have failed to make the grade in what they consider the more respectable academic curricula. That the general curriculum is frequently of value in developing good citizenship, ethical character, and habits of making worthy use of leisure time—the outcomes emphasized in re-naming it the Social Arts Curriculum—is not to be denied. Nor can one deny its *potential* value as a finding-ground for pupils who have not yet discovered their own vocational bents. But the mastery of social arts alone provides less

and less adequate assurance of a boy's or girls' competence to get and hold a job. Moreover, the fact that in many schools enrollment in the general curriculum increases steadily from grade to grade belies the claim as to its guidance values. If it is indeed to serve as a vocational finding-ground, it must be so administered that its enrollment will decrease, instead of increasing, till practically all its pupils have been transferred before graduation either into some curriculum definitely preparatory to a higher school or into a program leading to a clearly envisaged vocational outcome.

The school's obligation to see that its terminal programs have vocational outcomes carries important implications also with respect to the means used for gauging pupils' school success. There is no point in entering here on an argument as to the value of traditional school marks. It is important to recognize, however, that marks of all kinds as they are now used tend to relate to educational means rather than to educational ends. This is true whether the marks consist in percentages, or letter-symbols, or extended statements concerning pupils' achievements, or scores based on standardized tests. Marks such as these may throw significant light on whether the pupil has passed a purely arbitrary scholastic test, whether he has kept up with the group to which the school has assigned him, whether he has done as well as could reasonably be expected of him in view of his initial endowment. But they throw very little light on the one question which matters fundamentally to the pupil's vocational future.

That question is whether the pupil has achieved, or is likely to achieve, the vocational competence for which he is supposedly striving. The answer is one over which the school alone has by no means full control. Pupils cannot be made to succeed vocationally by the simple expedient of lowering the standards of the curricula in which they are enrolled and thus of making it possible for them to achieve passing marks, as seems recently to have been attempted, for example, in the commercial curricula of numerous schools. Pupils' success in vocational courses can be determined only by reference to certain impersonal out-of-school standards—by what is going to be demanded of them when they actually pit themselves against the requirements of the jobs for which they are preparing. Their success thus cannot be objectively measured

but must be guessed at, largely in terms of subjective judgment. The fact that the standards must be subjectively applied, however, neither diminishes the importance of endeavoring to make a sound guess nor lessens the school's obligation to apply such a guess as a check on each pupil's work. Continually the senior high school must evaluate every pupil's scholastic success in terms of his progress toward the impersonal standards of the vocation which he proposes to enter.

To see that the educational program of every boy and girl provides for the development of necessary vocational competence represents the positive side of the school's obligation. With this obligation there ought to go an important corollary—that of seeing that no pupil leaves school, so far as the school itself can prevent it, until he has attained a vocational competence sufficient to allow him to make a beginning in self-support, and until he himself knows how and where to make that beginning.

The statement of this corollary is not intended to imply the need for more stringent laws with respect to compulsory education. There are more effective means that compulsion by which the senior high school may achieve its ends. What is especially needed is an alertness on the part of the school to identify those individual boys and girls who are nearing the close of their formal education.

If it is to do all that needs to be done for each of its pupils, the senior high school ought to find out for itself, every year, for which of its pupils that year will represent the last year of regular schooling. It can obtain this information, in part, by merely asking each pupil whether he expects to return the following year—a simple procedure, yet one which relatively few schools now make use of. The answers which the pupils will give of course cannot in every case be accepted as final. The school will therefore need to check their replies against such information as it may have from other sources. Data on retention and elimination in previous years are likely to be especially revealing; intelligently used, they may help the school to identify the kinds of pupils who are most likely to drop out at particular points in their school careers. From such sources as these, every senior high school ought early in each school year to "spot" those pupils whose need for immediate vocational training is crucial.

The school ought then to arrange a program of work for every pupil who has no more than a year of schooling left, such that his final year may be devoted as directly as may be necessary to the building up of initial vocational competence. A single year will seldom be sufficient for the development of all the abilities of which competence is composed. If the earlier guidance which the school has given its pupils is sound, however, this final year will be needed for the rounding out of each pupil's vocational education, rather than for accomplishing the whole of it. Even in the case of boys and girls whose earlier school work has had no direct vocational bent, the last year may serve at least to provide enough elementary vocational skills to make these pupils employable at jobs not entirely foreign to their special interests and capacities.

The school should see to it, also, that this final year of school work includes occupational survey courses which will give to each pupil a definite and usable knowledge of the vocational opportunities likely to be open to him when he steps out into the world. Few of the present survey courses fulfill any such purpose as this. Assuming that every pupil will need to be acquainted with all possible occupations, they provide an overview so broad and so far removed from local opportunities that they must appear to pupils to be a thoroughly romantic sort of study—a contemplation of the far away, if not of the long ago. What is needed is a highly specific survey, restricted to the definite jobs actually open to each boy or girl. For pupils who have had some training in business this will mean a critical investigation of the local want ads for clerical workers or salesmen or stenographers, a consideration of whether a job in a chain store with which they are acquainted will be better than a job for the gas company, a discussion of the advantages of this particular job in which a boy or girl may live at home compared with that particular job in which he must find living quarters in another city. For boys or girls whose best chances of success lie in manual work of some sort, the survey should provide an equally direct and specific consideration not of jobs as generalities but of definite chances for employment. The school ought to make of this survey just such an opportunity for giving personal and individual help and advice to every boy and girl as would a wise and intelligent friend who had the interests of that boy or girl closely at heart.

Doing all these things, the high school should take one further step to insure that no pupil leaves school without having attained at least elementary vocational competence. It ought to withhold the high-school diploma from any pupil who cannot demonstrate either the ability necessary to allow him to make a beginning in a recognized vocational field, or readiness to continue his education in a higher institution. This step will necessarily involve a drastic revision of most present requirements for high-school graduation. Yet it is entirely in keeping with the notion that the high school exists primarily to achieve certain desirable educational ends, rather than merely to put pupils through certain scholastic paces. If one of the desired ends is indeed the development of vocational competence, that school is definitely remiss in its obligations which does not require the attainment of such competence as a condition for securing the school's final approval.

WEDNESDAY NOON

At the luncheon session in the Crystal Room of Hotel Jefferson at 12:30 P. M. there were 163 in attendance. A Brass Quartet furnished the music.

Mr. O. V. Walters, Principal of East High School, Aurora, reported on the state of the finances of the Department. (See Auditor's report, p. 111. The report was accepted.

Mr. Louis E. Plummer, Principal of Union High School and Junior College, Fullerton, California, read the following resolution:

Inasmuch as liquor and tobacco advertisements appearing in newspapers and periodicals in common use in our secondary schools tend to encourage the use by the youth of our land of the products advertised.

Be it resolved that the Department of Secondary-School Principals of the N. E. A. does hereby voice its protest against the presence of such advertisements in these publications.

In furtherance of this protest the Department hereby instructs its President to appoint a committee of three to study the problem of objectionable advertising. It shall be the duty

of this committee to: (1) Coöperate in study with similar committees appointed by other departments of the N. E. A.; (2) Communicate its findings from time to time to the President of this Department; and (3) Report progress to the annual midwinter meeting of this Department in 1937.

CHARLES F. ALLEN, *Chairman*
PAUL E. ELICKER
LOUIS E. PLUMMER

Report approved.

Mr. Francis L. Bacon, Chairman of the Planning Committee, made the following report:

Your committee, as authorized yesterday by the Executive Committee, wishes to report that it has held its first meeting. It is understood that it shall be the duty of this committee to formulate a tentative plan for a long time program which plan shall be submitted to the Executive Committee for approval. The committee accepts this obligation, realizing to some extent the immensity of the job.

It is the opinion of the committee that its immediate objective should be the promotion of the consideration and use of the Orientation report. To do this adequately, at least some paid part-time help is needed; also funds will be necessary to finance the cost of meetings and clerical work. Your committee asks for such aid from this organization and its executive committee.

Respectfully submitted,

FRANCIS L. BACON, *Chairman*
THOMAS H. BRIGGS
W. C. REAVIS
J. H. TYSON
R. D. LINDQUIST

The report was adopted by unanimous vote.

Mr. Charles D. Lutz, Principal of Horace Mann School, Gary, Indiana, presented the following:

MEETING OF NOMINATING COMMITTEE

FEBRUARY 26, 1936

Present:

J. H. Tyson, Upper Darby, Pennsylvania.
Louis E. Plummer, Fullerton, California.

H. A. Swaffield, Fairfield, Connecticut.
C. H. Threlkeld, South Orange, New Jersey.
R. H. Bechtold, Flint, Michigan.
Milton D. Proctor, Maine.
Grover C. Dotzour, Wichita, Kansas.
Eugene S. Lehman, Kirkswood, Missouri.
F. L. Kinley, Findlay, Ohio.
S. H. Rider, Wichita Falls, Texas.
Chas. D. Lutz, Gary, Indiana.

