

Bulletin of the Department of Secondary-School Principals of the NATIONAL EDUCATION ASSOCIATION

VOLUME 20

May, 1936

NUMBER 62

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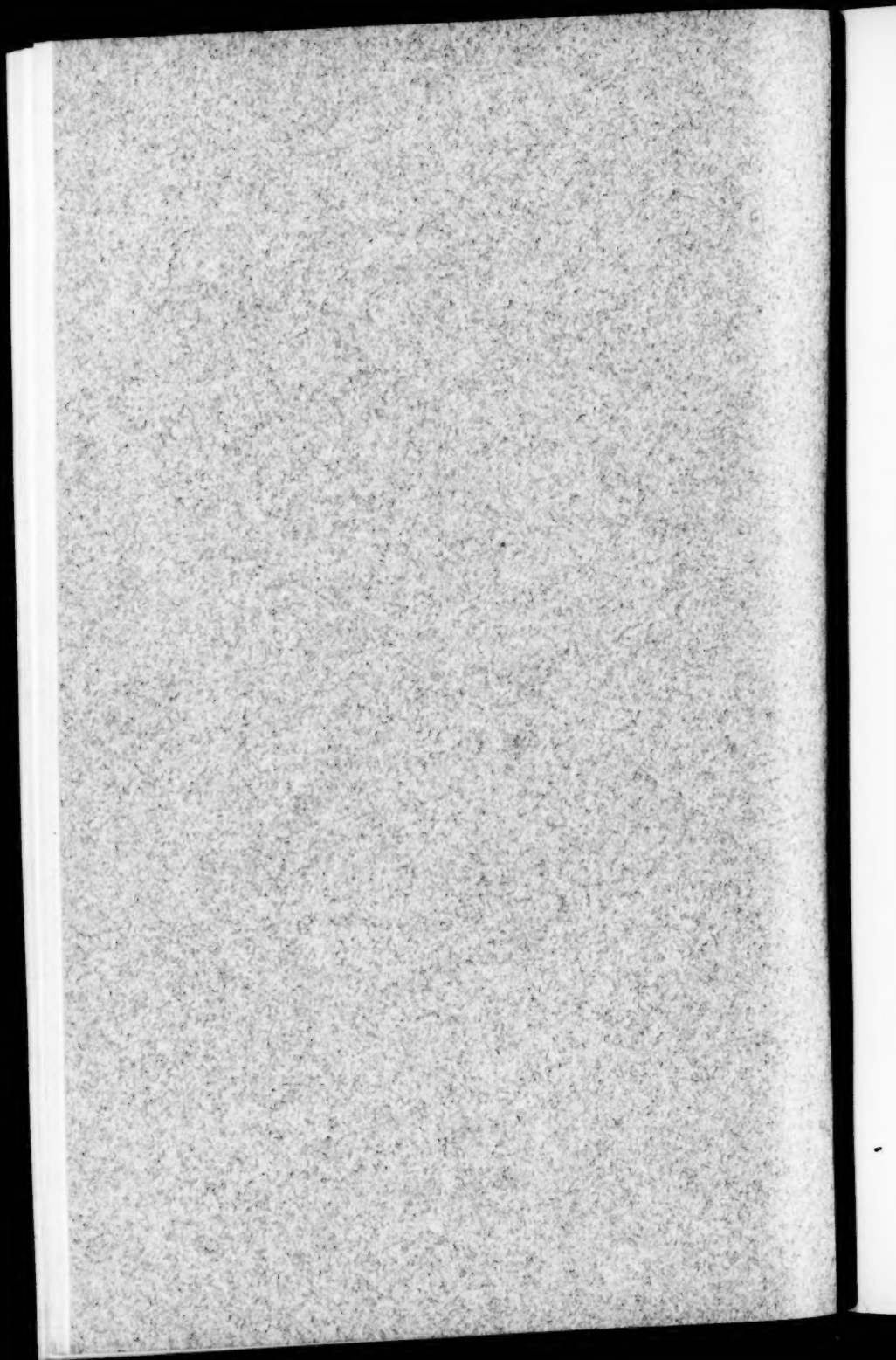
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Mid-Winter Meeting

FEBRUARY, 1937

New Orleans, La.

THURSDAY, FRIDAY, SATURDAY,
AND SUNDAY

FEBRUARY 18-21, 1937

HEADQUARTERS OF THE DEPARTMENT OF
SECONDARY-SCHOOL PRINCIPALS,

JUNG HOTEL, NEW ORLEANS.

All Sessions Will Be Held in the Jung Hotel.

(See Page ii for Reservation Blank.)

HOTEL RESERVATION BLANK
DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS, N. E. A.
NEW ORLEANS, LA.—FEBRUARY 18-21, 1937

Convention Headquarters—Jung Hotel

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

MR. A. F. LANDSTREET, *Manager*,
Jung Hotel, New Orleans, La.

Dear Mr. Landstreet:

Kindly make the following hotel reservations:

Room(s) with bath for _____ people. Room rate desired \$ _____ to \$ _____ (per day).

Room(s) without bath for _____ people. Room rate desired \$ _____ to \$ _____ (per day).

Arriving February _____, hour _____ A. M. _____ P. M. Leaving _____

Room Occupants:

NAME	STREET ADDRESS	CITY	STATE

Name _____ Educational position _____
Mailing address _____ City _____ State _____

(All reservations must terminate not later than 1:00 P.M., Sunday, February 21. It is important that the rooms be released promptly, since they must be made available for members of the Department of Superintendentence.)
Those desiring to stay for the meetings of the Department of Superintendentence should obtain and send in the pink reservation blank (obtain this blank from S. H. SHANILAND, 1201 Sixteenth St., N.W., Washington, D. C.)

Those desiring to stay for the meetings of the Department of Superintendence, N.W., Washington, D. C.)
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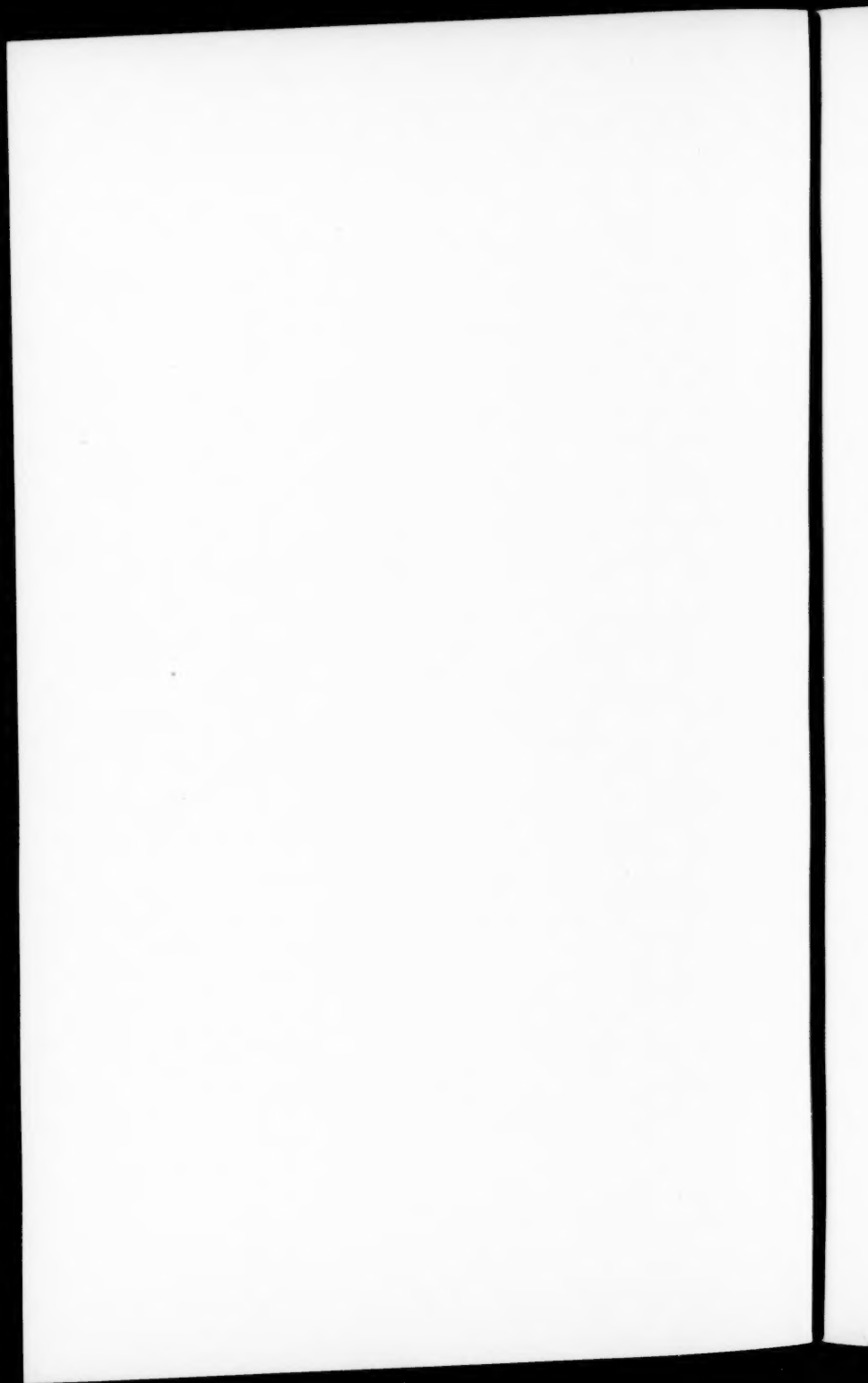
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Abstracts of Doctors' Theses

Davis, Vincent Alexander. *The Literature of Advanced School Readers in the United States, 1785-1900*, Department of Education, University of Chicago, 1934. 233 pp.

This study presents the results of an historical survey of the literature of advanced school-readers in the United States, from 1785 to 1900, and an evaluation of the literature found. Four subsidiary problems were also studied: (1) The extent to which the school readers have attempted to serve the interests of the child; (2) The importance that compilers have attached to literature; (3) The extent to which reader content has reflected certain factors of national growth; and (4) The readers that are typical of reader content for each decennium.

The author of the study analyzed the readers in the four libraries which together have what is reputed to be the most nearly complete textbook collection in the country. He then located additional material through the coöperation of state universities and private and semi-private libraries. In the identification and evaluation of the literature found in the school-readers, material from any writer whom the literary critics have included in their lists of writers under the caption of "literature" or "literary criticism" was accepted as literature.

The sources relied upon were Moulton, Chambers, Garrett, and Gosse, and the Cambridge Encyclopedia of Literature, English and American. The writers of material found in school-readers were checked not only with these sources, but also against seven anthologies of English literature and seven of American literature that are of use in literature survey courses in the colleges and universities of the country. The writers were then classified as universally recognized, frequently recognized, occasionally recognized, and seldom recognized. Through the use of such a standard of classification, the literature of each period was evaluated. The literary material was not only identified and classified, but it was also presented under the following divisions: (1) Verse and prose; (2) Whole

and part-whole, (3) Informational and non-informational, (4) Didactic and non-didactic.

The study reveals that from the beginning the compilers of school-readers have recognized literature as an essential feature of textbook content. Moreover, the compilers have shown a desire to present not only "literature" but literature of a high degree of excellence. It is true that some inferiority in literary quality is to be found in particular periods, but it seems logical to attribute this inferiority to the temporary emergence of certain objectives, such as the didactic, rather than to a failure to recognize the importance of literature.

Notwithstanding the occasional emergence of objectives that have tended to cause a temporary increase in mediocre and inferior literature, the entire period covered by the study shows a persistent tendency toward literary content and, after 1860, a gradual refinement of literary quality.

From the beginning, the compilers of school-readers have desired to present material which might appeal to the needs and interests of children. However, during the period studied, most of the compilers selected the material arbitrarily, and the few who were disinclined to base the selection on their own judgment, relied upon a consensus of teacher opinion rather than pupil opinion.

Of eight arbitrarily selected factors of national growth—agrarianism, educational, economics, religion, temperance, slavery, war and peace, and national consciousness—only national consciousness and religion seem to have been conspicuously emphasized in the content material of the school-readers.

Pierce, Paul R. *The Origin and Development of the Public School Principalship*, Department of Education, University of Chicago, 1934, 224 pp. (University of Chicago Press, 1935.)

Purpose of the investigation.—The purpose of the study was to trace, in their functional aspects, the growth of the major duties and powers of the public-school principal and the conditions which gave impetus to their development.

Data and technique.—The data for the study were obtained from the published annual reports and proceedings of school boards and their executive officers in twelve large cities.

These cities were selected, after a sampling of the reports of more than twenty large cities, not only on the basis of their present size, but on their prominence and the ranking of their school systems during the early development of American public schools. The content of the reports covered a period of school history of more than one hundred years.

In the main, the principles of historical technique were utilized. The statistical method, however, was employed as an auxiliary aid wherever mass data could be utilized in showing trends. The major phases of development, treated in separate chapters, were classified as follows: (1) Administrative responsibilities, (2) Supervisory functions, (3) Relationships to general and special supervisors, (4) Community leadership, (5) Personnel of the principalship, and (6) Professional status.

Findings and conclusions.—The growth of cities, causing rapid increases in enrollments and the numbers and sizes of schools, was a significant factor in the early development of the principalship. It resulted in the delegation, by superintendents, of local supervision to principals. The grading of schools led to the introduction of courses of study, revealed the obstacles to continuity of work caused by separate departments, and indicated the necessity for having a single directing head of the school. The new and growing cities of the West were generally the first to adopt the unified school, though most large cities had embraced this policy by 1860. The freeing of the principal from classroom teaching was another important step. It was usually initiated by establishing a head-assistant who first relieved the principal of part of his teaching duties. In many large cities, principals were freed from all classroom teaching duties by 1870.

At first administrative duties of the principal were mainly clerical in character. Even after being freed from classroom teaching and receiving clerical assistance, principals continued to be occupied chiefly with administrative duties of a routine nature. Prior to 1900, principals had gained recognition as the administrative heads of their schools, but made little effort to assume effective supervisory leadership although encouraged to do so by superintendents. They permitted general and special supervisors to function only through the principal's office.

It was not until about 1912 that principals generally began to sense their responsibilities for educational leadership. Impetus was given the movement by the formation of the Secondary and Elementary Departments of school principals in the National Education Association. As individuals, and in associations, principals have begun to study their problems and to evaluate the results of their work. The principalship is currently attaining professional status.

Pyke, Alfred Joseph. Functional Thinking and the Study of Functional Relations in Elementary Algebra. Department of Education, University of Chicago, 1935. 415 pp.

The study is built around the aim of functional dependence as the central theme in the presentation of mathematics at the secondary level. The author defines this concept as used in modern mathematics, analyzes its method of thinking and designs a series of lessons covering two years' work in elementary algebra in which the functional concept is the central and unifying principle. A considerable portion of the investigation is given over to carefully thought out and well-illustrated topics of approach.

These topics or lessons were taught to a class of pupils throughout Grades IX and X. Six control classes were employed, three of which were in the same school as the central group. They were Grades X, XI, and XII. Two other Grade X classes were in another school, and a first year group at the university who were studying an elementary course in mathematical analyses completed the list.