Mr. Lutz was elected chairman. Mr. Plummer was appointed secretary.

After due consideration the following nominations were unanimously made:

President, Willard N. Van Slyck, Principal High School, Topeka, Kansas.

First Vice President, M. G. Jones, Principal High School, Huntington Beach, California.

Second Vice President, Paul E. Elicker, Principal Newton High School, Newtonville, Massachusetts.

Member of Executive Committee, John E. Wellwood, Principal High School, Flint, Michigan.

Respectfully submitted,

LOUIS E. PLUMMER,

Secretary of Nominating Committee.

Unanimously approved.

The ballot below was distributed.

B A L L O T

Members of the Council of the National Honor Society

Vote for three; cross off four

- ☐ JOHN W. ANTHONY, Principal,
Gladstone Junior High School,
Pittsburgh, Pa.
- ☐ C. P. BOWDLE, Principal,
High School, Van Wert, Ohio
- ☐ E. R. CROW, Principal,
High School, Columbia, S. C.

- ☐ PAUL E. ELICKER, Principal,
Newton High School, Newtonville, Mass.
- ☐ A. E. MacQUARRIE, Principal,
Washburne High School, Minneapolis, Minn.
- ☐ M. R. McDANIEL, Superintendent of Oak Park
and River Forest Township High School,
Oak Park, Illinois
- ☐ HERBERT E. WRIGHT, President,
Drew Seminary, Carmel, N. Y.

The result of the election: Paul E. Elicker, A. E. MacQuarrie, and M. R. McDaniel.

Mr. Oscar Granger, Principal Haverford Township High School, Upper Darby, Pennsylvania, presented the following:

The Department of Secondary-School Principals is greatly indebted to the Committee on the Orientation of Secondary Education headed by Dr. Briggs for the splendid report they have produced and presented at this meeting.

The Department wishes to extend to Dr. Briggs and the other members of the Committee, a vote of sincere appreciation for this contribution to secondary education, which is so obviously the result of many months of hard work.

The Department feels that while the Committee has so ably completed the tasks outlined, the Committee should not be dismissed at this time, but should be retained for furthering the influence of this report.

The Department also feels that the best way school men can show their appreciation of the work done by the Committee is to do something with the report, and so the Department will, in every way possible, make the Issues of this report the basis for work in state and local principals' groups throughout the nation.

Approved.

The President then introduced the guest speaker, Ernest W. Butterfield, Commissioner of Education of Connecticut.

THE ENJOYMENT OF HUMOR—AN ELEMENT IN THE SCHOOL CURRICULUM

By E. W. BUTTERFIELD
Commissioner of Education
Hartford, Connecticut

Humor, including merriment whose outward manifestation is a laugh or a smile, is a part of the daily experience of most people. As an element in school life it should be encouraged and cultivated.

We shall first answer the question, "When do men laugh with pleasure?"

IN LITERATURE

They laugh at humorous stories which they read and re-read, which they tell and retell, or to which they listen repeatedly. In school, children may be trained to enjoy humor in all these common forms and to participate to make it an expression of the satisfactions of life.

Long in school we have tolerated humor when found in the classic literature of a bygone age. We have held that it became dignified by the fine English expression of masters of literature. Even so, the approved list for four long school years is short. *Sir Roger de Coverly*, *Vicar of Wakefield*, *As You Like It*, *The Sketch Book*, *David Copperfield*, and very hesitatingly, *Alice in Wonderland*. All good. Not too rollicking in their humor to make reader or teacher lose his dignity, but all very remote from the happy twists and turns which make daily life enjoyable.

An able teacher in a notable school came to me recently. She had taught *David Copperfield* to sophomore girls for years. Why? She wanted them to appreciate and understand humor. Always with some success until now when her changed classes were filled with Italian girls from city tenements in which were homes but two decades remote from the peasant life of Naples and Sicily. Try as hard as she could, the pupils though infinitely patient and polite, saw humor only when the teacher explained it to them. Were the girls lacking in an acceptance of the bizarre, the mirth provoking? No. Their evening homes and social gatherings rang with laughter and joyous repartee. But *David Copperfield*! The humor of the trans-

gression of English traditions, of the tremors in the strata in Victorian society meant nothing to them. The English home and the English school were to them as remote as to us is the merriment of the Chinese.

I said to the teacher, "You should lead the pupils in humor. Get Butler and Wodehouse. Read with them *Pigs Is Pigs* and *Leave It to Smith*." I am ready to recommend Wodehouse for regular school use in the room of an understanding teacher. The author uses words with clear discrimination and this to the class, makes vocabulary building an alluring accomplishment. He is a true humorist for his stories have the element of reiterated surprise. The incidents are possible but unusual. Every boy of fifteen should read Tarkington's *Seventeen*. One in forty may profitably read Irving's *New York*.

ANECDOTES

They laugh at anecdotes. Everyone tells or hears several every day. Certain magazines publish little else and even dignified periodicals as the *Literary Digest* devote space each week to anecdotes. Humor comes into lives as we train children to select, to retell, to listen to anecdotes. To tell well an anecdote is an art.

The *American Legion Monthly* recently published this:

"General Smedley D. Butler, always careful of the welfare of his men, when in France met two soldiers carrying a large soup kettle from the kitchen. 'Let me taste that,' he ordered. 'But, Gen—'. 'Don't give me any buts—give me a spoon.' The General took a taste. 'You don't call that stuff soup, do you?' he shouted. 'No, sir!' replied the soldier. 'That's what I was trying to tell you—it's dishwater, sir!'"

Not a new anecdote, but one that has always been satisfactory, whether told of Proxenus, Cromwell, McClellan, or Theodore Roosevelt. All that is needed is that the chief actor be popular, imperious, and solicitous of the well-being of man. This is the background for the anecdote. The action consists of the introduction of a new idea which is entirely logical but is unexpected.

Essential are clearly revealed characters and a dramatic conclusion. If these be present we must give attention to the technique of telling. The anecdote just retold will always

bring a laugh provided that the unities are present. They are three:

1. To foreshadow the point of the impending joke.
2. To cut out all unnecessary details.
3. To stop when through without explanation or comments.

We shall go over these unities in order. The narrator must keep constantly in mind that his auditor is but half attentive and is very dull if not a moron. He must conceal his knowledge and seem to flatter an intelligence that is non-existent. In the anecdote, the joke is the mistaking of dishwater for soup. Therefore, the hearer's mind is filled with the thought of soup, not by direct statement but by suggestion. In the second line, the two soldiers are carrying not an iron kettle nor two pails. It is a *soup kettle*. We, like the General, are thinking of soup when suddenly we find as he did, a mistake. Soup stressed comes in the second line. Soup emphasized comes as the next to the last word.

The second unity is the elimination of all non-essentials. These, when introduced, leave the feeble mind which we are addressing to wander from the suggestion by which we have foreshadowed the joke. Lord Decimus Barnacle's joke (see *Little Dorrit*) on Eton pears and Parliamentary pairs was a perfectly good one. If only the noble Lord had eliminated excrescences, he would have rocked commissions with laughter and established himself as a born humorist.

The third unity is that of stopping. You can smile while the crowd laughs but nothing else. If the anecdote falls flat, you are not an artist but a word-butcher, or your hearer is not a moron but an imbecile. Stop at any rate. Aesopus has gone out of public attention because of his everlasting "*Haec fabula docet*". A joke is its own excuse for being. You are not to use it, at least apparently, to demonstrate an eternal truth nor to teach a moral lesson.

In telling anecdotes, teachers should become artists. Children should be taught to select anecdotes from the papers and from the family grab bag and to tell them skillfully. This ability, among other things, will ameliorate the endurable discomforts of bus travel.

RADIO

They laugh at the wit and humor which daily comes to each home over the radio.

In my youth when my great-uncle Charles—now with God these many years—was in good humor, we could by artful questions, often get him to tell the marvelous stories of his experiences. The stories were to him always new, to us old, but very delightful. We knew when to laugh even though we paid scant attention, and laughter in unison, displaces weariness.