The Terman Group Test of Mental Ability was administered to all pupils. For the basis of comparison, the three Grade X classes were grouped to form a single control unit with a mean mental age of sixteen years, eight months, while the mean mental age for the experimental group was sixteen years, seven months. Scores on these pupils at the end of their elementary school studies showed that there was no significant difference in their arithmetical efficiency.

All four Grade X classes were taught the same topics throughout the two years of the study. The only essential difference in the presentation of elementary algebra to these four

classes was due to the emphasis upon functional approach for the experimental group.

To estimate and compare progress in elementary algebra and functional thinking, the author used the Breslich Algebra Survey Tests, First Semester and Second Semester, Form A, and the Breslich Functional Thinking Test. The scores from the survey tests were so arranged that progress and success of the pupils could be compared on three levels of ability for the experimental tenth grade class and for the other three tenth grades combined as a control group. The Breslich Functional Test was given to all the groups, that is, it included the Grade XI and XII classes as well as the first year university group.

The upper group in the experimental section made the best advance. The inference is that the broader viewpoint incident to the study of functional relations makes for better results. Corresponding results occur in the inter-quartile group. For the lower group, the records do not show any substantial gain.

On the Breslich Functional Thinking Test, the experimental group compared favorably with that of the first year university class and was superior to that of the Grade X and XI classes. There was evidence of some transfer of training in functional thinking from elementary algebra to other branches of study. As the author states, "The study of functional relations * * * provides for an evaluation of a sequence of generalizations about number."

Specifically he concludes that the experimental class produced a broader viewpoint, manipulated symbols more skillfully, understood elementary functional correspondences, engaged readily in functional thinking and fundamental concepts, analyzed and generalized better, and possessed a greater social value of mathematics.

Simon, Donald Lionel. Turnover Among Teachers in the Smaller Secondary Schools of Indiana. Department of Education, University of Chicago, 1935. 212 pp. (University of Chicago Press, 1935.)

The purposes of the investigation were (1) To determine the amount of turnover among teachers, the average length of tenure, and the relation between turnover and qualifications;

(2) To make an analysis of the causes of turnover; and (3) To discover various ways of eliminating avoidable turnover.

A study of teacher-lists in the annually published *Indiana School Directory* revealed in 1931 a turnover rate of 35.2 per cent among staff members in the township secondary schools and a rate of 16.4 per cent among those in the town secondary schools. A tabulation of data from the principals' annual reports on file in the office of the state superintendent of public instruction showed that in 1932-33 the median tenure of township teachers and administrators was 2.91 years, while that of town teachers and administrators was 4.31 years. Data on experience, training, and salaries, taken from the principals' annual reports, indicated that the schools usually retained their more experienced and higher-paid teachers and higher-paid administrators, frequently lost their more experienced administrators, and neither lost nor gained with respect to the amount of training possessed by the groups remaining and withdrawing.

County and town superintendents were interviewed to obtain the causes of turnover from 1927 to 1933, covering the period the teacher-tenure law was in effect in the township schools. It was found that teachers and administrators were dismissed (1) To avoid permanent tenure, (2) By newly-elected township trustees, (3) To be replaced by local applicants, (4) Because of weakness in discipline, (5) Because of subject combinations, (6) Because of "Politics", (7) To reduce the staff, (8) Because of deficiencies in personality traits, (9) Because of marriage, and (10) As problem cases in conduct. Staff members resigned (1) To accept promotions in other systems, (2) To be married, (3) To secure further training, (4) To enter other types of work, and (5) Because of ill-health and related factors.

The findings led to the conclusion that greater stabilization of the teaching personnel would result with (1) The creation of larger attendance and administrative units in order to permit the establishment of larger schools, (2) The election of a county board of education on a non-partisan basis, (3) The careful selection of prospective teachers for smaller schools, (4) The establishment of standards for the guidance of those responsible for arranging teaching majors and teaching programs, (5) The adoption of definite salary schedules recogniz-

ing the qualifications of teachers and varying costs of living, and (6) The substitution of indefinite tenure for permanent tenure in rural and small-town communities.

Whipple, Gertrude. *Procedures Used in Selecting School Books.* Department of Education, University of Chicago, 1935. 175 pp.

The chief aim of this study was to make a critical survey of practices in city and state school systems in the selection of books for school use. In the process of making the investigation a secondary aim evolved, namely, to devise a means of verifying data collected by the questionnaire method.

The data used in the study were mainly secured from questionnaires submitted to school superintendents in all cities of 30,000 population or more and school officials of all the states and outlying possessions of the United States. Supplementary data were requested from two hundred publishers of children's books for the purpose of comparing the merits of different books and of preparing score cards.

In an attempt to validate data secured by the questionnaire method, the "correspondence-verification technique" was employed. The application of this technique consisted in (1) Asking preliminary questions pertinent to the study, (2) Requesting more information from those school officials whose first responses indicated a willingness to coöperate, (3) Interpreting the data and summarizing on blanks, and (4) Returning summarized data to coöperator for verification and additional facts.

The facts secured in the survey of city school systems indicate that there is a lack of uniformity with respect to the personnel making the selection of books. In some city systems the responsibility of selection rests with the principals and teachers; in others, central staff members such as the assistant superintendent and supervisors assume the responsibility. Frequently the responsibility is divided between the teaching and central staffs.

Variation also exists among the cities with respect to procedures employed in the selection of books. Procedures vary from superficial to scientific methods. In general, more care

is exercised in the selection of textbooks than in the selection of recreational-reading books.

Facts gleaned from information supplied by state school officials reveal that the most serious difficulties encountered in selecting books for state school systems are caused by adoption of a single textbook throughout the state, political influences, and cumbersome legal regulations. Often the membership of state textbook commissions include persons unqualified for their responsibilities. Moreover, commission members frequently work independently.

There is considerable contrast between state procedures of selecting textbooks and those employed by city systems. State school systems stress the physical makeup of textbooks, whereas city systems are more concerned with content. State systems make less use of score-card evaluations than do the city school systems. A method of voting to decide selection is more prevalent in state systems.

Present practices in the selection of books for school use, as revealed by this study, indicate a need for more competent selecting agencies and for improved methods of evaluation.

Chin, Shu-jung. Relationship Between Certain High-School Subjects and the Out-of-School Activities of the Students. Teachers College, Columbia University. New York, 1934. 99 pp.

To what extent does a high-school education contribute to the students' immediate use of leisure? The present thesis is an attempt to answer this question, to measure the contribution of the high school to the students' immediate use of leisure in terms of the relationship between the subjects the students are studying or have studied in school and their out-of-school activities.

The procedure of the study was as follows: 1700 copies of a suitable questionnaire were distributed among students of two high schools, one in the Borough of Queens, 45 minutes from Manhattan, with an enrollment of about 7000; the other in a small town in New Jersey with an enrollment of about 500. Only one-third of all the questionnaires were answered and re-

turned. From 621 filled-out questionnaires the following conclusions were drawn.

The difference between the students who have taken a subject and those who have not taken it, both in the relative number of individuals participating in the activities related to that subject and in the frequency of participating in these activities are in most cases very slight. However, there does exist some relationship between school instruction and the extra-school leisure-time activities of the students.

The relationship is most marked in activities related to music, art, and the sciences, less in activities related to mathematics and the social studies, and least in reading in connection with English.

In the foreign languages, although both the relative number of individuals who read about the countries whose languages they have studied is very small, the differences between the language-group and the non-language-group are distinct, since the former alone manifests such interest.

Where individuals with school instruction in a certain subject exceed those without such instruction in the relative number participating in an activity, they also tend to exceed the latter in the frequency of participation.

The relationship between school instruction and out-of-school activities is more marked with students taking a subject for a second year than with those taking the subject for only one year. In activities related to biology, art, music, and history, the differences between the two-or-more-year group and the one-year group are as great as and even greater than the difference between the one-year group and those with no formal instruction in the subject concerned.

A greater percentage of boys are interested in activities related to chemistry, physics, and the social studies than girls, while a greater percentage of girls are interested in activities related to music and art than boys.

The amount of time at the students' free disposal does not seem to have any effect on the relationship between school instruction and extra-school pursuits. Students who are gainfully employed or otherwise occupied for five to thirty or more hours a week tend to participate in the various activities just

as much as those who are not thus occupied for less than five hours a week.

In general, interests in the different fields tend to go together rather than thwart one another. Those who possess interests in one field tend to be interested at the same time in other fields.

Gooch, Wilbur I. Junior High-School Costs. Teachers College, Columbia University. New York City, Teachers College, Columbia University, 1934. 160 pp. (Contributions to Education, No. 604.)

Past investigations have sought to discover the financial consequences of shifting a school system from the traditional type of organization to the junior school type. This present study seeks to answer the question, What are the factors affecting the cost of education in the junior high-school type of organization as distinguished from the traditional type? It seeks to answer this question without recourse to certain assumptions hitherto made, and by relating variations in cost more specifically than has hitherto been done to the factors which apparently determine these variations. The study is limited to costs per pupil in average daily attendance for current expense in junior high schools organized on the 6-3-3 basis in cities of 5,000 or more total population in six eastern states.

The mean per pupil costs in 107 6-3-3 systems were found to be \$96.23 in grades kindergarten to 6; \$128.80 in grades 7 to 9; \$162.23 in grades 10 to 12; and \$114.46 in grades k to 6. The junior high-school grades (7, 8 and 9) show an average cost about midway between costs in grades k to 6 and 10 to 12. This finding is in substantial agreement with the investigation reported in the *Fifth Yearbook* of the Department of Superintendence.

Although per pupil costs in the junior high-school unit exceed per pupil costs in the elementary unit in 6-3-3 systems, the costs in these organizations as a whole are substantially the same as in 8-4 organizations, and in 6-3-3 systems costs in grades 7 to 9 bear a ratio to costs in grades k to 6 which is almost identical with the ratio in 8-4 systems. This indicates

that the cost effects of these two types of organization are such that the determination of whether or not a system shall remain 8-4 or shall shift to the 6-3-3 plan must rest upon considerations other than those of a financial nature, so far as current expense is concerned.

Frequently many of the educational offerings commonly associated with junior high schools are provided in school systems which retain the traditional 8-4 organization. Apparently, however, the 6-3-3 type of organization provides a situation which, if clearly recognized and intelligently administered, will probably permit the provision of educational offerings characteristic of the junior high-school idea at a lower per pupil cost than in the 8-4 organization.

Holbeck, Elmer Scott. *An Analysis of the Activities and Potentialities for Achievement of the Parent-Teacher Association, with Recommendations.* Teachers College, Columbia University. New York City. Teachers College, Columbia University, 1934. 126 pp. (Contributions to Education No. 601.)

"Since its tentative beginnings as early as 1855, in the mothers' clubs and reading circles that grew up in connection with the first kindergartens, the movement for Parent-Teacher Association in all types of schools has grown until it has assumed an importance which makes it a factor to be reckoned with in a general consideration of educational policies in the United States. We find the Parent-Teacher Association diffused throughout the entire country, with an official national organization which alone numbers 1,511,203 individual members, while many other thousands of parents belong to independent organizations which carry on similar work but are not affiliated with the National Congress.

At its inception the Mothers' Club was designed primarily to help its members learn more about the nature and nurture of the child; but as such organizations multiplied and spread into the elementary and high schools and as social conditions changed, for women especially, this primary purpose was lost sight of in the pressure of other interests of a more active kind. The diffusion of interests was such as to amount to a virtual abandonment of the principles of the founders, although these

were still acknowledged and remained a latent force in the organization. The official national organization, the National Congress of Parents and Teachers, founded in 1897, did very little to check this diffusion of interests, and while working for extension of the Parent-Teacher movement did not formulate a constructive and unified program for its members which would have assisted and guided them to realize the potentialities inherent in the original conception. Consequently, the Association has not to this day fully developed its possibilities as a social force.

"Meanwhile, however, the educators, who, on the whole, had been indifferent or hostile towards the Parent-Teacher Association, have under the influence of modern educational theory come to view it in a new light. Many of the most forward-looking among them now regard it as a medium for the parent education which is vital to the success of the modern school. And many leaders of the Parent-Teacher Association are also realizing that this program of parent education represents the most fruitful contribution which the Association can make to the welfare of the child. As yet, however, there is no widespread reflection of these opinions of the educators and leaders in the work carried on by the rank and file of local Associations. Nor is there any concerted propaganda to bring about a re-orientation of program and activities which shall unify theory and lagging practice.

"There would, therefore, seem to be necessary at this point a re-statement of principles and purposes in order that the aims of the organization might be achieved and its activities directed toward definite accomplishment. Furthermore, a relationship between school administration and Parent-Teacher Association needs to be established which will enable parents to be admitted to a legitimate participation in the educational process on one hand while on the other the school authorities can maintain their expert status. Only by a directed attempt to achieve this end can the Parent-Teacher Association justify its existence, its program, organization, and cost of maintenance.

"As an existing organization within the limits of which much might be accomplished, the Parent-Teacher Association has a great potentiality of service. That its activities have

unfortunately been misdirected to a very great extent impairs the immediate value of its work but does not impair the potential value."

(The summary above is an exact copy of the summary made by Mr. Holbeck in the eighth chapter of his thesis.)

(After this summary Mr. Holbeck gives a list of "recommendations by which the efficiency and value of the Parent-Teacher Association might be increased.")

Stewart, Hugh Henry. A Comparative Study of the Concentration and Regular Plans of Organization in the Senior High School. Teachers College, Columbia University. New York City, Teachers College, Columbia University, 1934. 67 pp. (Contributions to Education, No. 600.)

Which plan of organization is better for the senior high-school pupil, (1) The regular plan now in general use, of taking four or five subjects, for a daily period of about forty-five minutes, for a term of about sixteen weeks; or (2) The concentration plan, not now in general use, of taking two subjects, for a daily period of eighty to one hundred ten minutes, for a term of about eight weeks? What would be the effect on the pupil of taking fewer subjects, for a shorter daily period, for a shorter term? Should the concentration plan be substituted for the regular plan?

The concentration plan in a variety of forms has been used in many summer high-school sessions and in many colleges, including the University of Chicago, Hiram College, and Williamstown Female College. The evidence of its value in these instances is not conclusive. The advantages claimed for the concentration plan are that it will secure broader knowledge and better discipline for the student; that it lays more emphasis on wholeness of activity, on acquisition of meanings, on purposing and executing, and on the protest against the atomization of activities into brief and discreet periods of activity. But these claims have not been substantiated.

To obtain more satisfactory results the problem was attacked experimentally. The school chosen for putting the experiment into operation was the high school of Mt. Vernon, New York. The procedure was as follows: First, in the Fall

of 1930, a preliminary survey was made to determine finally whether a formal experiment should be made. Ninety pupils entering senior high school were taught under the concentration plan (two subjects for one hundred ten minutes daily, for two seven-week terms). Ninety were taught under the regular plan (four subjects, for forty minutes daily, for one fourteen-week term). At the end of this preliminary experiment examination and standard tests were given both groups of pupils. The results of the survey were favorable to the concentration plan, indicating that the plan was worthy of further consideration.

Therefore in the following year, 1931, the formal experiment was undertaken. As in 1930, ninety pupils were taught under the concentration plan and ninety under the regular plan. During the second term the procedure was the same except that the concentration plan period was eighty minutes. The pupils were thoroughly tested at the close of the experiment.