Unfortunately, we could stir up great-uncle Charles only occasionally. Now we have the radio and at assigned hours of the clock, we can relax as we listen to such humorists as Eddie Cantor, or Amos, or Gracie Allen. Also we can shut it off quickly if our pastor or the Literary Committee of the Woman's Club calls. We laugh at Gracie Allen's inanity. It is so human. We laugh at Cantor's rollicking humor and up-lifting references to home and ideals. We laugh at Amos' funny but robust philosophy.

In fact in ten years Amos has rendered a national service comparable to that which a century and a half ago was rendered by the humorist who was also a scientist, a statesman, and many other desirable things—Benjamin Franklin. The Man of Philadelphia molded the American character with those adages which have inculcated frugality and common sense. "A penny saved is a penny earned." "Every bag must stand on its own bottom." So many a boy in time of wonderment has quoted, "I ain't going to do it" and has walked straight.

My church in three hundred years has never been able to find a contemporary whom it could call a saint, but I should like to canonize anyone who has made us smile or laugh in these six last drab and trying years, even though it be dusky Saint Amos.

MOVIES

They laugh at the drollery and merriment of theatrical entertainment and of moving picture programs.

The movies now bring to us ready merriment, but we teachers fail. We say, "Yes, you may see *Midsummer Night's Dream* and *The Barretts of Wimpole Street*. They are from

literature and will lead you to love or at least to endure the classics. You may see *The Tale of Two Cities*. It will uplift you and make you noble-hearted." This is all right as far as it goes but we are beyond the time when we held that a theatrical exhibition was filled with sin and was to be viewed only if we could call it a Sacred Cantata, or make it an attack on slavery or on the barroom. Then it must uplift or be avoided. Now, it is time to recognize that children should see plays when there is no thought of moral improvement nor of decadence. We may without apology or embarrassment go to the theatre often for pure entertainment. Family rows break down where parents and children sit side by side and giggle all the evening.

Two or three years ago, I heard a publicized college president boast to a Rotary Club of the direct and impulsive method which he took to bring a modest college into public attention. He treated faculty, trustees, and students as they did not expect to be treated. That evening I saw for the first time Groucho Marx in *Horsefeathers*. The ponderous egotist of the morning had become the buffoon of the evening but the basal technique was the same and I laughed without restraint.

When *Roman Scandals* came, Latin teachers said, "We will endure its lack of dignity since the introduction of the Appian Way will make children love their Latin. This is what rhetoricians call *hysteron proteron*. The purpose of the play is not to bring flavor to an ancient study. On the other side, a primary purpose of Latin is to enable high-school sophomores to enjoy *Roman Scandals* more.

Pupils should be encouraged to attend funny pictures just because they are funny, and teachers should go too, not that they may high-hat the play but that they may try to get from it as keen appreciation as do the pupils.

Most schools give the *Mikado* once in seven years. The music club should have it or some other of Sullivan's always on tap with a half dozen *Mikados*, *Ko-kos*, *Pooh-Bahs*, and *Nanki-Pus* ready at any time to give all singing pupils a chance at the gay choruses.

THE ARTS

They laugh at the humor of the arts, the gargoyles of architecture, the cartoons of the press, and notably at the comic strips of the newspapers.

We should train an appreciation for the humorous arts and for modern gargoyles in architecture. Nor for these need we go far afield. A bungalow in a New England village, a mansard roof anywhere but in France, any Methodist church built between 1880 and 1910 are as funny as the roof decorations of the medieval humorists. So are school buildings that look like shoe factories. So too, is Yale University with its motto, *Lux*, and its students penumbrated in the shades of Gothic schoolrooms. So too are blue spruce trees on a lilac-fronted lawn. So too is a clerical garb when a profane traffic officer attempts to hold up for it the twentieth century vehicular traffic. So too are spats and red neck handkerchiefs whenever worn. Teach to make short our journeys by the humor of these misplaced expressions of culture.

The teachers of English and the teachers of art shudder at the comic strips in the newspapers. This cannot be helped, but all teachers should enjoy them openly, not surreptitiously as now. The good strips are competent to be included in the reviews of the current events class, for they are at least as accurate as a majority of the daily events which win headlines.

The school newspaper also should develop its own comic strip. I suggest Sophomore Susan and Jack, the Junior. These two should be mildly dull but lovable and very human. They should get into all the usual school scraps and perplexities. They should not be heroes nor models. They should be dull just to the point that each pupil sees himself reflected in them. The school should laugh with them, but never at them. The strips should not be the vehicles for slams at individuals, pupils, or teachers but should make the unpretentious humor of the school live daily.

Think over the most beloved comic strip personages, Father Jiggs, Andy Gump, Little Annie, Harold Teen, Skeeze, and Trixie. These all have good moral habits but no oppressive ideals. They seldom show a trace of a soul and seldom have even moderate mental development. They are so like us that we like them.

CHILDREN

They laugh at the antics of children; their spirits lighten with the companionship of dogs and other pets; their hearts grow merry as they see the face of a friend.

Among the true comedians of all ages are children and dogs and those friends who lift up the light of their countenance upon us. For the enjoyment of animal attributes and for merry friendship, we will train by school club activities and interests.

SPORTS

They laugh at the gregarious pleasures of social games which are not contests. I fear that we are living in a time when there is a tendency to turn all games into sports and conclusive contests as we try to replace social inter-play by victories. The pros have taken joy from the golf which the dour Highlanders played, and high-brow Contract is inferior to the social game of draw poker. The college contests with sophomores vs. freshmen and an agitated football somewhere between was hilarious but not scientific. In school let us encourage games whether or not they are contests.

ON THE WAY

Since in all of these ways normal men and women take daily pleasure in humor, it is an objective of the school not to frown upon merriment but to make more keen the enjoyment which humor brings to all.

This calls for a change in attitude. In a serious and fearful age humor was avoided or was endured, but as a means to a holy end. The fable must have its moral. The humorous tale much teach a good lesson. Merriment must be excused by an apology. Each idle hour must be accounted for, each frivolous thought atoned. Now we know that laughter has a prophylactic effect, that merriment has its own defense, that humor may be enjoyed as humor with no other excuse for its existence.

We have gone a long way. A century ago among us Puritans, pleasure was not even tolerated. It was a shame and abhorrent device of the evil one. This is an actual letter written in 1823 by a Phillips Andover student, twenty years old, to his merry sixteen year old sister at home.

"And now will you suffer me to give you a word of advice as one who loves you with all the tenderness of a brother and wishes for your highest good and happiness. I would advise you as one who has had some experience on this subject. Pay

strict attention to the cultivation of the mind, that is, to form right habits of thinking and studying—form the habit of thinking of but one thing at a time. Learn to keep your mind steady and calm. This will enable you to make much greater advances in your studies, and the improvement of the mind in this respect will be a greater benefit to you in after life than every other you will derive from your studies. Avoid levity. I say avoid it in every form. Avoid also light and trifling conversation. To these, I apprehend you are much exposed situated as you are in a family of so many of your own age. But I say avoid them altogether. I have experienced the evil of them to my sorrow. You know how much I used to be employed in such talk when I lived at home. The habits I then formed, with my natural cheerfulness, are most inveterate and are my besetting sin. There is scarce anything that will so unfit the mind for any employment as this. A person cannot meditate nor study, nor read, nor be happy in such a frame of mind. And knowing your natural cheerfulness, and that after you have been studying till the mind is wearied you are still more exposed to this, I say keep a double watch on this part.”

We have gone far in recognizing merriment as a normal part of life, yet in school, humor is still tolerated, not encouraged. I am advising that you realize that humor will make pleasant our walk through this sordid and perplexing world. I am advising that with definiteness you plan your school work so that it includes humor as an avowed objective.

MEETING OF THE NATIONAL COUNCIL OF THE NATIONAL HONOR SOCIETY

SUNDAY, FEBRUARY 23, 1936

The National Council met at Hotel Jefferson at 9:00 A. M. Present: Members Brooks, Kepner, MacQuarrie, Plummer, and Church. Absent: Members Allen, Mathews, McDaniel, McKown, and Roemer.

The terms of the following members expire: Mathews, MacQuarrie, and McKown. On motion of Member Brooks, second by Member Kepner the following nominations were approved: C. P. Bowdle, Principal of High School, Van Wert, Ohio; E. R. Crow, Principal of High School, Columbia, South

Carolina; John W. Anthony, Principal of Gladstone Junior High School, Pittsburgh, Pennsylvania; A. E. MacQuarrie, Principal of Washburne High School, Minneapolis, Minnesota; Herbert E. Wright, President of Drew Seminary, Carmel, New York; Paul E. Elicker, Principal of Newton High School, Newtonville, Massachusetts.

On motion of Member MacQuarrie the Council adjourned to 4:30 P. M. Wednesday, February 26, 1936.

WEDNESDAY, FEBRUARY 26, MEETING

The National Council met at Hotel Jefferson at 4:30 P. M. Present: Members Brooks, Kepner, MacQuarrie, McKown, Plummer, and Church.

On motion of Member Kepner, second by Member Brooks, M. R. McDaniel was chosen President. Carried.

Member Brooks moved with second by Member McQuarrie that the following optional sections be set up for small high schools:

ARTICLE II. SECTION 3. Candidates shall have spent at least one year in.....High School, and shall be members of the junior or senior class. Candidates eligible to election to the chapter shall have a scholarship average of from 85 to 90 per cent. This scholastic level of achievement shall remain fixed, and shall be for this chapter the required scholastic achievement for admission to candidacy for membership in this chapter, and all pupils who can rise in scholarship to or above such standard level shall be admitted to candidacy for election to membership. Their eligibility shall then be considered on their school citizenship, service, leadership and character.

SECTION 4. Members of the sophomore class may be chosen as probationary members of the chapter of the Senior Honor Society, if they satisfy all corresponding requirements placed upon candidates from the junior and senior class.

SECTION 5. Such probationary members shall have voice and vote in the chapter but may not hold office. If they maintain high standards and live up to the requirements of the

chapter, they may be chosen to full membership in the chapter in their junior or their senior year.

Carried.

On motion of Member Kepner and second by Member MacQuarrie it was resolved that it was the consensus of the Council that the absence of the President because of illness caused deep regret to the members of the Council.

Carried.

On motion the Council adjourned.

DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION
AUDIT REPORT

For Year Ended December 31, 1935

February 14, 1936.

To the Finance Committee
Department of Secondary-School Principals
National Education Association

Dear Sirs:

At your request I have audited the records of Mr. H. V. Church, Treasurer of the Department of Secondary-School Principals of the National Education Association located at 5835 Kimbark Avenue, Chicago, Illinois, for the year ended December 31, 1935, and I hereby submit my report, together with the following exhibits and schedules:

Exhibit A—Condensed statement of receipts and disbursements for the year ended December 31, 1935.

Exhibit B—Balance Sheet as of December 31, 1935.

Exhibit C—Statement of Profit and Loss for the year ended December 31, 1935.

Schedule 1—Schedule of securities owned as of December 31, 1935.

Schedule 2—Schedule of profit and loss on sale and purchase of securities during the year ended December 31, 1935.

Exhibit A**DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION****Condensed Statement of Receipts and Disbursements
For the year ended December 31, 1935**

Balance of cash on hand January 1, 1935:

Cash in bank.....	\$ 2,047.02
Petty cash	8.16 \$ 2,055.18

Received during year 1935:

Dues	5,159.48
Sale of Bulletins.....	383.48
Sale of blanks.....	682.07
Honor societies	37,809.24
Magazines	401.75
Consumers Research	8.00
Carnegie Endowment	3,000.00
Insurance	4,498.68
Interest	1,737.44
Sale of securities	13,468.47
Sales tax	8.55
Total received during year.....	67,157.16
	<u>\$69,212.34</u>

Disbursed during year 1935:

Securities purchased	\$20,403.77
Furniture and fixtures.....	81.60
Honor societies	34,469.77
Magazines	395.75
Bulletins	3,020.74
Carnegie Endowment	4,144.25
Insurance	4,641.82
Conventions	469.13
Postage	71.94
Printing	38.15
Refunds	25.65

Safety deposit box.....	6.60
Miscellaneous	385.42
Total disbursed during year.....	\$68,154.59

Balance of cash on hand December 31,

1935:

Cash in bank.....	\$ 1,056.91
Petty cash	.84 \$ 1,057.75

Cash on hand January 1, 1935 was verified in connection with the audit for the year 1934. Receipts for the year were supported by duplicate receipts, numbered consecutively and showing from whom received and for what purpose. All receipts were accounted for and the total proved. Every receipt was traced either into the petty cash fund or to deposits in the checking account.

All disbursements are made by check except for small cash disbursements from the petty cash fund, amounting during the year under audit to \$196.60. Disbursements from the petty cash fund were supported by requisitions and accompanied by receipted bills. Duplicate requisitions for the year were sent direct to the auditor by the president of the Department, Mr. Lyseth, and checks issued were checked against these requisitions. Every check issued was found to be authorized by a requisition signed by both the president and the treasurer. Checks issued and disbursements from the petty cash fund were totalled and the total found to agree with the amount shown on Exhibit A as the total disbursements for the year 1935.

The balance of cash on hand in the checking account at December 31, 1935 was verified by a letter from the University State Bank certifying that there was \$1202.47 in the account of the Department at that date. There were nine checks totaling \$145.46 issued and outstanding at December 31, 1935 and after deducting this total from \$1202.47, the balance is \$1,056.91 as above.

Petty cash on hand February 5, 1936, the day the audit was begun, was counted and worked back to December 31, 1935 by adding disbursements and deducting receipts between the two dates. The result was eighty-four cents as shown on Exhibit A.

Exhibit B**DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION****Balance Sheet—December 31, 1935****ASSETS**

Cash in bank.....		\$ 1,056.91
Petty cash		.84
Bills receivable		616.78
Inventories:		
Bulletins	\$24,477.93	
Supplies—Honor societies	4,695.71	
Supplies—Department	787.93	29,961.57
Securities owned (at par) (Schedule 1)....		61,825.00
Furniture and fixtures (net of depreciation)		361.26
Total assets		<u>\$93,822.36</u>

LIABILITIES AND NET WORTH

Bills payable		\$ 97.68
Net worth January 1, 1935.....	\$72,689.21	
Additional profit for 1934 due to error in inventory of bulletins at Dec. 31, 1934, corrected in 1935.....	8,658.52	
Add—Profit for year 1935 (Exhibit C)....	12,376.95	93,724.68
Total liabilities and net worth.....		<u>\$93,822.36</u>

Referring to Exhibit B, cash in bank and petty cash were commented on in connection with the statement of cash receipts and disbursements. Bills receivable are for orders received prior to December 31, 1935 but not filed until after the books were closed for the year.

Inventories were taken by actual count and priced at cost. The inventory of bulletins this year was so much larger than last year that I compared the inventory sheets for the two years and found that the cost prices of the same items were considerably higher on the 1935 inventory than on the 1934. I

inquired the reason for this and Mr. Church said the 1935 cost prices were correct as they included commissions to authors and other labor charges which had been omitted in computing cost prices in previous years. These are, of course, proper elements of cost so the 1935 inventory was accepted as correct. However as the closing inventory of 1934 is the opening inventory for 1935, it was necessary to recompute the 1934 inventory in order not to distort the profit for 1935. This is the reason for the notation in the net worth section of the balance sheet and for the addition of \$8658.52 to the net worth at the beginning of the year under audit.

Securities totaling at par \$61,825.00 and shown in detail in Schedule 1 were verified by inspection and actual count at the University State Bank in the presence of Mr. Church and Mr. Reavis.

Four desk lamps and a typewriter were added to the furniture and fixtures account during the year. Furniture and fixtures are depreciated at the rate of 10% with the exception of the safe, which is depreciated at the rate of 5% per year.

Exhibit C

DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS NATIONAL EDUCATION ASSOCIATION

Statement of Profit and Loss For the year ended December 31, 1935

		Loss	Profit
<i>Honor societies....\$</i>	\$37,809.24	\$	
Less—Expense:			
Inv. Jan. 1, '35.....	2,990.77		
Expense for year	34,300.44		
	<u>37,291.21</u>		
Less—Inv. Dec.			
31, '35	4,695.71	32,595.50	5,213.74
	<u>5,159.48</u>		
<i>Dues</i>	5,159.48		
Less—Refunds	24.00		5,135.48

<i>Magazines</i>	401.75		
Less—Expenses ..	302.00		99.75
<i>Bulletins</i>	383.48		
Less—Refunds	1.65		
	381.83		
Less—Expense:			
Inv. Jan. 1, '35.....	23,566.32		
Expense for year	3,020.74		
	26,587.06		
Less—Inv. Dec.			
31, '35.....	24,477.93	2,109.13	1,727.30
<i>Carnegie Endow-</i>			
<i>ment</i>	3,000.00		
Less—Paid out....	4,144.25		1,144.25
<i>Insurance re-</i>			
<i>ceived</i>	4,711.08		
Less—Insurance			
paid out	4,690.06		21.02
<i>Miscellaneous income</i>			
Blanks			682.07
Consumers Research			8.00
Sales tax collected			8.55
Profit on sale and purchase of			
securities (Schedule 2).....			508.36
Interest received (Schedule 3)			4,362.44
Dept. supplies—Inv. Jan. 1, '35	448.33		
Inv. Dec. 31, '35	787.93		339.60
<i>Miscellaneous expenses</i>			
Conventions	469.13		
Depreciation	28.51		
Printing	38.15		
Safety deposit box.....	6.60		
Surety bond	125.00		
Miscellaneous	391.18		