The evidence so far as related to scholastic achievement showed no pronounced difference for or against the concentration plan as compared with the regular plan. The evidence, however, did favor the eighty-minute period as against the forty and one hundred ten minute periods, student interest being lost in the one hundred ten minute period. Pupils under the regular plan spent twice as much time on home work as those under the concentration plan. Students under the concentration plan participated more in extra-curriculum activities than those under the regular plan. Most of the pupils involved said they were not in favor of the concentration plan. Emphasis should be laid on the fact that the findings favored decidedly the eighty-minute concentration plan.

Rothney, John Watson Murray. *Interests in Relation to School Success at the High-School Level.* Harvard University, 1934. 162 pp. ms.

This experiment was designed to discover: first, what relationship exists between inventoried interests and school achievement, as measured by teachers' marks; and second, to determine the effectiveness of combining such measures in forecasting success at the high-school level.

The need for such an experiment had been demonstrated by citation of the ineffectiveness of other widely used measures that are applied to the prediction of school achievement. These other measures fail to predict successfully because they do not give due consideration to non-intellectual factors that have been shown to have general influence upon achievement in the usual academic subjects. It has been shown that non-intellectual factors can be measured, but that their relation to school achievement has not been determined to the extent that an adequate statement can be made concerning the relationship between interests and achievement at the high-school level. The experiment reported was designed to provide such a statement.

The subjects of the experiment were 455 high-school boys enrolled in the college course in ten high schools of metropolitan Boston. All the subjects of the experiment were taking the same courses, namely, English, Latin, French, geometry, and algebra. The marks obtained by the boys in their regular school work were used as the criteria of success in the courses, and an average of these marks was used as the criterion of average scholastic success.

The following conclusion was drawn: Interests, general and dominant, traits of personality, and individual intelligence may be measured, but a knowledge of none of them can be used profitably in the prediction of school success. Therefore, it appears that the investigator would spend his energy to greater effort by turning to more promising measurement techniques than the interest inventory, and the teacher and counsellor would turn to other means than the interest inventory for the purposes of educational prognosis.

Gunn, Mary Agnella. *A Technique for Improving Basic Skills in English in High School.* University of Iowa. Iowa City, University of Iowa, 1934. 40 pp. (University of Iowa Studies, New Series, No. 266. *Studies in Education*, Vol. 8.)

The status of instruction in English on the high-school level has been justly subjected to searching scrutiny in recent years. Analyses have revealed important data regarding various aspects of the problem, including the objectives of Eng-

lish teaching, the content and organization of courses, the methods, the equipment and materials, the failures, and the causes of failures, and the training of teachers. Of particular interest are the studies regarding deficiencies of high-school pupils and college freshmen. Significant among the causes of failure is incompetency in certain of the basic skills: first, the ability to write correctly, that is, to write grammatically, to spell accurately, and to punctuate in accordance with good usage; second, the ability to understand the meaning of words; and third, the ability to get the author's meaning from the printed page.

Only a few constructive schemes have been presented; these are partial in one of two ways. Either they are inadequate in content, being concerned with only one of the skills, or they are partial in scope, being concerned with only one grade level. No study has attempted a comprehensive scheme of instruction giving training in all of the basic skills on each of the several high-school levels.

A modern school of pedagogy contends that the development of the "whole child" is best accomplished by the subordination of the school subject to a main unifying experience. When sufficient need for any skill arises, the child spontaneously becomes desirous of that skill. But no organized program for teaching the fundamental skills exists, however, and much of the learning is supposed to take place incidentally.

Several reasons exist for dissatisfaction with such a philosophy, which makes no definite provision for mastery of essential tool subjects. In the first place, experimental evidence points to the conclusion that the results of incidental learning are inferior to those of directed learning. In the second place, teachers themselves supposedly equipped for their work have been shown to be inept in many of these basic skills. In the third place, the children themselves have only a limited ability to proofread their compositions. Experimental evidence seems to indicate no high degree of efficiency in proofreading on any level. In the fourth place, incidental teaching involves real, painstaking effort on the part of the teacher in order to accomplish the various objectives. It is hazardous to assume such effort on the part of the average teacher.

The present situation in regard to training in the basic skills in English demands a well-directed, systematic mainte-

nance or drill program in addition to motivated learning. The main objective of the present study was to devise such a program providing practice in the three basic skills in English and establishing through the entire junior and senior high school the necessary continuity of drills.

The findings of various scientific analyses were used in helping to determine what should be the content of these drills; that is, the vocabulary and spelling words to be included, the punctuation situations and the grammatical usages which are most frequent and of most social utility. These exercises were constructed with the aim of giving sufficient practice to insure skill in handling those items which were essential and salient.

The procedure followed in this study consisted of three steps. The first step was to obtain a preliminary survey of the abilities possessed in correctness, reading, and vocabulary on the several grade levels by giving in September a battery of four tests to each pupil enrolled in the classes in English from the seventh to the twelfth grades. The second step was the administration throughout the school year of the drill exercises. It was determined that a part of one period a week should be devoted to these exercises. The third step was the repetition during the latter part of May of the same preliminary battery of four tests, using, however, another form. The September and May scores were used as a means of measuring the efficiency of this technique and materials.

The results were as follows: In dictation there was a decrease of 74.7% in number of errors in spelling and punctuation. In reading there was an increase in proficiency of 40.8%. In vocabulary there was an increase in proficiency of 26.4%. There was a marked increase in ability in every grade measured.

Drill on correctness was effective throughout the junior and senior high schools. Skill in reading showed an increase throughout the junior and senior high schools. Drill of specific word lists seemed not only to improve greatly the command of those particular materials, but also to improve knowledge of words on which there had been no drill, as a result perhaps of encouraging "vocabulary sensitivity". The drills seemed to stimulate a healthy emotional tone and a desire among the pupils to improve their own previous record on

these skills. There was also an apparent carry-over into the pupils' compositions of improvement in the choice and variety of words and of improvement in general correctness.

The final definite conclusion is, then, that the three basic skills, correctness, reading, and vocabulary, can be improved by direct drive such as the one set up in this study. It is highly reasonable, therefore, to recommend that throughout the six grades beginning with the seventh, of training in English such drill work be continued.

Bailey, Harold Moore. The Relative Teaching Efficiency of Liberal Arts College Graduates and Teachers College Graduates in the Secondary-School Field. Pennsylvania State College, 1934.

Ever since the state teachers colleges began to prepare teachers for the secondary-school field there has been a dispute between them and the liberal arts colleges of the state as to which type of institution does the better job of preparing teachers for the secondary schools. In an effort to secure an answer to this question this study was undertaken.

Questionnaires were sent to high-school principals in every county of Pennsylvania. On one questionnaire the principals were asked to list those teachers who had been out of college more than one year and not more than five years, to indicate by an L or T from which type of college the individual had graduated, and by a plus or minus sign whether the teacher in question was above or below the average in teaching ability.

On a second questionnaire the principal was asked to rate each teacher of more than one and not more than five years' experience on five points, any one of five ratings being possible on each point. These points were as follows: (1) Sound and broad knowledge of subject matter. (2) Command of methods and techniques necessary to handle classroom situations skillfully. (3) Disposition and ability to pioneer in pedagogical matters—progressiveness. (4) A pleasing personality which wins respect and confidence. (5) Ability to secure results in form of desirable reactions and pupil progress.

A third questionnaire was a return postal card which at-

tempted to discover the high-school principals' personal preference.

The results of all of the questionnaires show a well defined advantage in favor of the liberal arts college as the training institution for high-school teachers.

The second questionnaire showed a superiority in the matter of method on the part of the teachers college graduate.

Since the most pronounced superiority in liberal arts training seemed to lie in a knowledge of subject matter and the most pronounced superiority in teachers college training seemed to lie in a command of method, and yet since all questionnaires gave a definite advantage of liberal arts training, it would appear that in the minds of the principals making the rating a knowledge of subject matter is a more important and useful tool than a command of method.

The results of this study indicate that if it is necessary to choose between the liberal arts college with its emphasis on subject matter and the teachers college with its emphasis on method, the former institution is the more desirable as a teacher training center. Therefore the ideal teacher should have a substantial and comprehensive background in both.

Decker, J. Clarence. Student Participation in School Government in the Junior High Schools of New York State. A Study of Status. Syracuse University, 1934.

This thesis is an attempt to determine the status of, and to secure suggestions for the management and functioning of, student organization in Junior high school. The study covers the junior high schools of New York State. No attempt is made to establish modes or other central tendencies. Any attempt at evaluating procedures is studiously avoided not only in setting up the questionnaires but in interpreting the result. The data for this thesis were obtained by questionnaires. A three-page questionnaire was sent to every registered junior high school listed in Handbook 24 issued by the University of the State of New York.

In 87% of the schools included in the preliminary survey, student participation is either encouraged, assisted, or re-

quired. In by far the largest number of schools reporting, ninety to 100 per cent of the teachers and pupils are wholeheartedly coöperating with the student government organization.

Student government organizations are sponsored or supervised very largely by junior high-school teachers. Next in order of sponsorship is the principal himself.

More than half of the schools reporting have had student government organizations in their school for more than four years. In eighteen schools the organization had been in existence for nine years and over. The infrequency of veto on the part of the school principals and others who possess it would indicate that on the whole students use good judgment and have proved very conservative and sportsmanlike.

To set high standards of character and performance, codes of ethics are frequently adopted by both the schools and the individual units in schools. The ideals set forth are kept before the minds of the pupils by awards and discussions and publications.

Gessford, Margaret. Social Effectiveness and the Leisure Time Activities of Junior High-School Girls. George Washington University, Master of Arts, 1935.

The purpose of this study is to discover the relationship between the social effectiveness of junior high-school girls as rated by their teachers and their classmates and the activities in which they engage outside of school hours.

Does social effectiveness determine, in any way, the choice of leisure time activities? Do leisure time activities affect the social effectiveness of junior high-school girls? Can the junior high school do anything about developing the leisure time activities which contribute to social effectiveness, if any do? If so, how can it help? These and like questions come to mind when administering the extra-curriculum activities program of a large city school.

The problem is a pertinent one, since it treats of a phase of character education which is in the educational spotlight at present, and which is receiving the attention not only of the

educator but of the layman as well. Practically every school has some type of a character education program. A study closely related to this present one is that of Unzicker, whose doctor's thesis, *A Study of Citizenship Traits in the Junior High School*, is concerned with listing desirable traits of junior high-school pupils and with working out a usable scale of certain traits upon which to grade pupils in social and work habits. These grades indicate the social effectiveness of the pupil graded. The list of traits that Unzicker compiled is used in this study to measure social effectiveness. There are many other studies on leisure time activities and on personality. The writer, however, has not been able to locate any study treating of the relationship between leisure time activities and social effectiveness.

The materials and methods used in this present study were the following: A questionnaire on leisure time activities was given to all the girls enrolled in the ninth grade of Hine Junior High School, Washington, D. C., in April, 1934. A social effectiveness rating sheet was then issued to all teachers having ninth grade classes. On the rating sheets were the names of all ninth grade girls. The teachers were asked to rate on a five-point scale all the girls they knew well, in each of the ten traits on the scale. The average of the ratings of each girl by the teachers was the teacher-social-effectiveness rating of that girl.

After obtaining the teacher-social-effectiveness rating of each girl the next step was to get the rating of each girl by her classmates. To get this information, questionnaires in a simpler form were issued to all ninth grade girls. Instead of listing ten traits it was decided to list ten questions, each question naming or explaining a trait on the original scale. Sample questions on the social effectiveness were, Is she courteous? Is she dependable? Does she respect the rights of others? Each girl was rated by from none to twenty-one pupils, the median being ten. The correlation between the social effectiveness ratings of teachers and pupils was then computed by the Spearman method of ranks and was found to be .55. McCall in his book, *How to Measure in Education*, states that a correlation of .55 is a substantial one. A composite rating was then obtained for each girl by averaging the teacher and the pupil rat-

ings of that girl. This composite was accepted as the girls' social-effectiveness-rating.

For each group: 1. Group based on teacher rating, 2. Group based on pupil rating, and 3. Group based on composite rating—a graph was made showing the distribution of the girls. Then the leisure time activities of each quartile of each group were tabulated and the relationship between the quartiles studied. There were differences among the quartiles but no significant differences between the relationship of the teacher-rating and pupil-rating group were noted. There were negligible differences between these first two groups and the third, or composite, rating group. Since the third group is based on the composite rating, the differences between the quartiles of that group in their relation to leisure time activities will be the one reported here. Before discussing the relationship between social effectiveness and leisure time activities of the quartiles, a general survey of the leisure time activities of the group as a whole is presented.

The group as a whole was composed of 177 ninth grade girls in a large city junior high school. The age was 13/0 through 17/10, with the median at 15/2. The intelligence quotient range was 78 through 132, with the median at 101. The great majority of the girls were daughters of American-born fathers with English the language of the home. A few of the girls were from Jewish homes. Their economic status was that of the skilled and semi-skilled on the socio-economic scale. For the week preceding the one in which the questionnaires were made out, the girls had an average of \$1.13 spending money. Most of them received enough to permit them to go to the movies at least once a week. In practically all cases the father was employed.

After studying the questionnaires in several theses on leisure time activities and interviewing students as to how they spent their leisure time, the questionnaire used in this study was made and given to all ninth grade girls. The results are here summarized. Most of the girls went to the movies once a week. The majority of the parents never censored the movies. The girls rarely went alone. More than half seldom went to parties. They seldom took part in social games like cards. Over a third never had dates with boys, and over a quarter seldom had. Almost all had special chums of their own sex. They

visited often with friends. Three-fourths read a great deal, especially newspapers. Almost half the girls seldom wrote letters. Only about one-seventh took music lessons. Most participated in out-door unorganized activities. Most listened in on the radio every night, especially to music. Most of them often went motoring with family and friends. Three-quarters of them belonged to some religious organization. Most of the girls said that if they had more time they would like to take more part in athletic and social activities.

Having dealt with the leisure time activities of the group as a whole, let us see the relationship between these activities and social effectiveness as indicated by the quartiles of the group arranged on the basis of the composite social effectiveness. Group 1 has the highest social effectiveness rating, and Group 4 the lowest. The intelligence quotients of the groups from 1 to 4 are respectively 104, 101, 98, and 100. The chronological age increases from 1 to 4—14/9, 15/1, 15/4, and 15/4. The economic status of each group is the same. Fewer girls in 4 go to movies only once or twice a month than in any of the other groups, and more in 4 go once or twice a week. The movies which 4 attend are censored less by their parents. Perhaps the parents of girls with the highest social effectiveness concern themselves more with the type of entertainment their daughters attend. More than twice as many of the girls went to dances once a week or oftener in 3 or 4 than in groups 1 and 2. The girls in all groups seldom went to parties. The great majority favored a mixed crowd. More of the girls in 3 and 4 had dates with boys. There seems to be little relation between the social effectiveness of these girls and their reading habits. More girls in 4 never wrote letters, but more girls in 4 than in the other three wrote poems. Almost half the girls taking music lessons were in group 1. More girls in group 1 actually hiked than in 4, most of the latter just going out for a walk. Group 1 had twice as many in athletics as in parties, group 2 only half as many, group 3 one-third as many, and group 4 one-half as many. A larger per cent of group 1 than of any other group belonged to clubs outside of school. More of 1 than of any other belonged to church. More girls in 1 mentioned two or three activities as favorites.