Postage	71.94	
Net profit for year 1935 (to Exhibit A)	12,376.95	
	\$16,379.01	\$16,379.01

An attempt has been made in Exhibit C to show not only the profit for the year but the sources of that profit, that is, which activities of the Department are profitable and which are carried on at a loss. This statement differs from Exhibit A which is a statement of cash actually received and paid out. In Exhibit C, inventories, bills receivable and payable at both the beginning and end of the year, depreciation and offsets which do not affect cash, are all taken into consideration. Since inventories and depreciation are more or less estimates dependent on the salability of the merchandise on hand and the life of the assets depreciated, the profit figure cannot be assumed to be exact. But the difference between the cash on hand at the end of the year, even after taking into consideration bills receivable and payable, and the profit figure, shows the fallacy of assuming that the profit can be measured by the cash left over after all bills are paid. Inventories are very important in computing profit from operations and should be very carefully taken and priced. Items of inventory carried over from one year to the next should always be carried at the same price as on the previous inventory unless they have deteriorated or become obsolete, in which case they should either be written down or completely written off.

Schedule 2 shows the result of sale and purchase of securities. In addition to the profit shown on these transactions approximately \$6500.00 more was invested during the year.

The accounting records of the Department which I examined are all in excellent condition and show conscientious and intelligent handling. In my opinion the statements shown herein are correct and give a true picture of the financial condition as of December 31, 1935 and of the results of operation during the calendar year 1935.

In closing I wish to thank Mr. Church and the members of the office staff for their courtesy and coöperation during the course of the audit.

Very truly yours,
ANNE M. LORD.

DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION

Schedule 1

Securities Owned—December 31, 1935

Description	Par Value
5 shares stock of Edgecomb Apartment Hotel, Inc. (Received in exchange for bond on 945 Edgecomb Place Bldg., due Aug. 1, 1935).....	\$ 500.00
First Mortgage Real Estate Gold Bonds on land and building at northeast corner of Austin Ave. and Park Ave., Cicero, Illinois. 6% due Aug. 15, 1936. No. 58	500.00
Nos. 61, 62, 63, 70 and 73.....	5,000.00
Leasehold Estate Gold Bonds 6% due Jan. 15, 1936. Nos. 27, 31, 34, 39, 40, 43, 44, 48, 49 and 72.....	1,000.00
Nos. 101 and 125	1,000.00
First Mortgage Gold Notes 6% due Aug. 24, 1934 (extended to August 23, 1939.) Nos. A, B and C.....	15,000.00
Junior Mortgage for defaulted interest on above.....	2,500.00
Alamito Dairy Co. 6½% due May 1, 1936. No. D-52..	500.00
Peoria Service Co. 6½% due June 1, 1939. Nos. M-92, 137 and 266	3,000.00
Presbyterian Church of Berwyn. 6% due Nov. 1, 1935 (Interest reduced Nov. 1, 1935 to 4%) Nos. 22, 23 and 24	3,000.00
H. O. L. C. 2¾% Series B No. P-208267.....	25.00
Nos. T-717617, T-717618, T-717619.....	300.00
No. X-180526	500.00
Nos. M-436281, M-436282, M-447771, M-447772, M-447773, M-447774	6,000.00
H. O. L. C. 3% Nos. AM-67811-A, AM-411914-D, AM-411915-E, AM-421640-L, AM-421641-A, AM- 311054-D, AM-311055-E	7,000.00
Consolidated Federal Farm Loan 3% Nos. 48489-K, 48490-L, 48491-A, 54061-A, 54062-B	5,000.00
U. S. Treasury 3% No. 46629-K	10,000.00
U. S. Treasury 2⅞% No. 136503-C	1,000.00
Total par value	\$61,825.00

Schedule 2

DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATIONProfit and Loss on Purchase and Sale of Securities
Year ended December 31, 1935

	Par	Paid or Received	Profit	Loss
Bo't H.O.L.C. 2¾%.....	\$ 4,000.00	\$ 3,957.47	\$ 42.53	\$
Bo't U.S. Treas. 3%.....	10,000.00	10,327.67		327.67
Bo't Fed. Land Bank (ex. for Consol. Fed. Farm Loan)	3,000.00	3,113.63		113.63
Bo't Consolidated Fed- eral Farm Loan.....	2,000.00	2,005.00		5.00
	<u>19,000.00</u>	<u>19,403.77</u>		
Sold				
4th Liberty Loan.....	3,000.00	3,000.00		
U. S. Treas. 3¼%.....	4,000.00	4,192.50	192.50	
U. S. Treas. 3¼%.....	1,000.00	1,074.63	74.63	
U. S. Treas. 3¼%.....	4,000.00	4,600.00	600.00	
Rec'd for bonds ex- changed		45.00	45.00	
Tax warrants	556.34	556.34		
	<u>12,556.34</u>	<u>13,468.47</u>		
Excess of bonds bo't.....	6,443.66	5,935.30		
Net profit		508.36		508.36
	<u>\$ 6,443.66</u>	<u>\$ 6,443.66</u>	<u>\$954.66</u>	<u>\$954.66</u>

ANNE M. LORD,
Certified Public Accountant,
Aurora, Illinois.

Digests from Professional Periodicals

HOW TO JUDGE A RADIO PROGRAM

By KEITH TYLER

Bureau of Educational Research, Ohio State University

Condensed from *Scholastic*, January 11, 1936, pp. 3, 6

Published by the Scholastic Corporation
4600 Diversey Parkway, Chicago, Illinois

If high-school students everywhere should become critical of the programs to which they listen and should voice their opinions to their families, station managers, and program sponsors, and if they should express their judgments in radio reviews in school newspapers, there would be a noticeable improvement in the quality of the broadcasts. But where are the students to get their standards?

Taste in any field comes from sampling a fairly wide variety of products and comparing the results. In music you have to hear good music and bad music, good singers and poor singers, talented musicians and those who butcher the masterpieces. In developing tastes you read the works both of great writers and those of lesser ability before you feel competent to say what you really care for in plays, essays, and poetry. And so it is with radio. It is not so important whether you like drama, comedy, dance music, or opera; it is very important whether you can distinguish the good from the bad in each of these fields.

Certain general standards which have been suggested by high-school students who have been thinking about radio programs are as follows:

1. Technical perfection: Regardless of the kind of program, there is a vast difference between a well-produced and a poorly-produced "show". One that is well-produced has a showmanship that is easily noted. There is unity to the production. It seems to be aimed toward the building up of interest as it goes along. The performers are carefully chosen, the music and sound effects are realistic and effective in tying the whole program together, and there is evidence of careful rehearsing and timing.

2. Purpose: Some radio programs are discovered to have an obvious cultural, educational, or entertainment motive, the salesmanship being brought in in a secondary way. In contrast the students find programs whose sole purpose seems to be that of dinning their sponsors' wares into the public ear.

3. Amount and type of advertising: The students voice an objection to some of the prevailing methods of advertising. The half-hour program with sometimes as much as four or five minutes of straight sales talk comes under this ban. It is the consensus of opinion that the public should boycott the product which such a program advertised. Mention of the sponsor's name is considered sufficient.

4. Ability of performers: Is the speaker an authority upon the subject on which he is speaking, or is he voicing mere opinion? Are the musicians appearing on the program persons with real musical training and background, or are they lacking in reputation and ability? Is the drama written by a dramatist of merit, or is it a bit of hokum?

5. Honesty in representation: One report shows that the "kid programs" sometimes give a highly dishonest picture of what life is really like. They show villains as black as night, and heroes who always come out on top, and fail to reveal that life is mostly a puzzling gray in which each person is a mixture of the good and the bad.

Many adult radio dramas are equally dishonest in their representation of life. Historical dramalogs often over-sentimentalize the achievements of the past and ignore the really vital struggles of the present.

Here is an opportunity for high-school students to take a leading place in developing an American public that knows and demands the best in radio programs.