The trend of the data in this study indicates that the relationship between the social effectiveness and the leisure time

activities of the pupils with whom it is concerned is slight. Moreover, participation in certain activities tends to develop certain traits, and possession of these traits tends to lead the individual into those activities, a circular, not directly causal, relationship.

The school must take the responsibility for directing and influencing the tastes and appreciations of its pupils. It must steadily continue to build them up in the face of strong opposition of the agencies engaged in the work of vitiating the tastes of pupils and destroying their ideals. It is obligated to provide opportunities for opening up to all of its girls, especially to the less social ones, as many leisure time activities as possible, particularly in the field of athletics and sports, and to coöperate with agencies working toward the same end.

Digests

from

Professional Periodicals

A PROGRAM FOR PEACE EDUCATION

By JOHN J. DEBOER

From *The English Journal*, April, 1936, pp. 256-292
Published by the University of Chicago Press,
5750 Ellis Avenue, Chicago, Illinois

Who are the war-makers? Certainly not those who must do the fighting, because every great power finds it necessary to draft its armies. Those who must be destroyed obviously cannot be consulted in the matter. Nor it is likely that their wives and mothers, their sweethearts and children, make the wars.

Walter Hines Page's letter to President Wilson prior to our entry into the World War, in which he intimated that American loans to the Allies would not be safe unless we went into the war against Germany, gives us one important clue to the problem. The findings of the Nye committee relative to the incredible profits of the DuPonts and the other munitions-makers during the war gives us another. The letter of one member of a Congressional committee on military affairs to the presidents of three munitions corporations, explaining that a Congressman must have other sources of income than his salary as a Congressman, gives us another.

The school must undertake its program of peace education now—in time of peace. It must do intensively, single-mindedly, with the determination that it will attain that objective even if it fails in all others. In fighting war, the school is fighting for its very life. When war comes, the school is no longer a school; it is a pathetic tool of the propagandists. When the war is over, it will be crippled by decimated budgets

in an economic crisis compared to which the present collapse will seem like a Roman holiday. It will be called upon to salvage the wrecks of wartime horrors. Starved, emaciated children, who need food before they can be given schoolbooks, will be the pupils of the post-war school. And, as for academic freedom, without which the school has no claim to self-respect, the Fascism which created the war and which will utilize the war frenzy to remain in power will destroy the last vestige of disinterested pursuit of knowledge.

Both from the standpoint of its inherent function, then, and from the standpoint of self-preservation, the school must fight war now with all its resources. War destroys health, sanity, and that sense of brotherhood among human beings which is essential to an enlightened society. The school has an enormous stake in the preservation of peace, and it must throw its magnificent strength into the battle against war if it values its own existence. It must help to stave off the war menace long enough to make the outlines of a just society possible—a society in which war is not needed to keep a crumbling economic system alive.

First on our programs, therefore, is the development of the idea that a good citizen demands peace of his government, just as he demands that his government promote the health of the community, that it promote education, that it stamp out crime. To accomplish that aim, the school must cease portraying war as glorious, as a great adventure. War must not only be exposed as an enemy of society, as a horrible imposition upon its citizens, but as a dull, uninteresting, gruesome interference with the happiness and the ambitions of youth. The grand habiliments of war must become the symbols of national tragedy.

Second, the youth must have all the facts about war. Youth must know that the propagandists, the industrialists, the financiers, and the politicians who make war are glad to stay out of it themselves and reap the profits of the war business at home. The facts brought out by the Nye committee relative to the enormous profits of the munitions-makers must be in the possession of youth. Our pupils must know that our own War Department sends out battleships as floating displays for ship-builders who want to sell the instruments of death to our potential enemies. Our pupils must know that when they

are called upon to kill and to be killed, their bellies may be pierced with shrapnel that has American trade-marks stamped upon it.

Third, youth must have the opportunity to discover the relation between our competitive system, with its struggle for foreign markets and its far-flung financial intrigues, and mass slaughter in war. Why should our schools continue to be hermetically sealed against the information which all intelligent adults possess about the economic backgrounds of modern warfare? A peace program must involve the cessation of propaganda for special interests; and it must insist upon the free traffic of ideas and the dissemination of information about the most crucial issue of modern times—the development of armed capitalism and its inevitable culmination in war.

Fourth, the youth must be taught that war cannot be conquered by pacific intentions. War can be conquered only by militant fighting against war; by making the country as unsafe for war-makers as it is for individual murderers. If the school is to be, in fact as well as in theory, a citadel of civilization, it must become a training-ground for the recruits in the war against war.

Fifth, the youth must be made proof against war propaganda by means of intelligent analysis of that propaganda. They must be trained to detect propaganda and to discover the relation between the sources of information and the self-interest of those in control of the sources.

Sixth, the school must endeavor to cultivate in youth a passionate devotion to the anti-war movement. It is a significant failing of the average graduate of the American high school that he is lacking in some strong social purpose more far-reaching than his own immediate future. Perhaps the cause lies in the disappearance of the powerful motives of an earlier period of individualism, and the absence of a strong social drive in the modern environment. In our period of transition, social motivation is in stalemate. The great danger is that, in the absence of any other strong social appeal, the youth will respond to the demagoguery of the rising Fascist movement.

The apathetic, purposeless existence of the youth of to-day is neither normal nor wholesome. Man's best powers come to

expression when they are called forth by some great cause to which he will give himself. The neurotic, self-commiserating, ineffectual person suffers from excessive preoccupation with himself as an individual, and needs to throw himself into a task or movement which looks to the emancipation of the larger group—emancipation from ignorance or suffering or oppression. No more compelling or satisfying cause demands the unselfish surrender of youth to-day than this war upon the exploiters and the war-makers.

In such a program all the devices of the war-makers in arousing the warlike emotions of the people must be anticipated. We should follow the practice of the physician, who, in order to immunize the patient against a certain disease, inoculates him with a serum that will induce a mild form of that disease. We must be prepared to employ the various forms of propaganda used by the war-makers in order to expose vicious fallacies underlying them. We must so organize the instruction that the learner will discover of his own accord the varieties of deception practiced upon the public. We must encourage attendance upon jingoistic movies and newsreels in order that we may expose them in the photoplay appreciation hour. In short, we must get pupils to impose upon themselves the discipline of original thinking on the specific questions raised by the war issue.

Peace education is a problem of educational engineering. It cannot become an actuality if it remains a vague general objective. It must become embodied in a concrete curriculum in which the whole school shares. It must become a campaign coöperatively managed by faculty and students.

Before we can expect the inauguration of a genuine peace program in the schools, it will be necessary to educate the body of American teachers in the science of maintaining peace. To that end such organizations as the National Council of Teachers of English should launch a campaign of enlightenment through the passage of resolutions and the widespread distribution of literature among all teachers of English. It should make a systematic study of ways in which the teacher of English can assist in the preparation of the youth for intelligent participation in the war against war. The issue is upon us now. If catastrophe should come upon us in our own life time,

it should not be because we were remiss in our responsibility to our country or to civilization.

There we will be blood on our hands if we do not speak out. Even now the war-makers are plotting against the lives of the young people in whom we are trying to develop the arts and attitudes of civilization. Seeing this, we cannot keep silence without sharing in their dreadful guilt.

THE ART OF ASSEMBLY

By AWANA SLAKER-JAMES

Condensed from *The School Executive*, March, 1936, pp. 262-263.

Published by the School Executive Magazine Company,
Lincoln, Nebraska

Skill in the art of assembly is one of the greatest educational needs to-day. Organization is the keynote of the hour. Innumerable organizations are trying to function, but are handicapped because the members have not learned to use the tools indispensable to their purpose. There is enough intelligence and energy enlisted in the great voluntary societies of this country to solve the greater part of our social problems, but, as a rule, these societies are not more than forty per cent efficient.

The study of parliamentary law should be made compulsory in every junior high school. Pupils can be taught how to secure the floor, how to make a motion, how to take the vote, and the simple rules governing debate with the same degree of certainty that they can be taught the early processes of elementary arithmetic—they are quite as indispensable for the many-sided phases of life that await them.

When the primary forms have been taught and practiced until they become second nature, high-school students naturally desire to continue orderly and dignified conduct in their regular meetings; these are logically followed by duties of officers, elections, committees, and a certain amount of drill in subsidiary motions. When the main motion has been really mastered and a degree of assurance gained, subsidiary motions (which comprise the only real difficulties in parliamentary law) lose their terror. Then in college, studies of constitutions and by-laws, with manner of adopting and amending them,

will provide suitable and interesting demonstrations of many of the principles of government. Such students, familiarized with the forms and customs prevailing in legislative bodies, would thus become intelligent observers of current history.

The necessity for teaching the *Art of Assembly* in the schools is becoming widely recognized, but serious and peculiar difficulties present themselves. The outstanding difficulty is the lack of qualified teachers. It is impossible to prepare instructors to teach any great art—especially an art that represents the very flower of Anglo-Saxon civilization—by giving them a short course. Numerous attempts have been made to introduce the subject in grades and high schools, and in most instances the subject is being taught by teachers without training or experience. They are teachers who have been given a book and told to teach from it; they are teaching up to the limit of their own knowledge. This will continue until our colleges and teachers' training institutions provide comprehensive courses in procedure and its application to all community activities.

The study of parliamentary law will train intelligent and efficient members of organizations. In connection with forensics, it will make orators. Parliamentary law, together with the study of government, will make citizens. The three combined will result in statesmen. Business, professional, and educational groups, as well as students are eager for better procedure. They want simple and concise forms that are easily understood, because they realize that only by the application of recognized rules can efficiency, justice, and courtesy be made to prevail in deliberate bodies.

Most of the problems that engage the attention of our legislative bodies can be found in embryo in the voluntary organization. When you participate in enacting a law, you gain a vision of the meaning as well as the form of law. When you administer a law, you learn that it applies to all alike—not one rule for your friends and another for your foes. You learn that the true spirit of democracy lies not in "I'm as good as you are," but in "You are as good as I am." In other words: Justice and courtesy to all, which is one of the foundation stones of parliamentary law. These are the things that are engendered and practiced in the voluntary organization and

make it one of the best training schools for righteous citizenship available.

The right of peaceable assembly is the cornerstone of free government. It is the priceless heritage achieved by our forefathers. Only by utilizing its blessings and rallying to its defense can we prove worthy of the gift. Only through *The Art of Assembly*, which is the *spirit* of the assembly and the vital flame of democracy, can government of the people be perpetuated. Such a course as we plead for will lead our youth straight to politics—the politics whose function is adapting the divergent interests of the community to the highest interests of the whole.

RADIO AND FREE SPEECH

Editorial

Condensed from *The Journal of Education*, March 16, 1936, p. 161.

Published by the New England Publishing Company,
Six Park Street, Boston, Massachusetts

If freedom of speech is to remain a reality in the United States, something must be done to break up the centralized control of radio—or to limit that control in such manner as to leave this newly developed channel of speech clear of monopoly.

If the National Broadcasting Company and the Columbia Broadcasting System happen to agree that there shall be no political broadcasts over their stations until after the national conventions—the doors are effectively closed—as is even now the case.

Nothing but a sense of decency and fair play prevents the bureau in Washington which licenses radio stations from decreeing, one day, that speakers who are hostile to the party in power shall be barred from broadcasting. How far, even now, are the broadcasting chains influenced by political considerations in their shaping of rules and policies?

Monopoly of the means of communication can never be safely permitted in a nation which cherishes the right of free speech—a right which is itself one of the strongest safeguards against dictatorship with its brood of propaganda.

In view of the enormous influence of radio, its regulation should be distinctly non-partisan, definitely moulded by con-

siderations of educational as well as entertainment outcomes, and by awareness of the constitutional guaranty of free utterance regarding public issues.

Digests

from

Lay Magazines

TO SEE WHAT'S OVER THE HILL

By T. D. YOUNG

Director, Rotary International:
Association for Great Britain and Ireland

Condensed from *The Rotarian*, April, 1936, pp. 10-12, 47-48.

Published by Rotary International,
Chicago, Illinois

Youth Hostel associations have now been organized in no less than seventeen countries. In a word, it may be said that the movement represents the desire, as old as mankind, to see what's over the hill—to travel to the place where the rainbow comes to earth—youth's perennial urge to break away and to go out and beyond. More than that, perhaps, it is a movement away from the restrictions of cities and formal, mechanized existence, to the greater freedom of nature. When you were small (perhaps even yet) you liked to go to the woods, didn't you? Well, so do most of us, no doubt. And these youngsters in Europe and now in America, are doing it. To the woods and the mountains and the rivers whenever the air is pure and the scenery sweet and clean.

A hostel is not exactly a hotel, but it serves the purpose. Each has a common room, usually with a fireplace, especially used for evening gatherings. Each has cooking facilities, and separate dormitories and washing and toilet facilities for boys and girls.

The cost for a night's lodging is twenty-five cents or less. This includes bed and blankets. But each guest must provide, or rent for the night, a "schlafsack." This is a kind of sleep-

ing bag that is really only a couple of half-sheets sewed together at the bottom and provided with tie-strings.

Each guest provides his or her own food, usually buying it locally so as not to overburden the rucksack which every wanderer carries. It is cooked and eaten in the hostel. Each hostel is in charge of resident wardens: usually a man and his wife who have a flair for young people.

The rules in hostels are few and simple. There is no service. You help yourself. Conduct must be orderly, but there are few police-like "musts". Smoking and alcoholic liquors are prohibited. You are not supposed to stay more than one night at the same hostel, but if there is no incoming rush, it is all right. People above eighteen, except members, are not ordinarily received as guests; and in many cases, those who are younger have first call. The one ironclad rule is that the guest must leave his lodging neater than he found it, if possible.

To-day, these hostels are so numerous in several countries of Europe that it is possible to arrange an easy itinerary and spend every night at one, touring weeks at a time in this exceedingly economical and delightful way. A hostel usually is to be found near every scenic center.

Hostels originated in Germany almost a quarter of a century ago. Richard Schirrmann, who generally receives credit for the idea, was a young schoolmaster in Altena, Westfalen. He liked to get out with his pupils and take long hikes—and sometimes they wished to stay the night. But usually there was no way for them to do this simply and cheaply.

So Schirrmann made a beginning in his own community by fitting up sleeping quarters and a kitchen in the attic of his school. He invited hikers from other places to use the quarters at will. The idea was so well received that the town fathers fitted up the disused Castle Altena for the purpose, and asked Schirrmann to carry his idea further. That was the start. The idea did not spread like wildfire at first, but great growth came after the World War. By 1922 there were no less than 1,400 hostels, and more than a million guests. In 1934, the number of hostels was reckoned to be 2,600, and the number of guests, 4,500,000.

Last year the first hostel was established in the United States at East Northfield, Massachusetts. Almost overnight, a "loop" of thirty-six hostels or "hikers' inns" were established along a four-hundred-mile trail through the White and Green Mountains of New England. It is expected that more loops will be organized in other parts of the country—especially in regions with historic as well as scenic interest.

The hostel movement stimulates additional travel by youths who would not otherwise find it possible to go. These youths are increasingly becoming international visitors. They are learning, one by one, that national boundaries are imaginary lines, and that human beings on one side of such a line, fundamentally, are pretty much like human beings on the other side, a fact that pleases them.

The significance of this travel movement of young people, especially when they go from one country to another, is hard to estimate exactly. It is obvious, however, that it cannot help being a factor in promoting international understanding and good will. A member of the International Labor Office said last year that in his opinion it was doing more for world peace than the League of Nations. At the International Youth Hostel Conference in England recently, Ramsay MacDonald stressed the idea that with youth of various nations becoming acquainted, many international danger spots might be removed.

The immediate effect of the movement, of course, is to instill and strengthen a love of nature and the out-of-doors, and to implant a desire to keep it beautiful. In health, in vigor, and in happiness, this movement is yielding immense dividends already. If a by-product is international understanding and peace, it may come about (as so often it does in social as well as commercial enterprises) that in the long run the by-product will be the most important product.

UNDER THE MUSICAL CRUST

By JACQUES JOLASCondensed from the *North American Review*, March, 1936, pp. 99-107Published by the North American Review Association,
597 Madison Avenue, New York City

I had better admit at the outset my firm belief that the standardization of "music making" throughout this country should be smashed. The selling pressure of business interests, the million-dollar gate, the activities of great trusts of concert concerns, the insidious existence of commercial musical papers, and, above all, the mistaken search of the vast majority of students for a "career" should be wiped out if music is to be permitted to take its place as a fragile art. The noisy stampeding towards making this nation "music-conscious" is not in line. Ballyhoo has no place in an art which is primarily an intimate experience. Provinces now looking toward New York for their musical wares should dig instead into their own soil, for a really musical community demonstrates its worth and value by what it can produce itself.

The life of the barn-storming musician is to-day still a lure to thousands of students filling the music rooms and conservatories from coast to coast. That this sort of career is a racket, intricate and pitiless, stretching its web through the salons of the great cities, studios, offices of managers, radio stations, music houses, music papers, and music clubs seldom dawns on the student himself, nor on the influential musical hostess as she sheds her evening wrap, assorts her dinner guests, and blandly peruses the program and appraises the people around her.

The stories of the monarchs of the concert field are of all too common knowledge to the music student. Nor do the reports of the delirious audiences, special trains, and fabulous fees fail to swell the ranks of those striving for an unattainable career. Never in the history of the world have there been such huge sums devoted to the cause of music. The world has never seen an effort on so gigantic a scale to persuade and cajole a nation toward a love of music. Yet the unknown artist, because his ambitions have been directed too high, waits in vain to be heard. In all honesty, he cannot even hope to make an adequate living out of his adopted calling.

In the schools an army of supervisors teach the young the first mysteries of an art; but how few realize that it is not enough to know the bare rudiments and facts about a subject in order to instill curiosity and love! A magic that defies rationalism becomes chained to verbose inanities that seek to explain imperishable works in yokel terms. Yes, music is being sold in a thousand devious ways: it is being canned in factories; it is being shouted from the roof-tops; it is being put at the service of selling the fair name of a city; yet, incredible as it seems, music still goes on her way, softly humming a lonely tune.

I have said that the false search of the student for a national career is a menace to the real development of music. It is not unlike the false hopes of many a college student that his "education" will, of necessity, make him a master of men. Suppose we trace what happens to the student under present conditions, to the so-called "extraordinary talent" which follows the imaginary road to glory. Back in his native town, carefully fostered by an admiring teacher, he is the apple of her eye. She trots him out for every contest. He finds a wreath of adoring local melody-maniacs at his feet. He has made the society column. One meets him everywhere. In every home he carries his nostalgia, straining to get away, and with only one thought, the big city, the great teacher, the debut, and then (although he does not know it) oblivion.

I recently encountered a nest of fledglings from one of the endowed schools, sent out under the careful tutelage of a chaperon to give evidence of a music meticulously learned and stunningly performed. But what of it? Where will they find their audiences of the future? The sheltered years of study are soon over. Each season sees a few, sometimes great talents launched on their careers through the protection of some endowment which gives them the fame of a sensational start. There are hundreds of others besides who indulge freely in New York recitals, carrying the enormous financial burden themselves or, if lucky, backed by rich believing friends. Studios in Carnegie and Steinway halls and others are haunted by the sad-eyed throng, persistently in quest of the master who will perform the miracle for them. The instrumentalist is at the mercy of innumerable teachers, claiming this and that as a

particular achievement toward perfection, and more often than not baffling the poor bewildered student.

But there is something emerging beneath the tragedy of all this. The provinces are coming back into their own. They contain vast resources of inherent talent and a fermentation of natural musical desire. Up to the present moment, there is an all-engrossing dependence on the metropolis, on its orchestras on the scope of its opera, and a perpetual emphasis on big names and stars. All of this is misdirected energy, but it accounts for the failure of the provinces up to the present to evolve their own salient musical life. Fortunately, the encouragement offered to local musical development by some of the large foundations is helping to effect a hopeful change.

The comparison with the provinces of Europe is inevitable. Over there, towns of less than one hundred thousand inhabitants successfully support their own symphony orchestras, operas, theatres, choral organizations, besides ventures in chamber music. They have audiences which have come for years as a matter of course. Yet I seriously question that these audiences are more discriminating or intelligent than American audiences in similar communities. In fact, the American audience insists upon a higher standard of performance. The young musician in this country who is content to abandon the "glorious career" for hard work and better coöperation with his community will find a rich solace in his older years. Rather than start from the outside in, he should build from the inside out. He should abandon the plan for huge events and work modestly and without gesture. Let him build a local field for the young and highly talented performer who is begging to be heard, and whose music would give pleasure equal to many performances given by big names of the musical world.

If the musician will really look over his local field, it will be surprisingly easy for him to find his players and his singers, enough of them to permit going out of the beaten track and exploring the vast library of chamber music, song, and opera. In working toward a more informal, spontaneous, and intimate conception of music, we can do the most effective thing to fight its present curse of standardization and ballyhoo. The would-be barn-stormer of the past, and the musician with his eyes still foolishly cocked toward Carnegie Hall and wor-

shipping crowds can surely find in the provinces fertile soil for ability, courage, and imagination.

I am not speaking of a wishful dream of my own; I am speaking of things I have both heard and seen, of something which is growing up independently of the great cities of the East; I am speaking of something which will in time thrill to the lonely beauty of music rising in its own strength, and disengaged from names. This, I think, will be the true musical life of America in years to come.

FAMILIES OF MINDS

By WILLIAM LOWE BRYAN

President of Indiana University

Condensed from *The American Scholar*, Spring, 1936, pp. 212-215.

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145 W. 55th Street, New York City

There are no closer affinities between men than the affinity between men of exactly the same family of minds, as for example, two mathematical physicists, one of India and the other of America, or two mystics, one a Buddhist and one a primitive Quaker. There are no more profound misunderstandings and no more incurable hostilities than between men even of the same race who by temperament and life-work belong to disparate families of minds.

Now the school is the domain of the scholar. The school is dominated not exclusively but prevailingly throughout by the scholar family of minds. This is probably inevitable and justifiable. The first lessons in the school are set by an older to a younger scholar. These first tasks lead straight up to the great departments of scholarship: mathematics, geography, grammar, philology, history, etc. Even when the materials of study are works of art, most of the work, better and worse, when done in school, is work of the scholar kind and not of the artist kind. The child is directed to study the poem, to analyze it, discuss it, write about it, perhaps parse its words. The man is directed to write a doctor's thesis about it.

I have no quarrel with this. It is justifiable, necessary. But when all is done with a poem that can be done by the method of the scholar, something essential remains to be done

by the method and in the spirit of the man who wrote the poem. In a sense it is true that to read a poem is to make it. The scholar who visits the school will see that most of the work there is on the way to his kind of scholarship. But the poet who visits the school will find that most of the work, even with his poem, is not on the way to his kind of mind. The poem as it was born and grew in him is not there.

I would not, if I could, deny to the scholar of any sort his right to study and teach any art in any way he chooses but in my view if art is to come quite rightly into the school it must also come in the mode and spirit of the artist family of minds. This cannot come easily. No important work of art can be known except by some such strenuous work as the artist did when he made it. This strenuous work, however, is not done for the purpose of writing a thesis but in order to interpret the work in its own form. The best thing to do with a song is to sing it. The best thing to do with a lyric is to read it. The best thing to do with a play is to play it.

The teacher and the young people have tasks of immense difficulty and of absorbing interest in finding the way to the interpretation of these works of art which unite the greatest thought with the most profound emotion. Only superficial consideration could regard such study and interpretation as less virile and austere than that of the scholar's method with the same works of art. There is no labor more passionately strenuous than that of the writer of a great play or of one who finds his way to an adequate interpretation of it.

We are in the midst of a renaissance of the drama. In school, in church, indoors, out of doors, our folk are finding that they can find life and express life in this supreme form of art. The scholar and the philosopher will go on with their inevitable and necessary tasks, but more and more the artist will lead his share of the people into the kind of world which the artist creates.

ALL THINGS CONSIDERED

By HOWARD VINCENT O'BRIENCondensed from *The Chicago Daily News*, May 4, 1936

Pondering over the monthly report card brought home by my younger offspring I feel impelled to offer a suggestion for the betterment of educational methods.

One trouble with the schoolmaster is that nobody ever talks back to him. Men in other walks of life are constantly under a fire of criticism from customers and competition. The teacher spends his days talking down to listeners who are either incapable of contradiction, or are forbidden to attempt it.

The result is that unless a schoolmaster has an unusually healthy sense of proportion, he tends to acquire a sort of Jehovah complex. His pronouncements are *ex cathedra*, and it becomes heresy for anyone—let alone his pupils—to question their authenticity. When he declares that his charges are lazy or indifferent, uninterested or moonstruck, morons or cursed with original sin, the words come from a mountain top, embodying all the law and the prophets.

As an antidote to this Olympian habit of mind I would suggest that the pupils be encouraged to make monthly reports on the teacher. Beyond doubt a great mass of nonsense would result, but in the mess a few nuggets of real helpfulness might be found.

It is possible that these nuggets would be disconcerting and that they would infuriate a certain sort of teacher. That sort, however, is the sort which has no business to be teaching. Places now occupied by this sort could be filled by the sort that is willing to learn as well as teach.

A friend of mine who operates a large string of restaurants spends most of his working days in circulation among the patrons, listening to what he can hear, always on the alert to pick up trifles of dissatisfaction. He says that it is not the big things which make inroads on his cash register; it is the sum of little things.

I am confident that if a teacher were to ask his pupils to make regular reports on himself he would discover that many unsuspected details were blocking his effectiveness. Habits of dress, mannerisms of speech, intonations of voice—would be

revealed to him. And I think he would find that a considerable number of pupils upon whose cards he had been accustomed to make the notation, "uninterested," would come back at him with the word "uninteresting."

I know that conscientious teachers spend a great deal of time attending lectures on pedagogy and in reading the technical literature of their craft. Would it not be to the advantage of all concerned if the guinea pigs were given a chance to squeal for themselves?

It might be necessary to make the ballot secret; for children are timorous creatures. And the result, almost certainly, would make for a certain reddening of the professional ear. But those who dish it out, as the saying goes, should be ready to take it.

It might even be that the practice of regularly reporting on the work of teachers would prove to be the most valuable part of an education. We have hitherto tended to think of education as a process of stuffing a valise for a long journey. The student has been patiently loaded with facts and little attention has been devoted to criticism.

Democracy can exist only when its citizens are critical. Democracy to-day is on the defensive largely because the critical faculty is dormant. From the press and the radio pours a great stream of assertion, craftily flavored with appeal to emotion and prejudice. It is not critically analyzed because the burden of teaching has heretofore been all on remembering, rather than on analyzing. We are badly in need of a healthy skepticism, and the schoolmaster is the one to develop it.

EDUCATION UNDER THE NAZIS

By CHARLES A. BEARD

From *Foreign Affairs*, April, 1936, pp. 437-452. *
Published by the Council on Foreign Relations, Inc.,
10 Ferry Street, Concord, New Hampshire

Whatever rights the German states once enjoyed over their respective systems of instruction, it is certain that Adolf Hitler, as Leader and Chancellor, makes general education law whenever he finds it convenient to his purposes. An example is to be found in the law and ordinance of April 25, 1933, re-

quiring state governments to limit the number of students admitted to schools and faculties, applying the percentage ratio to "non-Aryans," and bringing private schools under these limitations.

State ministries of education continue to exist in attenuated form, but they are subject to Reich law. Moreover, they have been completely overshadowed by the action of Prime Minister Göring and Reichminister Rust late in 1934 in fusing Prussian and Reich administrations. This official act created a single Reich and Prussian Ministry of Science, Education and National Culture, with six departments covering every phase of education, schools, libraries, museums, literature, the arts, theater, cinema, and ecclesiastical affairs. There is, accordingly, documentary support for the proposition that the administrative supervision over education in Germany has been brought under a single national office and that the scope of its authority embraces every intellectual activity even remotely related to education.

It is equally evident from the mass of laws and decrees spread over hundreds of pages that German educational administration is not concerned merely or even primarily with providing favorable physical conditions for intellectual and moral life in institutions of learning. On the contrary, decree after decree shows that it is above all interested in imposing a rigid pattern of life and thought on teachers and pupils alike and is openly hostile to every manifestation of free inquiry and discussion in the schools from the bottom to the top. The subjects to be taught, the books admitted to schoolrooms, the papers and magazines bought for libraries, and the very spirit of instruction are prescribed in minute detail. No room is left for private opinion, for experimentation, or for the consideration of any questions deemed "out of line" by the administration. The life and sports of students as well as the thought and conduct of teachers are brought within the system of regimentation. The declared purpose and program of education is to crush all liberty of instruction and all independent search for truth, and to "incorporate German youth in Home, Folk, and State by the awakening of sound racial forces and the cultivation of them with political goals consciously in mind."

If, as enthusiastic Nazis declare, the accession of the Hitler party to power was the greatest event in two thousand

years, it did not mark a complete break with German history by any means. The worship of force, reverence of the Army and the military mind, contempt for liberalism and democracy, and love of prostration before power were all part and parcel of German respectability before the outbreak of the World War. Educational ministries showed preference for the savant who, besides being a scientific light, was "politically safe" and could deliver a glowing address on the Kaiser's birthday. The school system was then so organized as to steer most of the children of the people into vocations, and make difficult the path of the university. Nearly every element in the Nazi body of doctrines was deeply embedded in the pre-war order.

What will come out of education in the Third Reich? The answer to that question is bound up, of course, in the fate of all German economy and foreign policy, and few will be bold enough to declare that fate now. Yet there is no doubt about the tendencies of education in Hitler's State. For faith in independent research, frank consideration of conflicting views, open discussion, judicial temper, the things which mark liberal education, the Nazi system substitutes contempt for all these values. It scorns independent research, save in some branches of natural science. It suppresses conflicting views. It despises open discussion as effete, the judicial temper as a sign of weakness. Its purpose is to turn out a generation of youth drilled in party doctrines and objectives, ignorant of all other considerations, contemptuous of other races and peoples, equipped with powerful bodies and narrow minds for the work of the State—especially its supreme work, war.

Besides bringing up a generation predisposed to war and prepared to serve the military State when it is ready to strike, Nazi education shuts Germany off from intellectual intercourse with other nations. With independence of research and thought destroyed in German universities, students who once flocked there by the hundreds turn elsewhere. Except for branches specifically physical and mathematical, German science sinks toward the level of partisan charlatanry. German learned publications which once circulated throughout the world have dropped in quantity and lost the respect that they formerly commanded. Nor do German students, apart from the exiles, expect to find a friendly reception in other countries or to derive advantages from study abroad. Turned in

upon themselves, nourishing deep resentments, and lashed to fury by a militant system of education, the German people are conditioned for that day when Hitler, his technicians, and the army, are ready and are reasonably sure of the prospects of success in a sudden and devastating attack, East or West. To cherish any other conception of Hitler's State or of the aims of German education is to cherish a delusion.