WHY TEACH INTERNATIONAL AFFAIRS

By EDGAR J. FISHER

Condensed from the *News Bulletin*, January, 1936, pp. 5-6
Published by the Institute of International Education, Inc.
2 West Forty-fifth Street, New York City

To gain an understanding knowledge of the change from the Old to the New Order there should be as much definite and formal instruction in international affairs as possible. In effecting the transfer from the old to the new, hostility

and violence will naturally be increased, if we fail to comprehend and to give instruction about this essentially international world of which we are a part. It is imperative that there should be understanding of the economic interdependence of the separate political areas into which the world is, in many respects, too artificially divided.

There is undoubtedly much fundamental unity of world culture. This is much talked about, but it is another thing to appreciate it so that it becomes a part of one's thought and life. Travel for pleasure is not apt to help overmuch, for it is often superficially done, and too frequently we are not at our best when travelling—at least abroad in foreign lands. Even "floating universities" leave much to be desired as disseminators of a proper appreciation of cultural values. There is great need that there should be a more general diffusion of knowledge about the rest of mankind, a more general realization of the cultural bonds that should unite the western nations, and form a bridge to the eastern world as well.

To these ends it is obvious that people should have a fund of facts for the interpretation of international problems. It is urgent that teaching should aid in the acquisition of independent judgment in the use of these facts. Could this be secured in any large measure it would help to develop a more scientific attitude toward those economic, political, and social changes about which there is so much discussion. It is essential that the youth of to-day should have every reasonable opportunity to know and understand the fundamentals of the Old Order, whether it is passing or not, and of the New Order, whether it is coming or not. That is educating for a better future, and how else can one more properly prepare for the New Day?

Why teach international relations? To sum up in a single sentence: Only through sound education will people and governments ever come to realize that it is wise and statesman-like to sacrifice present interest for future good in the conduct of foreign affairs. International relations, as much or more than any other social study, spell welfare or woe in human affairs.

FEDERAL AID FOR EDUCATION IMPERATIVE AND INEVITABLE

By WILLARD W. BEATTY

Superintendent of Schools,* Bronxville, N. Y., and
President, Progressive Education Association

Condensed from *School Management*, January, 1936, pp. 125, 126
Published by School Management, Inc.
9 East Fortieth Street, New York City

The discrepancy in educational funds used by the poorer and by the wealthier states in the Union is unbelievably great, according to the findings set forth in *State Support for Public Education*, a volume issued during 1933 by the National Survey of School Finance, and recently supplemented by a further study also directed by Dr. Paul R. Mort.

Some of this discrepancy is the result of the failure of many states properly to equalize educational opportunity through some form of state levy, by which taxes can be collected from the wealthier areas and distributed to the poorer sections. Although such levies would in some degree mitigate the situation, the discrepancies would still remain. While the poorer districts of New York State have been spending seventy-eight dollars per year, per pupil, the poorer districts of South Carolina and Arkansas have been spending thirteen dollars per year, per pupil, for their white children, and between six and seven dollars per year for their Negro children.

After re-expressing the expenses per elementary pupil in dollars of equal purchasing power for districts of average wealth within the states studied, Mort shows that these average districts in Arkansas and South Carolina can support an educational program costing twenty-seven dollars per pupil, while New York and New Jersey can afford to spend one hundred dollars or more per pupil in their average districts.

If our population remained static, and the poorly trained products of inadequate Arkansas schools remained in Arkansas, one might conceivably argue that the matter was nobody's business. However, the American population is not static; it is constantly in flux. And in a period of instability like that through which we have just been passing, there have been times when the rate of flux has been intensified.

*Recently appointed Director of Indian Education.

The equalization of educational opportunity within a state will not equalize educational opportunities throughout the Nation. The Federal Government alone possesses the power to tax the wealth of the Nation where it exists and distribute it for the education of children where the children are found.

The bugaboo of Federal control of Federal funds distributed to the states is one of recent growth. However, the history of more than a century proves: "(1) That Federal support can be granted on an objective basis without control, or (2) That Federal aid can be granted on an objective basis with easily interpreted specific controls, the final interpretation of these controls being left to the states. Our experience of three-fourths of a century with the Morrill Act indicates that even on specific points the Federal Government will not encroach on the right of the states".

In view of the tremendous inequalities in educational opportunity inherent in our present system of state and local support, Federal aid for education is inevitable. It is time for educational leaders and organizations to get together in support of a common program of Federal aid to our public schools.

RECIPE FOR A WARLIKE NATION

By DR. WILLIAM G. CARR

Director, Research Division, National Education Association

Condensed from *School and Society*, December 28, 1935, pp. 880-883

Published by The Science Press
Lancaster, Pennsylvania

I shall ask you to suppose that this is not the National Council for the Prevention of War, meeting in the United States of America, but rather a purely imaginary "National Council for the Extension of Militarism", meeting in any one of the several nations which do not cherish as we do the ideals of peace, freedom, and democracy.

In this distant militarists' Utopia, we must recognize first of all that we are much more interested in creating attitudes than in teaching specific items of information. We shall not be greatly interested in how largely wars loom in the history curriculum of the schools. We shall be very much

interested indeed to see that all military matters are painted in glowing and brilliant colors. We shall summon to our assistance all the great poetry, the great drama, the great art, and the great music which celebrates the martial spirit. And we shall be very careful to exclude all art which takes the opposite course.

We shall see to it that the schools do not become a potent factor in the social life of the nation. We shall, therefore, see to it that the economic and social conditions affecting the occupation of teaching are such as to stunt intellectual growth and check social thinking. For this reason, we shall keep salaries at a very low ebb so that original and independent thinkers will not be attracted into this most delicate and dangerous of professions. Requiring a special oath of allegiance will indicate forcibly to teachers their dependent positions as public servants and will assist in removing from the profession any who possess liberal or radical ideas.

We shall have the schools organized in machine-like fashion with large classes and a highly mechanical routine. These large classes will effectively center attention on memorization and drill work, and they will mechanize the work of the classroom so that the transition from a machine-like school to a machine-like army will be easy. They will lower the cost of operating the schools, and the saving thus effected may be used to reduce income taxes or to construct additional tanks and warships.

It is extremely important to develop in our schools an attitude of ruthless competition and of disregard for human lives and human personalities, which we shall do by a highly competitive system. The emphasis will always rest on grades rather than growth, the end rather than the means. Each child will succeed only by surpassing some one else; he will be permitted to rise only upon the failures of others.

We shall begin to inculcate the habit of obedience in our children at a very early age. It is important that we prevent the children from acquiring any disposition to question the authority of others. As soon as we begin to tolerate the inquisitive mind, we condemn ourselves to failure. We shall, therefore, maintain a system of rigid discipline in the schools.

Above all, we must develop the cult of ardent nationalism. We feel abundantly justified in bringing out the glorious epi-

sodes in our nation's military history. Nothing must be given in our textbooks which suggests that our nation is less than perfect or inferior in any respect to any other nation.

Your aims as the National Council for the Prevention of War are the opposite of those of the imaginary Society for the Extension of Militarism. You must do just the opposite to all the things that I have outlined. You must have a socially informed and socially effective teaching profession, a broad and humane curriculum, an educational philosophy pervaded by respect for the personality of each child that it touches, and a method of instruction which not only teaches, but which actually *is* democracy in action.

We shall not save humanity from war by conducting model Leagues of Nations in our classrooms or by memorizing the Kellogg Pact or by teaching primary grade children about the cunning habits of their little Eskimo, Italian, Russian, Japanese or Ethiopian cousins. The attitudes basic to a desirable viewpoint on international relations will not be created in so simple a manner. If the discipline of the school is based on autocracy; if the principal motive power of the school is rivalry; if the main objective is personal advancement; if the atmosphere is heavy with intolerance, fear and suspicion, if the curriculum is bowed down with the weight of tradition; if the life of the teacher is ignoble, timid and shabby; if the organization of the school overwhelms and ignores the living individual personality of each child—then all our little peace drives and slogans and campaigns will melt and run at the first hot touch of reality.

ADULT EDUCATION AND HUMAN RELATIONS

By DR. HARRY A. OVERSTREET

Condensed from *Vital Speeches* reprinted in *Journal of Education*, Nova Scotia, December, 1935, pp. 930-931
Published in Halifax, Nova Scotia

We now know that no individual can be fully trained for his mature life in the days of his childhood. When he is a child he must think and feel as a child; if he is to work and feel as a man he must be trained to do so in the mature years of his life.

This is the new discovery we are making, that the enterprise of turning an individual into a genuinely competent

and wise adult must be carried on in the adult years. Because we did not make this discovery in the past our citizenry was—and still is—largely made up of individuals in all stages of arrested development. Our adults have been chiefly adolescents of mature years.

To build a wise world we must have wise people. To build a world of humane relationships we must have individuals sensitized to humaneness. Whatever the political and economic reconstruction of the future may be, their success will depend upon the kind of adults who are to carry on the world.