National Honor Society

LEADERSHIP

(The following is an abstract of a doctor's dissertation.)

Partridge, Ernest DeAlton. *Leadership Among Adolescent Boys.* Teachers College, Columbia University. New York City, Teachers College, Columbia University, 1934. 109 pp.

This study attempts to solve the following problems: (1) What is the social group and how does it function? (2) What are the general consensus and value of previous studies of leaders and leadership ability? (3) How can leaders within a group best be identified? (4) What are the characteristics of leaders, and how do these characteristics compare with those of the persons who are led? (5) What amount of influence do leaders have upon their respective groups? (6) What are the educational implications of this study?

The adolescent social group is made up of children who are similar in mental, social, economic, and age characteristics. The old adage which suggests that "birds of a feather flock together" finds basis in scientific fact. There is also evidence that when once brought together, "birds of a feather" remain together and perhaps also become more alike through association. The amount and quality of learning seems to be improved as a result of group stimulation.

The consensus of previous studies of leadership ability indicates that the leaders exceeded those in the group in almost every characteristic measured. The extent of this excellence depended upon the activity in which the group was participating and the method used for selecting the leaders. Leadership was defined as the ability and disposition to inspire confidence in others, over a period of time, and to cause them to act and think in the way the leader desires them to act and think.

In the attempt to develop an instrument for selecting leaders several methods were tried. The method of selecting leaders by ballot was used, but it was found to be unsatisfactory. The "guess who" method was also discarded because of the tendency for all the votes to center around one or two individuals, thus making it difficult to arrive at a rating of those individuals who might be in the middle of the scale. Further experimentation resulted in the development of the "five-man-to-man" rating scheme.

The "five-man-to-man" scheme seems to eliminate the undesirable characteristics of the two foregoing schemes. It operates as follows: A large group of boys is divided into smaller groups of five each. Each member of the smaller group of five is instructed to choose a leader of his smaller group from among the members of that group. Then the boys are shifted about into other smaller groups of five and the same method of selecting leaders is followed. This method seems to be a step in the right direction. It has the advantage of being practical and at the same time reliable. As to its validity there is also encouraging proof.

The amount of influence leaders had upon the group was demonstrated to be greater than that of individuals who were not leaders. A method was devised to measure the attitude of the group before and after certain boys were identified with certain attitudes. The leader influenced the group to an extent which can safely be said to be statistically significant. Boys who were not leaders were unable to show this much effect upon the group.

The educational implications of this study are many and important. That individuals do differ with respect to the amount of influence they have on their fellows can hardly be denied. It has been demonstrated in many different studies. That certain people are continually placed in positions of responsibility; that they are able to instill a feeling of confidence; that they are able to influence their fellows to certain definite forms of action, are all evidence that this ability, which we have called "leadership", exists in quantities varying from one individual to another. The fact that leadership ability does exist in varying quantities increases the responsibility of education to see that proper guidance and opportunity are given those individuals who will later influence the behavior of oth-

ers. The nature of society is such that skilled leadership is needed in many fields. Either the electorate must be trained in the wise selection of leaders or some different method of selection must be devised if there is to be social progress.

A STATE CONVENTION

Minutes of State Convention of National Honor Society, 1936

(Held at Walterboro, South Carolina)

At 11:30 A.M., Friday morning, April 24, 1936, the State Convention of the National Honor Society of South Carolina was called to order by Mr. T. B. Stevenson, the principal of the Walterboro High School, and Mr. W. H. Ward, Superintendent of the Walterboro Public Schools, led in prayer, after which the National Society pledge was repeated.

As the officers elected at last year's convention had graduated, Brantley Padgett of Walterboro and Katherine Hines of Hartsville were elected to fill the offices of President and Secretary, respectively, for the convention.

At this time a report from each chapter was heard in alphabetical order.

The Columbia Chapter of the National Honor Society of Columbia High School was organized in 1930 and has had 265 members to date, 73 of which are now active from a total school enrollment of 1714. This chapter meets every two weeks during an auditorium period. Once a month they have an outside speaker, and at the other meetings business is usually transacted. They have a set of well kept minutes dating back to 1930 but do not keep a scrapbook. Their dues of 15c a semester go for various items of expense, such as costumes used in a play presented by the National Honor Society. They have a public initiation of new members and talks by prominent men at their private meetings. They feel that they have justified their existence because of the contribution made to the school this year. At the initiation of new members they presented a pageant written by a student group, and all year they have coached pupils desiring help. They also make up a courtesy committee to take care of strangers while they are in the school; and, starting Monday, they are trying out a new proj-

ect, that is, taking control of the study halls. They also had Archibald Rutledge to speak to them.

The Hartsville Chapter of the National Honor Society, No. 626, of Hartsville High School was organized in May, 1927, and has had 100 members to date, 18 of which are now active out of a total school enrollment of 535. This chapter has two open meetings and other meetings on call. Their sponsor always meets with them, and they discuss plans for future activities. Their set of well kept minutes go back to May, 1927, and they neither keep a scrapbook nor have any dues. Their public installation service is the same as the one of the National Junior Honor Society. This year they have been active as follows: proposing and supporting the adoption of the Hartsville High School seal; having complete charge of the library in the absence of a librarian; serving as marshals at Parent-Teachers' and other public meetings; joining with the Junior Honor Society in publishing the handbook, "The Hartsville Hi-Ways"; and acting as older brothers and sisters to younger students of the school by helping them out with difficult problems.

The St. John's Chapter of the National Honor Society, No. 1108, at Darlington, S. C., was organized April 9, 1931. It has 16 active members with 49 as the total membership to date, from a total school enrollment of 383. This chapter meets about once a month during school hours, for about fifteen minutes. The sponsor usually meets with the chapter and helps them plan programs that will be of service to the school. This chapter has a set of well kept minutes, dating back to 1932 but does not keep a scrapbook or have dues. This chapter has helped the students of St. John's High School to render better service to their school, and it has encouraged interest in scholarship and in leadership.

The Crohon Chapter of the National Honor Society of Union High School was organized in 1927. It has 18 active members from a total school enrollment of 360. This chapter has no regular time for meetings, some are held during the school hours and some after school. The sponsor always meets with the chapter and helps discuss any problems or business. This chapter has a set of well kept minutes dating back to 1933, but it does not keep a scrapbook or have any dues. During this year the members of the Crohon Chapter of the National Honor Society have coached pupils who were not passing in various

subjects; and they also joined the Student Council in a movement to do away with cheating in Union High School.

The University High School Chapter of the National Honor Society, No. 1618, of Columbia was organized April 20, 1935, and has had 23 members to date, 13 of which are now active out of a total school enrollment of 250. This chapter meets after school on the second and fourth Tuesdays of each month. The sponsor is present when she is able to be, and they discuss problems confronting the school or those of interest to the National Honor Society. Occasionally they have a speaker to talk to them on appropriate topics. Their set of well kept minutes dates back to February 25, 1935, and they also keep a scrapbook but do not have dues. Their new members are not publicly initiated, but they are publicly announced and presented to the student body. This chapter functioned with the Student Council last year in helping to check cheating, and this year it sponsored a Courtesy Week.

The Walterboro Chapter of the National Honor Society, No. 836, of Walterboro High School was organized in 1929 and has had 77 members to date, 13 of whom are now active. This chapter meets every two weeks on Wednesday from 2:00 to 2:30 P. M. Their sponsor always meets with them, and they plan programs for Assembly, planned the State Convention, discuss duties and responsibilities of National Honor Society members, planned the Field House Code, and help underclassmen. Their set of well kept minutes date back to December 17, 1929. They do not keep a scrapbook, and they have dues of 10c a month, payable from each member. These dues are used to help pay for the initiation ceremony and other projects. They have a public initiation of new members, and the only honor club in the school. It is the ambition of every pupil in Walterboro High School to belong to the National Honor Society.

After the reports were made a discussion of cheating and ways to stop it as suggested by the Union Chapter in its report was begun. In Union, a meeting of the student body was held, at which the president of the Student Council presided, and members of the National Honor Society, the Beta Club, the Student Council, and the Citizenship Club spoke. At this meeting the teachers were not allowed in the auditorium, and the students felt free to express their own views on the subject.

University High said that cheating was their biggest problem. Their way of combating it is, first, to warn the guilty party; and, if he kept on, to notify his parents. St. John's said they had no cheating in their school because the student was offered not the least bit of temptation—a pupil puts the examination on the board while the teacher turns policeman. St. John's went on to say that they thought it was a good idea to coach failing pupils after school, and Union and Columbia, who had tried this already, told how they went about it.

Columbia High suggested that we do something to give the other schools in South Carolina the idea of organizing a National Honor Society in their schools. Darlington made a motion that a committee be appointed to explain the purposes of the National Honor Society to other schools and to interest them in forming a chapter. Columbia invited this committee to meet there at the time of the State Superintendents' Meeting this fall.

At this time, the discussion was interrupted, and we adjourned to enjoy a delightful lunch, served by the Home Economics girls of Walterboro High School. After lunch, the sponsors of each society introduced the delegates from their society to the Convention, telling their honors and hobbies. And from the list of honors some of them had, we certainly were in an important gathering!

The Delegation from Hartsville was compelled to leave at this time, and, as our Secretary left, too, Edith Flynn of Union was appointed to fill that office for the remainder of the meeting.

We then continued our unfinished discussion of how we could further the organization of National Honor Societies in South Carolina. It was decided that when the president for next year should be elected he should appoint a committee of 6, one from each chapter, to meet at University High School in Columbia May 1 at 12:30 P. M. to make plans for spreading the organizations in South Carolina by delegations and letters written by the principal of each school.

A discussion of ways to better the National Honor Society and to make it a real honor to belong was begun, but 3 o'clock arrived, and we adjourned to hear Mr. Ward's talk, "The Eye on You", which we enjoyed very much.

Late that afternoon we were treated to a thrilling experience by the Walterboro Chapter—a boat ride. Everybody had the time of his life, and it certainly was a novel experience to most of us.

Saturday morning the meeting was called to order by the President, and we were honored with a talk on the "Beta Club" by Archie Lawson of Union.

It was then suggested that the National Honor Society put out a news sheet, each of the six chapters having entire charge of getting out one issue, making six issues a year. It was decided that the present delegates would discuss this question with the remaining members of their society, and the committee that meets in Columbia Friday will make the necessary plans. The motion of yesterday concerning the appointment of delegates by the new president was recalled and changed so that the president of each chapter should appoint a junior member of his society as a delegate. This delegate is to be accompanied to Columbia by the sponsor of his chapter.

It was decided that the next State Convention would be held in Columbia next year at the time of the State Superintendents' Meeting there.

The officers for next year were then elected. They are:

President: Wilburn Saye of Columbia High.

Vice-President: Bob Schwinn of University High.

Secretary: Glynn Hope Fairey of Walterboro High.

Treasurer: Maude Dobbs of Hartsville High.

May you always "carry on" to the best of your ability—and have a good next year.

EDITH FLYNN,

Acting Secretary of State Convention.

PROJECTS

BLACK WARRIOR CHAPTER No. 1148

Tuscaloosa County High Schools

Northport, Alabama

HONOR SOCIETY WORK DAY

Every year the National Honor Society of Tuscaloosa County High School, Northport, Alabama, selects a project in order to render some service to the school. The members try

to select something which will be useful and beneficial. Last year the society bought a beautiful honor society plaque, which now hangs sedately in the entrance hall. This year the members decided to give robes for use in future initiation ceremonies. Since this was an expensive gift, the society was puzzled about the source of the money. Finally, a plan was adopted by which the members could secure the money honestly and easily. By this plan a committee was to secure one day jobs for each individual in the society. The money received was to be contributed to the project fund. The plan was carried out to perfection. Almost all the business firms in town were willing to give the students work. Some of the society members worked in offices of the probate judge, city clerk, and county solicitor, in fertilizer plants, fruit stands, and other places.

The members were enthusiastic about their work. They found it interesting and enjoyable. It gave them training both in securing jobs and in working. It gave them experience which will be of great value to them when they start out wage earning. Some of the employers offered to recommend them if ever they wish to apply for a job.

No specific wages were asked for, and the money received by the members varied from seventy-five cents to two dollars and a half. There are not very many members in the Black Warrior Chapter, but when the money was counted, they found to their great delight that they had earned over thirty dollars in one day. The members were so well pleased with their plan that they decided to set aside a work day each year for the benefit of the project fund. By this plan they will be able to give a useful and serviceable gift each year. If any other societies are having trouble with money matters, the members of the Black Warrior Chapter invite them to try their plan.

SARA GRAHAM, *Secretary*.

McKINLEY CHAPTER OF THE NATIONAL HONOR SOCIETY

Honolulu, Hawaii

(The following is the report of the projects of the National Honor Society of the McKinley Chapter for several years.)

1. A campaign was carried on to report any cheating during tests. Each member pledged himself to stand up and

inform a teacher as soon as he detected any cheating in the classroom.

2. Three or four C. W. Bartlett prints were framed and given to the school.

3. Three pictures which were imported from Europe were given to the school.

4. The Society also presented a reproduction of a carving on the Ieyasau Shrine which consists of three monkeys symbolizing the rules of "see no evil," "speak no evil," and "hear no evil."

5. During one year, two girls from the National Honor Society helped to furnish clothing for two needy girls. Some of the boys acted as "big brother" to a lad whose brother was on the mainland.

6. A profit of two hundred dollars was made by selling ice cream, of which half was given to the school and the other half was given to the Student Loan Fund. (Four years' work.)

7. Many members assisted in the presentation of the first hobby show in McKinley and in other hobby shows that were held in later years.

8. The society acted as the "School Honors Committee" for many years, taking charge of the honor rolls and awards of the school.

9. The Torch Society was sponsored by this club. The Torch Society is the junior honor society in the school. Its members are elected upon principles similar to those of the National Honor Society.

10. Boys of the club helped to get a load of fertilizer for use on the front panel of the campus.

11. A program was presented over radio station KGU to acquaint the public with the organization and principles of the society.

12. The club has invited prominent people to give talks to the club and to the students of the school.

13. Beds were secured for the Health Department to be used in the rest classes.

14. Some money was donated to the milk fund which provides free milk for needy students.

15. Each member devoted one hour per week helping teachers by doing typing, correcting papers, recording grades, administering tests, and tutoring backward students.

16. Plants were secured by this club for use as decoration in the hallways and buildings.

17. Members helped to usher at the school opera "Martha" presented in May, 1935.

18. Some of the members helped in the registration of students entering from intermediate schools.

19. The society started a drive for the furnishing and the equipment of the social hall in the school.

20. Some money was donated to help a continuation school recently organized in a rural district of Oahu.

21. The National Honor Society gave moral backing in an intangible way to the intellectual and cultural interests and activities in the school.

LETTERS

(Below is a copy of a notice sent to border line pupils by the Junior Honor Society of the Pipkin Junior High School, Springfield, Missouri. Mrs. Bethel Corder is sponsor.)

PIPKIN JUNIOR HIGH SCHOOL

Springfield, Missouri

National Junior Honor Society

Dear Classmate:

Your grades have been carefully evaluated and found to be a few points below the standard necessary to be on the Honor Roll.

The Honor Society would like to have you on the Honor Roll. Any member will be glad to tell you more about the requirements.

Are you confident that you are doing your best? If you desire any help, report to Room 113 or your classroom teachers any afternoon at the close of school.

.....President.

.....Secretary.

.....Sponsor.

MARTINSVILLE HIGH SCHOOL

Martinsville, Indiana

Sir:

Our chapter has been very successful in its first year of activity. We have given the best of satisfaction in managing the high-school library; we have cared for the trophy case and trophies; each six weeks we have averaged all grades of Senior-Junior High School, estimated class averages and the honor roll, and had them published; we purchased two fine plaques, one of which has been awarded each six weeks to the class having the highest scholastic average, the other to the class having the largest per cent increase in the honor roll. Our members have been asked to talk before several of the clubs in town.

The chapter has met regularly every two weeks all year. The subject of citizenship has been the special topic, and we are awarding a medal to the senior who has demonstrated the best qualities of citizenship during his high-school career.

I thought you might be interested to know a few of our activities.

Very sincerely yours,

LILLIAN HART, *Sponsor.*

LINCOLN HIGH SCHOOL

Cleveland, Ohio

Sir:

I am enclosing a little book on Manners—a project worked out by the Senior and Junior Honor Societies of Lincoln High School. The pupils presented their own ideas and, under the direction of Miss B. G. Palmer, sponsor of the Senior Honor Society and Miss M. K. Benson, sponsor of the Junior Honor Society, produced the *Guide to Good Manners*".* An Art student designed the cover and the Printing Department did the printing.

The little book has received many favorable comments and a number of other schools have asked that they be supplied with copies. Our teachers use it in the Home-Room period and

*This is a capital booklet. Every Junior and every Senior chapter should send for a copy.—*Editor.*

find that the pupils are quite interested in discussing the various suggestions.

I thought that you would be interested in the fact that our Honor Society is very active. This is just one of the many little things that the members have done to be of service to the school.

Respectfully yours,

MARGRETTA C. MOLONY, *Secretary.*

TREGO COMMUNITY HIGH SCHOOL

Wakeeney, Kansas

R. E. CUSTER, *Principal*

Sir:

This society is the most valuable club in our school. I don't know why I waited so long to organize.

Sincerely yours,

R. E. CUSTER.

NATIONAL HONOR SOCIETY

About fifteen years ago the Department of Secondary-School Principals (then the National Association of Secondary-School Principals) organized the National Honor Society with the end in view of stimulating scholarship in the secondary schools of the United States. To-day there are more than two thousand chapters and these are in the best high schools in the country. The four objectives of the society are: to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character. Every high-school principal who has a chapter is enthusiastic over the productive results of this organization in his school. Direct all requests for literature to H. V. Church, 5835 Kimbark Avenue, Chicago.

WARNING

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

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

PRICE LISTS

(Direct orders for the following to H. V. CHURCH, 5835 Kimbark Avenue, Chicago.)

FOURTH PRICE LIST OF NATIONAL HONOR EMBLEMS

The prices of emblems were lowered during the summer of 1933, but the rising price of gold has made two subsequent increases necessary. Beware of unauthorized jewelers, their low prices, and their cheapened wares. The latest prices are below.

ALL ORDERS SHOULD BE SENT ONLY TO THE NATIONAL HEADQUARTERS.

SENIOR EMBLEMS

14K Charm.....	\$3.63	14K Pin.....	\$2.78
Guard (state letter or year) gold filled with chain.....	3.00	10K Pin.....	2.34
Gold Filled Charm.....	1.60	Gold Filled Pin.....	1.00

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

ENGRAVING

Engraved letters or numerals, each 5c additional.

GUARDS

(If guard has more than one letter, or more than two digits, add twenty-five cents for each additional character.)

Guard (state letter or year) gold filled with chain.....	\$1.00
Guard (state letter or year) 10K with chain.....	1.25
Guard (state letter or year) 14K with chain.....	1.50

Allow ten days' time for letters or special numerals, twice the time in rush seasons.

These are remittance-with-order prices, and are postpaid. Add ten cents an emblem to the above prices if C. O. D. handling is desired. The C. O. D. fee is 25c up to \$10.00; 30c up to \$50.00; and to this should be added the 25c messenger service, besides the money order fee. It is too expensive to order C. O. D. Do not do it.

ALL ORDERS SHOULD BE SENT ONLY TO THE NATIONAL HEADQUARTERS.

SEALS AND MEMBERSHIP CARDS

Membership Cards—Since the organization of the National Honor Society there has been a growing demand for membership cards in the organization. Cards of membership, both for members of the National Honor Society and for the members of the National Junior Honor Society are now on sale. The cards (2¼"x2¼") are engrossed on a fine quality of cardboard, have the emblem of the Society embossed upon them, and require only the insertion of the name of the member.

The price of the cards is five cents apiece.

Seals—The Seal (1¼"x1¼") is a gilt embossed sticker to be affixed on the diplomas of members of chapters. A replica of the emblem is embossed on the seal.

The price of the seals is five cents apiece.

NATIONAL HONOR MEMBERSHIP CERTIFICATES

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

ENGRAVED STATIONERY

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

48 engraved sheets, 7¼"x10½"	}	-----\$1.00
48 envelopes, 3½"x7½"		
48 engraved folded note sheets, 6¾"x10½"	}	-----\$1.00
48 envelopes, 3 9/16"x5 9/16"		

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

PLAQUES

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

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

THE NATIONAL JUNIOR HONOR SOCIETY

The National Junior Honor Society is patterned very closely after the Senior Honor Society. The Junior Society is designed for ninth and tenth grades in four year high schools, and for eighth, ninth, and tenth grades in junior high schools. There are more than two hundred chapters in senior high schools and junior high schools. The national constitution, the model constitution, and material of information as well as the application blank will be sent on request.

EMBLEM, NATIONAL JUNIOR HONOR SOCIETY

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

10K Pin.....\$1.60 Gold Filled Pin.....\$1.00

These are remittance-with-order prices, and are post-paid. Add ten cents an emblem to the above prices if C. O. D. handling is desired. Engraved letters 5c each additional; guard with chain one dollar additional. If a guard is ordered, be sure to state whether a numeral, as '33 or '34, or an initial, is desired. (The C. O. D. fee is 25c up to \$10.00; 30c up to \$50.00; and to this should be added 25c messenger service, besides the money order fee. It is too expensive to order C. O. D. Do not do it.)

CERTIFICATES, NATIONAL JUNIOR HONOR SOCIETY

These certificates (7x8½) are engraved on artificial parchment with a die of a facsimile of the emblem embossed in gold. They sell for ten cents apiece post-paid. Send remittance with order.

SEALS

The seals are in blue and gold, the colors of the Junior Society, and are priced at five cents.

PLAQUES, NATIONAL JUNIOR HONOR SOCIETY

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

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

POSTAL INSURANCE

Purchasers should bear in mind that all our merchandise placed in the mails is covered by insurance. Please report loss or damage in carriage of any purchase. Every shipment carries the following notice:

POSTAL INSURANCE

This parcel is insured

If the property contained in this package is damaged or any part of the contents lost, please report the extent of loss or damage at once to the Department together with the original wrapper of the parcel.

This insurance covers all parcels shipped by the Department of Secondary-School Principals, whether mailed first class, registered, unregistered, or parcel post.

Send all reports of loss with the original wrapper of the package to

THE DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS

5835 Kimbark Avenue, Chicago

Again, beware of unauthorized jewelers, their low prices, and their cheapened wares. Send all orders to the National Headquarters, 5835 Kimbark Avenue, Chicago.

Department Matters

PORTLAND MEETING PROGRAM

DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS of the NATIONAL EDUCATION ASSOCIATION

TUESDAY, JUNE 30, 1936

7:30—Breakfast—W. N. Van Slyck, President, Presiding.
(Price \$1.00.)

Place: Castillian Room, Heathman Hotel.

Speaker: Malcolm L. Eno, Jr., Colorado Springs, Colo.

Subject: "Student Self-Government in the High School."

2:00—Afternoon Session—McClellan G. Jones, First Vice-President, Presiding.

Place: Public Library, Library Hall.

Speakers:

Miss Florence Hale, Editor of the Grade Teacher and Ex-President of the N.E.A., Washington, D. C.—
"The High School's Responsibility in the New Education."

Dr. A. L. Threlkeld, Superintendent of Schools, Denver, Colorado—"What Difference Should High-School Education Make?"

Panel Discussion: "The National Honor Society"—

M. R. McDaniel, President of National Honor Society of Secondary Schools, Principal of Oak Park and River Forest Township High School, Oak Park, Illinois.

Miss Ida B. Anderson, High School, Albany, Oregon.

Miss Mabel A. Bennett, High School, Corvallis, Oregon.

Miss Isabelle T. Mann, Junior High School, Oregon City, Oregon.

Mr. A. H. Pengra, Principal High School, Lebanon, Oregon.

Mr. R. W. Tavenner, High School, Salem, Oregon.

H. V. Church, Secretary of the National Honor Society of Secondary Schools, 5835 Kimbark Avenue, Chicago, Illinois.

WEDNESDAY, JULY 1, 1936

12:15—Luncheon—Principal C. E. Cleveland, Local Chairman, Presiding. (Price \$1.00.)

Place: Georgian Room, Heathman Hotel.

Speaker: Aubrey A. Douglas, Chief, Division of Secondary Education, Sacramento, California.

Subject: "Sequence of Learning Materials in the Curriculum."

2:00—Afternoon Session—W. N. Van Slyck, President, Presiding.

Panel Discussion: "Important Issues in Secondary Education"—Grayson N. Kefauver, Dean, Department of Education, Leland Stanford, California, Chairman.

Members of the panel: Superintendent Will French, Long Beach, California; Dr. Edward O. Sisson, Reed College, Portland; Superintendent J. T. Longdellow, Oregon City; Samuel Fleming, Assistant Superintendent, Seattle; W. Earl Armstrong, High School Supervisor, Salt Lake City; Professor Howard Taylor and Henry D. Sheldon, University of Oregon; Principal Henry Gunn, Portland; Principal M. G. Jones, Huntington Beach, California.

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

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

The publications of the Department are Bulletins 1-62 and were issued from 1917 to the present. These issues are sent post-paid on receipt of price. A price list, which contains a description of the contents of each Bulletin, will be sent on request. Dues-paying members may receive these publications at 50% off the list price. A descriptive list of recent issues is below:

Bulletin No. 42, May, 1932.

Fourth Handbook of the National Honor Society and National Junior Honor Society. This gives a history of the organization, rituals, and lists of chapters by states. (pp. 172)\$1.00

Bulletin No. 43, December, 1932.

Abstracts of Unpublished Masters' Theses in the Field of Secondary-School Administration. Peabody Teachers College. (pp. 127).....\$0.50

Bulletin No. 44, January, 1933.	
Secondary-School Abstracts, and Directory.....	\$0.50
Bulletin No. 45, March, 1934, Proceedings of the Minneapolis (1933) Meeting.	
Papers on Defense of American Secondary Schools, the State and Its High Schools (3), Curriculum (4), Economy (4), Directed Learning, Library (2), New Standards, Regional Agencies, Music, Art, Industrial Arts, Guidance, Cooperative Studies, Six-Four-Four Plan, Tests, Carnegie Commission; Junior High School: Curriculum, Learning Situation; Junior College: Taxes, Public Relations, Administration, Instruction.....	\$2.00
Bulletin No. 46, April, 1933.	
Meeting the Emergency in Education.....	\$0.25
Bulletin No. 47, May, 1933.	
Unpublished Masters' Theses, Minnesota.....	\$0.50
Bulletin No. 48, December, 1933.	
Economics in Secondary-School Administration, and an Objective Method of Selecting Members of the National Honor Society.....	\$0.30
Bulletin No. 49, January, 1934.	
Chapter Projects of a National Honor Society Directory for the Department of Secondary-School Principals.....	\$1.00
Bulletin No. 50, March, 1934, Proceedings of the Cleveland (1934) Meeting.	
Papers on the Technical High School (2), New Standards, Definitions of a Good High School (3), Standards Study Committee, Louisville Secondary Schools, English Course, Small High Schools, Guidance, Class Size, Attendance, Teaching Load, North Carolina Secondary Schools, Relation of School and College, Educational Imperatives, Pupil Welfare Needs, Economics, CCC Program, Social Studies, Aptitude Testing; Junior High School, Place of the Junior High School, Social Significance of the Junior High School, Curriculum for the Junior High School; Junior College, the Junior College Teacher, Problems of the Junior College.....(Out of print)	
Bulletin No. 51, April, 1934.	
Papers given at the Washington (July, 1934) Meeting. A Method of Electing Members of the National Honor Society.....	\$0.30
Bulletin No. 52, May, 1934.	
Tercentenary Celebration Committee reports on: Purpose, Community Celebration Programs, Publicity, Commencement Programs, Service Club Participation, and Tercentenary Bibliography.....	\$0.95
Bulletin No. 53, December, 1934.	
President Roosevelt's Proclamation, Papers on the Academic Training of Secondary-School Principals, and Development of the High-School Curriculum; National Junior Honor Society Ritual.....	\$0.40
Bulletin No. 54, January, 1935.	
Tercentenary Celebration Contests; Some Honor Society Activities. Also a Directory of Members. (92 pp.).....	\$1.00
Bulletin No. 55, Proceedings of the Atlantic City (1935, Tercentenary) Meeting.	
Papers on First American Secondary School, Guiding Philosophies of Secondary Education (2), Three Hundred Years of Education for Girls, To-day's Characteristics of Secondary Education, Private Schools and Secondary Education, Leisure and Secondary Education, Handicaps of Secondary Education, Finances, Curriculum (2), Methods, Teacher Training, and the School and Democracy. (180 pp.).....	\$2.00
Bulletin No. 56, April, 1935.	
Investigations in Applying and Extending the National Survey of Secondary Education: Horizontal Organization, Vertical Reorganization, Provisions for Individual Differences, Program of Studies, and Guidance and Extra-Curriculum Activities. (62 pp.)	\$0.50
Bulletin No. 57, May, 1935.	
Forty Years a Schoolmaster, William A. Wetzel. A Nation-wide Printing Project. Results of the National Honor Society Referendum.....	\$0.50
Bulletin No. 58, December, 1935.	
Paper on Present Day Trends in Secondary Education; Digests of Articles in Recent Magazines: Two methods in Choosing Members of the National Honor Society and Schemes for Rating Character, Leadership, and Service. Directory.....	\$1.00
Bulletin No. 59, January, 1936.	
Report of the Committee on Orientation of Secondary Education, Thomas H. Briggs, chairman.....(Add postage, 10c)	\$1.00
Bulletin No. 60, March, 1936.	
Proceedings of the St. Louis Meeting.....	\$2.00

DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS 67

Bulletin No. 61, April, 1936.

Papers on the National Youth Problem.....\$0.50

Bulletin No. 62, May, 1936.