Adult education is no panacea. It is a basic necessity. It is the foundation upon which the whole structure of our social life must rest. The significance of the present is that we are at last beginning to realize this. The future will be a hopeful one in the degree that we take seriously in hand the new enterprise of helping adults to grow into fuller and wiser life.

There are at least four things that adult education should do for our civilization. In the first place, it should perform the task of building individuals who are live-with-able and work-with-able. The coming age will be increasingly one which will demand coöperative relationships.

Much of our difficulty in the world has arisen out of sheer provincialism of mind and emotion. Adults have lived within their own narrow groups, looking with suspicion upon other groups. Nations have looked over their borders at other nations, never really understanding them or appreciating their problems. Races have regarded other races with unfriendliness and distrust. We have been a poor, torn, and tattered world, largely because we have had little opportunity to see others as they see themselves, or to be seen and known by others as we see and know ourselves. One of the chief objectives of the adult education movement must be the releasing of ourselves into wide and generous knowledge of our neighbors near and far.

In the second place, adult education should perform the necessary task of discovering the unsatisfied needs and wants of adult life. The movement of adult education is essentially one of freeing the latent capacities of individuals so that

they may function for the happiness of individuals and the welfare of society.

In the third place, adult education will effect a reanimating of our whole educational system. Where in the past it has been a finished and final whole confined to the immature years, it will now open out into a continuous process extending through all the years of our life. The effect of this upon elementary and secondary education will be profound. Where formerly all the education supposedly necessary was crowded into a few years, with results often detrimental to the mental and emotional life, education will be conceived in more leisurely and more psychologically sound fashion as a continuous growth from level to level of life. This will make for a more genuinely matured mentality and for a more wholesomely balanced personality.

In the fourth place, adult education will be effective in opening the minds of individuals to a more soundly conceived future. Childhood and adolescence must in the main be concerned with making secure the rich inheritances of the past. Mature life is essentially an enterprise of conducting life from past and present into the future. Adult education, therefore, will concern itself essentially with the development of the forward-looking mind so that the individuals who comprise our civilization may be enabled to move easily and wisely along paths that lead to further enrichment.

Digests from Lay Publications

KINDLY LAUGHTER

Condensed from *The Christian Science Monitor*, December 28, 1935,
pp. 8, published by the Christian Science Publishing Society
Boston, Massachusetts

"Tell me what seems funny to you, and I will tell you your character," said a thoughtful teacher. There is nothing more refreshing than kindly, hearty laughter, but sometimes it is unkind and cruel to laugh. Children may not sense this difference at first, but they will soon imitate an adult's laughter and copy his response to circumstances holding elements of humor.

Occasionally laughter may be used as a corrective in training children, but this must be tactfully handled, for a parent's or teacher's laughter at a child's efforts or his spontaneous impulses may be devastating in results. Laughter must build up, invigorate, and bring a sense of well-being to a child.

The adult who springs to help another person from an awkward plight rather than apparently enjoying another's embarrassment is leaving a fine influence on an impressionable young mind. The mother or father who laughs off irritations and brings the wholesome wind of laughter to clear away fogs of discouragement and doubt is expressing a high, gay courage that may well set a standard for any life. Let children be surrounded with laughter that heals and helps that they too may spread fun and humor and kindly mirth along the way.

GERMS CARRIED ON DUST PARTICLES

Condensed from *Heating and Ventilating*, December, 1935,
pp. 25, published by The Industrial Press,
148 Lafayette Street, New York City

Germs use invisible dust particles as airplanes in traveling about a room, is the conclusion of the American Institute of Sanitation based upon a series of tests to determine the relation of dust to the spread of disease germs.

Particles of dust were counted by examining under the microscope a moist glass that had been exposed to the air. Bacteria were also counted on a glass dish which had been covered with a film of agar-agar and exposed to the air for two minutes. Colonies of bacteria were developed by the standard method of incubation for twenty-four hours at a temperature of ninety-eight degrees, at the end of which time each germ had developed into a colony large enough to be seen with the naked eye.

The increase of dust particles in a room by sweeping with a broom or by swishing the furniture with a feather duster brought about a corresponding increase in the number of bacteria colonies which developed about the bits of dust on the test dishes. "This indicates," according to the Institute, "that although germs are unable to fly they do attach themselves to microscopic dust particles and thus are able to travel immense distances in relation to their size. A germ that hitch-hikes ten feet is equivalent to man flying across the Atlantic."

EYESTRAIN—WHAT CAUSES IT AND HOW TO AVOID IT

By DR. LEVERETT D. BRISTOL

Condensed from the *Bell Telephone News*, January, 1936, pp. 5
Published for the Employees of Illinois Bell Telephone Company

The health of the eyes is dependent in large measure upon the health of the body; likewise, the health of the body is dependent to a considerable degree upon the health of the eyes.

Eyestrain is a problem of fatigue, and the most common symptom is headache. The prevention of eyestrain requires periodic examination of the eyes by a competent physician or oculist, and proper correction of any abnormalities found. Reading and working in a dim flickering light or glare, or in a recumbent posture are to be avoided.

All kinds of close work, particularly in the presence of artificial illumination, should be interrupted by brief periods of rest. The habit of directing the vision on distant objects during such rest periods relaxes the eye muscles and is conducive to eye health. After exposure to the irritating effects

of cold winds, dust, glare or any undue strain, the eye may be washed with a saturated solution of boric acid. The application of either very warm or cold water compresses to the closed eyes may be refreshing. Ordinary care and cleanliness may prevent the eyes from becoming a portal of entry for disease-producing bacteria.

One important characteristic of all good lighting should be to have the light shine on the object of interest and not in the eyes of the observer. Shades, globes, reflectors and all such lighting equipment should be planned with this in mind. Satisfactory illumination can be prescribed in detail only when the uses to which the light is to be put are known.

For those persons whose work or play requires overexposure to the reflection of sunlight from snow or ice, the best protection is afforded by special types of smoked or tinted glasses.

Finally, for any abnormal conditions of the eyes, such as continual inflammation, discharges or swelling, a physician should be consulted without delay.

CHILDREN AT THE CINEMA

By C. STANFORD READ, M.D.

From *The Nineteenth Century and After*, December, 1935, pp. 750-762

Published by Constable & Co. Ltd.

Orange Street, Leicester Square
London

There is much evidence that slowly but surely the interest in cinema form of entertainment is reaching a much wider social circle. The main point of the thesis here is that any harmful mental effects of the sex element in pictures are grossly exaggerated. We can go further and say that the demand for and liberal supply of pictures which present the varied emotions related to the erotic life are natural and fulfill what practically amounts to a psychological necessity. It is thus that countless members of the audience in imagination find a vent for feelings which bring solace and content. In the absence of such a simple outlet such feelings might, indeed, find unhealthy channels for their discharge.

The other diatribe which is so often hurled at the cinema entertainment is the supposed corruptive and morbid effects

of gangster films. It is certainly true that a large percentage of pictures depict violence, murder, crime, and sadistic aggression. Yet are there really any scientific reasons for thinking that harm results thereby? In the same way as we have deep sex urges that cry out for satisfaction, so whether we approve or not, it has to be recognized that all of us have deeply seated aggressive instincts which, lying fallow in our unconscious minds, need subtle gratification. We are only too well aware of the fact that individually, socially, and naturally it is so important that the emotions they engender should not be destructively aroused, but be led into constructive and useful sublimated channels. It is because the unconscious mind has such an affinity for what appertains to aggression that everyone finds some attraction in murder, crime, and the manifestations of brute force in general. The picture-goer, therefore, cannot help but be interested in the murder mystery, the crook, and the gangster stories, with their attendant horrors and blood-curdling episodes.

Those ingenuous souls who bewail the licensing of these types of films, deplore their exhibition, and suggest their being banned, grievously suffer from psychological ignorance. Such people wrongly believe that the mere viewing of murder, violence, and crime at the cinema will directly or indirectly stimulate passions to such an extent that onlookers will be liable to go and do likewise. It is true, of course, that those who have a basic anti-social character, or who, for any reason, possess a morbid lack of inhibition, may find in the gangster film an added stimulus to wrong-doing, as they may in many other environmental circumstances. This, however, is beside the point, as we are not examining the screen effects on abnormal types, but only upon the average picture-goer.

Our educationalists, quite rightly, in the main leave their animadversions directed to the baneful effects of the pictures upon children and those of adolescent stage. There can be nothing more important than character formation, and all modern psychological research points to the fact that it is the manifold influences during the formative years that really matter.