Abstracts of Recent Doctoral Theses on Secondary Education\$0.50

CERTIFICATES OF RECOMMENDATION

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

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

NEW PRICE LIST

Mailing from	100	200	500	1000
Chicago				
1st zone	\$1.60	\$2.70	\$6.10	\$10.10
2nd zone	1.60	2.70	6.15	10.15
3rd zone	1.65	2.75	6.25	10.25
4th zone	1.65	2.75	6.45	10.50
5th zone	1.70	2.85	6.55	10.65
6th zone	1.70	2.90	6.65	10.80
7th zone	1.75	2.90	6.80	11.15
8th zone	1.75	2.95	7.10	11.40

Twenty per cent discount to dues-paying members.

STANDARD HIGH-SCHOOL PERSONAL RECORD BLANKS

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

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

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

The schedule of prices, post-paid, follows:

NEW PRICE LIST

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

Twenty per cent discount to dues-paying members.

POSTAL INSURANCE

Members should keep in mind that all our merchandise placed in the mails is covered by postal insurance. Please be prompt in sending in notice of loss or damage in transit of any purchase. Every shipment contains the following:

POSTAL INSURANCE

This parcel is insured

If the property contained in this package is damaged, or any part of the contents lost, please report the extent of loss or damage at once to the Department together with the original wrapper of the parcel.

This insurance covers all parcels shipped by the Department of Secondary-School Principals, whether mailed first class, registered, unregistered, or parcel post.

Send all reports of loss with the original wrapper of the package to

THE DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS
5835 Kimbark Avenue, Chicago

GROUP LIFE INSURANCE

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

1. **Low premium.**
2. **No medical examination** (with exceptions).
3. **Total and permanent disability benefits.** If an insured member becomes totally and permanently disabled, his insurance will be paid in monthly installments.
4. **Conversion privilege.** When an insured member leaves the profession to enter another profession or economic group, he may convert his group policy into any of the policies (except term insurance) customarily issued by the insurance company for the same amount at the current rates of the attained age.
5. **Age limit is sixty-five years.**
6. **Individual policies.** These show rights of insured, amount, and beneficiary.
7. **Current protection.** There are no savings, accumulation, or paid-up features. Insurance is for one year at a time, and is renewable each year, at the option of the insured member.
8. **Amounts offered:** \$3,000 for all ages from 21 to 47 (nearest birthday) inclusive. \$1,500 for all ages from 47 to 65 (nearest birthday) inclusive.

AUTOMOBILE INSURANCE

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

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

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

FIRE INSURANCE

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

OTHER INSURANCE

Perhaps the Department can effect you a saving in the following kinds of insurance: Accident, Earnings Replacement, Indemnity, Sickness, and any other type of coverage on insurance.

Write for information on insurance to H. V. CHURCH, 5835 Kimbark Avenue, Chicago.

DEPARTMENT COMBINATION OFFERS

(All Subscription Rates Are for One Year)

Junior-Senior High-School Clearing House.....	3.00
Membership in Department.....	2.00
	COMBINATION OFFER 3.00
The School Review.....	2.50
Membership in Department.....	2.00
	COMBINATION OFFER
	If both new 3.00
	If either a renewal 3.25
The Atlantic Monthly.....	4.00
Membership in Department.....	2.00
	COMBINATION OFFER
	If both new 3.00
	If either a renewal 4.25
Highschool.....	1.40
Membership in Department.....	2.00
	COMBINATION OFFER 2.50
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DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS
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March 24, 1936.

The Executive Committee of the Department of Secondary-School Principals of the National Education Association approves the Allied Youth Movement both as to the philosophy which motivates the organization and the procedure which is used to promote the education of the youth of our land regarding the dangers of the liquor traffic.

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Book Notices

Tildsley, John L. *The Mounting Waste of the American Secondary School*. Cambridge, Massachusetts: Harvard University Press, 1936. Pp. 91.

The twelfth annual lecture on secondary education at Harvard University in honor of the memory of Alexander Inglis strikes low-water mark for the series. The theme of the lecture and the treatment are foreign to everything exemplified in the personal life and professional contributions of the man the lecture is intended to commemorate. Friends of Professor Inglis and persons who admired him as a leader in secondary education will read with a bad taste this 18,000-word diatribe on the shortcomings of the American Secondary School. It is doubtful if many readers will even have the patience to read the lecture in its entirety, and it won't matter much whether they do or do not, for as a contribution to secondary education the lecture rates near zero.

The author's ideas of what constitutes a modern secondary school evidently antedate the Revolutionary War, and his knowledge of contemporary life is apparently very inadequate. He would have a large portion of the youth finish their education in the elementary school or in some continuation school of less than secondary grade. The secondary school of the future according to his forecast should be a Latin Grammar School housed in a twentieth century building. Because administrators and teachers have not conformed to the pattern of secondary education envisaged by the author but have sought to adapt the school to existing conditions, the public secondary school is headed toward bankruptcy.

Educators generally will be amused by the ranting of Dr. Tildsley rather than frightened by his prediction of calamity. The mounting waste in secondary education which is the cause of his alarm is not mounting at all. The failure rate has steadily declined in secondary schools for the last thirty years. The upshot of the matter is that the author was afflicted with dis-

torted perspective when he prepared his lecture. Lack of facts and a mental set that apparently focuses in the past are obviously responsible for the intemperate language and the faults in logic which make this Inglis lecture unique.

Fox, Lillian Mohr, and Hopkins, L. Thomas. *Creative School Music*. New York: Silver Burdett Company, 1936. Pp. 326. \$3.00.

In keeping with the new education in which the importance of creativity for all children is stressed, here is a book that relates creativity to one of the arts; namely, music.

Within this area the authors are concerned primarily with aiding the teacher: (1) To develop a psychological viewpoint of creativeness, (2) To promote a school environment in which creative experiences of children are encouraged, (3) To recognize and encourage incipient creative experience in music, (4) To help children clarify, record, and improve their techniques in original musical experiences, and (5) To aid children to feel the satisfaction and joy which comes from creating something of their own. This viewpoint of creativeness should permeate all activities in music, and when applied on a wider scale should lead toward better balanced living for teachers and children, the authors aver.

The book contains not only suggested procedures of how creativity may be developed in school music, but contains numerous fascinating examples of songs actually composed by children from the kindergarten on through grade six, with accompanying stories, plays, and pictures also contributed by the children.

Ulich, Robert. *A Sequence of Educational Influences*. Cambridge, Massachusetts: Harvard University Press, 1935. Pp. viii+91.

In this volume of the series designated as *Harvard Documents in the History of Education* five letters presented by Dr. Charles Herbert Thurber to the Graduate School of Education of Harvard University are reprinted and their historical significance to education in Europe and the United States is pointed out.

The first letter is from Pestalozzi to Dr. Plamann of Berlin in 1817; the second, is from Froebel to Gustave Kühne of Leipzig in 1851; the third, is from Wilhelm Diesterweg to Dr. Jolowicz of Wohlgebaren in 1843; the fourth, is from Horace Mann to Charles Brooks under date of September 30, 1837; and the fifth, is from Henry Barnard to C. H. Thurber, October 15, 1894.

The student of the history of education will value this volume because of the importance of the letters which are published for the first time and for the painstaking research of the author in revealing the bearing of the letters on the development of modern education and the educational relations between the United States and Europe during the first half of the nineteenth century.

Raymond, Charles Harlow. *A Book of English*. New York: Ginn and Company, 1936. Pp. 558. \$1.32.

This book covers all the essentials of secondary-school English. It presents them according to a definite, logical plan and provides a wealth of illustrative material and drill exercises.

Book One, "Understanding Thought," is a complete grammar and rhetoric, simply and systematically arranged; and Book Two, "Expressing and Appreciating Thought," takes up the various forms of elementary composition, and gives a clear exposition of the value of reading with a discussion of the appreciation of literature as well. Of very practical value is the section devoted to the art of letter writing and correct procedures in taking examinations.

Special features include the study of words and their relationship in families; of words causing problems of expression; of key words which afford an easy method of eliminating common errors in spelling; and the study of the art of paraphrase and précis writing.

Halter, Helen. *Society in Action*. New York: Inor Publishing Company, 1936. Pp. 336, illustrated. \$1.66.

A thoroughly flexible social-studies textbook for students in grades seven through nine. The book contains abundant

materials, references, suggestions, and assignments for a complete three-year course.

Society in Action opens the students' lives, their community, and the affairs of the nation to vigorous investigation. It projects a course that will send students scurrying about the community investigating museums and police courts; interviewing public officials and factory workers; and learning at first hand about the operation of newspapers, retail stores, and social service organizations. Suggested methods of reporting on such assignments are designed to call into play a wide variety of student talents and interests, such as: acting, cartooning, graph and chart making, fiction writing, poster designing, public speaking, journalism, discussion and debate.

Thomas, Harold P. and Partch, Clarence E.—*Work Guide for the Study of Occupations*: Boston, Houghton Mifflin Co., 1936. Pp. 156.

Several unique features distinguish this workbook. First, it is designed to use with any textbook in occupations. Second, it provides supplementary exercises for advanced pupils and pupils interested in a specific occupation. Third, it gives constant opportunity for pupil self-appraisal in connection with each occupation, as well as a summary appraisal of personal qualifications in light of a tentative choice. Fourth, it provides numerous means whereby pupils can summarize and check what they have learned. Finally, the workbook stimulates thinking, reading and observation through its logical arrangement and numerous provisions for field work and school activities. It is written under the editorship of Professor Francis T. Spaulding, Harvard University.

Whitney, Albert W., Editor. *Man and the Motor Car*. New York: National Bureau of Casualty and Surety, 1936. Pp. 256. \$1.00 up to ten copies; more than ten copies, 45 cents each.

The book embodies a fund of information concerning this remarkable machine from its beginnings to the present time and the way in which it has influenced our life and culture. The book is written for the purpose of spreading a knowledge of the proper methods of moving traffic efficiently, expedi-

tiously, and what is most important—safely. There are sixteen chapters dealing with the various aspects of safe and sane driving, and there is one chapter devoted to the not extinct art of pedestrianism.

An advisory council composed of many distinguished educators assisted Mr. Whitney in the planning and development of this book.

Adler, Alfred, editor in chief. *International Journal of Individual Psychology*. Chicago: International Publications. Pp. 135, First Quarter, 1936.

Eleven noted authors have contributed to this issue of *The Journal* essays dealing with the various psychic and physical phenomena manifest in the individual's mistaken style of life as revealed in dreams, main relationships, nervousness, fainting spells, sickness, laziness, and other difficulties from which humans seek various means of retreat.

Individual Psychology says that discouragement is the root from which these difficulties spring. Its aim in the treatment of such ills is to increase the individual's feeling of personal worth and his courage in meeting the problems of life. In the course of these essays many specific cases are cited and paths to their understanding and successful treatment are disclosed.

American Universities and Colleges. A Handbook of Higher Education. Edited by Clarence Stephens Marsh. Washington, D. C.: American Council of Education, 1936. Third edition. Pp. 1129. \$4.00.

Of immeasurable value as a reference book in libraries and educational institutions, this important volume will also be of the utmost usefulness to anyone desiring to understand the scope and variety of higher education in America.

No attempt is made herein to evaluate the work of the individual universities and colleges, but a comprehensive and authoritative record is set forth showing very definitely just what is being done in the field in this country.

The compilation and publication of the present volume is made possible by the Carnegie Corporation of New York, with the American Council of Education as coöperating agent.

Studebaker, John W. *Plain Talk*. Washington, D. C.: National Home Library Foundation, 1936. Pp. 166.

Stressing the importance of a realization and understanding of the responsibilities inherent in our democratic form of government, Dr. Studebaker makes a forceful plea for a clearer understanding of these responsibilities and for the preservation, through civic enlightenment, of the freedom we enjoy or should enjoy as a consequence of our democracy. Such enlightenment and understanding, he maintains, can come only through education—education of adults as well as of children. As a means of diffusing this enlightenment, Dr. Studebaker strongly advocates the public forum where people may come together for the purpose of discussing political issues in a fair and impartial manner.

Muzzey, David Saville. *A History of Our Country*. New York: Ginn and Company, 1936. Pp. 928, illustrated. \$2.12.

Organized on the unit plan of study, this volume presents a story of the history of our country in a manner that is at once vivid, interesting, and meaningful. A brief picture of a condition or institution existing in our society to-day provides the starting point of each of the eight units, and subsequent material explains how it came to be. The last three units are devoted to the twentieth century with impartial presentation of controversial matters.

The book is lavishly provided with striking and appropriate illustrations, and, although not overloaded with reading references and projects, it also contains ample study helps to meet the needs of students and teachers alike.

Elwell, Fayette H.; Fowlkes, John Guy. *Instructional Tests in Bookkeeping*. Yonkers-on-Hudson, New York: World Book Company, 1934. Pp. 92. Textbook, 36c; Teacher's Manual, 8c; Key, 20c.

Contains 80 tests organized around five major divisions of bookkeeping as follows: General, theory, journalizing, classification, adjusting entries and closing the ledger, and statements. The first 40 tests cover the first semester's work in

bookkeeping, and the second 40 cover the second semester's work.

The Teacher's Manual gives instructions for administering the tests, and the Key is to be used as a basis for scoring in and outside of class.

Punke, Harold H. *The Courts and Public School Property*. Chicago: University of Chicago Press, 1936. Pp. 314. Litho-printed. \$3.00.

This volume should be especially helpful to school officials and administrators who are responsible for the acquisition and use of school property and who are confronted with problems which cannot be solved without a knowledge of certain principles of common law.

Numerous citations of court decisions covering a wide range of territory with the dates of each decision are given, thus enabling the reader to understand the legal principles involved and to trace the possible reasoning of the court in his own jurisdiction.

The Social Studies Curriculum, Fourteenth Yearbook. Washington, D. C.: The Department of Superintendence of the National Education Association, 1936. Pp. 478. \$2.00.

Educators who are desirous of keeping education close to concrete and real things will find in this volume a gold mine of information, practical and highly thought-provoking, yet inspirational and definitely challenging to the imagination.

A number of viewpoints and possible procedures are presented in regard to the readjusting of the social science curricula to the problems of changing society. Especial emphasis is placed on the varying needs as well as the hopes of local communities as the bases on which superintendents and teachers should plan significant social activities for their pupils.

Blackhurst, J. Herbert. *Principles of Methods*. Des Moines, Iowa: University Press, 1936. Pp. 388. \$2.50.

This book contains twelve meaningful chapters devoted to a study of the processes of learning, both past and present,

with special emphasis on the kind of learning that develops in children the ability to fill their places in a self-directing democratic society. The educational philosophy embodied herein is as stimulative as it is inspirational.

Principles of Methods is designed to assist educators in bridging the gap between American educational theory and practice, which are about a century apart.

Taylor, George Coffin, and Smith, Reed. *Shakespeare's Macbeth, and Julius Caesar*. (Interlinear Edition.) Boston: Ginn & Company, 1936. Pp. 144 and 155. \$.52 each.

This interlinear edition of Shakespeare is designed to bring about unbroken interest in the narrative of the plays by placing above Elizabethan words and phrases unfamiliar to our modern usage the present-day meanings. It is a glossary superimposed on the text, and is an innovation that many will welcome.

Schorling, Raleigh; Clark, John R., and Smith, Rolland R. *Modern School Algebra*. Yonkers-on-Hudson: World Book Company, 1936. Pp. 464. \$1.36.

This first course book is inductive in development, while drill exercises are not neglected; in fact, all a teacher should need, and graded up to the complex and difficult. A feature is the chapter openings and summaries; another is tests, mastery and diagnostic.

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