It would be idle to deny that children are in some way profoundly affected by what they see on the films. Such effects may only be very temporary or more permanent, depend-

ing upon the individual mental soil and the frequency of the cinema visits. It has been a matter of surprise how much the details of a picture can be recalled by them six weeks or three months afterward, and the slow curve of forgetting is very striking. This was especially so where there were scenes of conflict, danger, or tragedy. This evidence of the mental impression made is most marked between the ages of six and twelve years, it is decidedly less between the ages of thirteen and eighteen, and in adolescents of older growth it is noted much less, probably because there is in them some tendency to be conscious of the unreality of what is seen. It is instructive and interesting to find that when the pictures have mainly dealt with romantic and erotic themes, those of the younger group are least emotionally affected and the response only becomes prominent when puberty is well established.

It has been said, and with a large element of truth, that children are prone to accept as true and proper what they see on the screen, and that in this way good or bad ambitions may be powerfully stirred and permanent high or low ideals formed. Very frequently cinema attendance would undoubtedly constitute a potent factor in these directions. Yet it must be realized that the attitudes and character building of children are products of many influences—temperament, early environment, past experiences, family ideals, the school and the community—and that one may modify or neutralize the other. According to the varying mental soil, the same picture may influence different children in directly opposite ways.

The presumed dangers of youthful picture-going are in the main related to unhealthy sex stimulation, the incitement to delinquency and anti-social conduct and the more general one of setting up of false ideals of life. Though children are very suggestible, these apprehensions partly arise from the lack of appreciation that children live in a children's, not an adult's world, and what is seen is not viewed with a matured mind. The banning of films dealing with erotic life is more or less needless to those under sixteen. The school child is frankly bored by them, and the unanimous response of the members of a large school to the question as to what pictures they disliked was, "I hate love films!" Grown-ups embracing and kissing were regarded as "silly". There is no evidence that

there could be any deleterious effects on them by attending this type of adult picture.

With the adolescent over sixteen it is quite a different matter. From the theoretical point of view, the budding man or woman may be somewhat temporarily excited by frequent sex appeal, and adolescence must be recognized as likely to be a stage of emotional instability. Nevertheless, this need not cause any anxiety in the case of a normally constituted youth; and in no way are we taking the unstable or abnormal into consideration.

Edgar Dale in his study of motion pictures truly says: "In the case of adolescents the pictures seem a logical place in which to become acquainted with some of the problems which they have to face as adults. If these problems are realistically and truthfully presented, they may aid in the solution of life's problems to come."

The presentation of the art of love-making upon the screen may thus serve a healthy and useful purpose, for it may be asked with some reason whether divorce might not be lessened if before marriage youth knew more of the love problems they would encounter.

Thus, it is seen that when we discuss the psychological effects of erotically tinged films upon the younger generation, the reaction upon the immature child and the adolescent must be distinctly differentiated. As the films have a very high educative value for the young and constitute one source of fixing and further establishing their behavior patterns, it is naturally desirable that a higher cultural level of presentation should be aimed at. It is in connection with the possible harm that may accrue to the young from witnessing pictures dealing with vice and crime that most apprehension has arisen. On the surface such an assumption would seem valid and would account for the modern increase in juvenile delinquency and crime. The gangster type of film, of course, has an enormous appeal. What was said in regard to adult interest in such pictures applies here also. The deep aggressive instincts of the mind thus find some satisfaction, but in the average child there is only the gratificatory outlet in imagination and not in action or incentive to action. Apart from this, if, from an educative point of view, life is to be portrayed, crime must be con-

sidered. In fact, it might even be said that if in such pictures there was presented a truthful and accurate account of happenings which showed causes and consequences in a large social sense, it might aid the solution of juvenile crime problems. On the other hand, if a youth already has a delinquent taint through early warping influences, crime pictures may have a deleterious effect in aggravating the impulses to minor anti-social conduct and in the tendency to adapt the cues to criminal action.

There seems little doubt but that from the psychological point of view one should adversely criticize the fact that there tends to be too great a divorce from reality and an over and an under-emphasis of certain elements in the majority of pictures. In a large measure the characters, problems, and settings are remote from the persons who view them. Stress on wealth and luxury is not an ideal, though one can well understand that to escape in imagination from the drabness of life, the average audience finds compensatory gratification in this atmosphere.

The cinema of the future has a very definite and serious role to play in the political, economic, and artistic education of the people. For a large section of the community the pictures will always to some extent constitute a refuge into a dream-world, but instead of trying to prevent people seeing harmful pictures we should employ our energy in trying to help them to see better ones. The pictures can render satisfying social service as art only when they come to be created for differentiated audiences. As children's literature has been provided, so the problem of children's pictures should be faced. At present they are made only for adults.

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

ARTICLE I—NAME

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

ARTICLE II—AIM

The aim of this department shall be the advancement of secondary education by providing a clearing house of discussion bearing upon the problems of administration and supervision, by encouraging research, by upholding acceptable standards, by fostering professional ideals, and by formulating a working philosophy of secondary education.

ARTICLE III—MEMBERSHIP

SECTION 1—The membership in the Department of Secondary-School Principals shall consist of two classes: active and associate.

SECTION 2—All individuals shall be eligible to active membership who are members of the National Education Association and who are engaged in administering supervision, and teaching secondary education, upon payment of the annual fee of \$2.00 to the executive secretary.

SECTION 3—Members of state organizations of secondary-school principals shall be eligible to active membership in the Department of Secondary-School Principals, by the payment of the annual fee of \$1.00 to the executive secretary.

SECTION 4—All other persons interested in secondary education, who are members of the National Education Association, shall be eligible to associate membership upon payment of the annual fee of \$2.00 to the executive secretary.

SECTION 5—Only active members shall have the privilege of voting or holding office.

SECTION 6—All members, both active and associate, shall receive the publications of the Department.

ARTICLE IV—OFFICERS

SECTION 1—The elective officers of the Department shall be a president, a first vice-president, and a second vice-president.

SECTION 2—The president and the vice-presidents shall hold office for one year.

SECTION 3—The executive committee shall consist of the officers, the retiring president, and three other members each elected for a term of three years. At the first election, one member shall be elected for only one year and one other for two years. The executive committee shall be representative of junior high schools, the several types of senior high schools, and junior colleges.

SECTION 4—The executive secretary shall be selected by the executive committee; his duties and compensation shall be determined by the executive committee.

ARTICLE V

SECTION 1—The president shall, sixty days in advance of the annual meeting, ask each of the state associations of the Department of Secondary-School Principals to name a representative who shall then be appointed by the president as a member of the nominating committee.

SECTION 2—Eighteen members of the nominating committee shall constitute a quorum with not fewer than three from each of the following regional associations of colleges and Secondary Schools: New England Association of Colleges and Secondary Schools, the Association of Colleges and Secondary Schools of the Middle States, the Association of Colleges and Secondary Schools of the Southern States, the North Central Association of Colleges and Secondary Schools, the Northwest Association of Secondary and Higher Schools, and the Western Association of Colleges and Secondary Schools. Any lack in the representation herein provided shall be filled by nomination from the floor.

SECTION 3—The nominating committee so constituted shall meet following its selection and after electing a chairman, shall prepare a list of candidates for the several offices,

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SECTION 3—The nominating committee so constituted shall meet following its selection and after electing a chairman, shall prepare a list of candidates for the several offices,

to be submitted to the Department at its final business meeting.

ARTICLE VI—FINANCE

The president shall appoint, subject to the approval of the executive committee, two members who shall, with the executive secretary, constitute a board of finance to act in the capacity of trustees, to have custody of the funds of the Department, to have same properly audited, and to submit annually a report to the Department. Bills shall be paid by the executive secretary upon the authorization of the president.

ARTICLE VII—MEETINGS

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

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

ARTICLE VIII—AMENDMENTS

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

ARTICLE IX

Robert's Rules of Order shall govern in all meetings of the Department.

EXCURSUS

President Harrison C. Lyseth sent the following information to the printer too late to permit its inclusion in the proper order. Mr. Lyseth wrote, "Knowing Mr. Church's natural inclinations, I am sure he gave no mention of this event in his proceedings. This recognition of his faithful service deserves a place in the official record."

HONOR BREAKFAST FOR H. V. CHURCH

At the Hotel Jefferson on Tuesday morning the Department met at a surprise breakfast to honor its Executive Secretary, who for twenty years, and actually since its formation, has done his work efficiently and well. Speakers were Dr. Charles H. Judd, University of Chicago, and Dr. Francis Bacon, Principal Evanston Township High School, Evanston, Illinois.