

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

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of the National Education Association

NEW ORLEANS, LOUISIANA

February 18, 19, 20, and 21, 1937

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H. V. CHURCH, Executive Secretary

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at

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on

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TWENTY-FIRST ANNUAL CONVENTION

of the

Department of
Secondary-School Principals

of the

NATIONAL
EDUCATION ASSOCIATION

The twenty-first annual meeting of the Department of Secondary-School Principals met in New Orleans, Thursday, Friday, Saturday, and Sunday, February 18, 19, 20, and 21, 1937.

THE FIRST GENERAL SESSION

The first session of the twenty-first annual meeting of the Department of Secondary-School Principals was called to order by President Willard N. Van Slyck, Principal of Topeka High School, Topeka, Kansas, and President of the Department of Secondary-School Principals at 8:30 P. M. in the Roof Garden of the Jung Hotel, New Orleans, Louisiana.

The audience had been entertained by the Fortier Alcee High School Orchestra before the President introduced United States Senator Gerald P. Nye of North Dakota, who spoke on the subject, *Preparedness for Peace*. The senator emphasized the statement that he had no panacea to end war, but he wanted no one to rest easy in the belief that the objects for which our country entered the World War were achieved. These war aims he reviewed and showed that not one of the ends we sought in entering the war were accomplished. "Every cause that took us into war was lost," he said.

In preparing for peace we must be careful to draw the line between keeping war *out of this country*, and getting into war *in another country*. One of the efforts of the government in the guise of keeping war out of this country is the present prepar-

ation for transporting three million soldiers overseas. This looks like preparedness for war, but for war *in another country*.

The senator suggested ten propositions to keep before the people of this country: (1) To keep in war time the profit to munition makers and to other industrialists out of their manufacture by making the income tax on war industries so high that gain disappears. (2) To take the profit out of the making of war materials in time of peace. (3) Turn the making of all munitions over to the government. (4) Destroy the double standard, so that a citizen's life shall be held as sacred and inviolable as a citizen's property. (5) Gird ourselves to forego the prosperity that could come to us by supplying munitions and other products to nations at war. (6) Forego the "freedom of the seas." (7) Make no loans to foreign countries at war. (8) Keep our citizens off ships of nations at war. (9) Enforce on warring nations the *cash-and-carry plan*. (10) Give the people, not the president, the decision whether we shall go to war or not. "If automatically with the entry of the United States into a foreign war, income taxes would be raised so high that the revenue return would finance the country's participation in the conflict, our international banks and our munition makers would not be so intent on having war." "And most of all there should be a referendum of the people on the question of entrance into war, for if such a staunch advocate of peace as Woodrow Wilson could not keep us out of war, how could we expect any other man to do it."

SECOND GENERAL SESSION

Friday, February 19

The second general session of the convention was called to order by President of the Department at 9:50 A. M. in the Roof Garden of Jung Hotel. He at once introduced Francis L. Bacon of Township High School, Evanston, Illinois, who is chairman of the Committee on Planning, who made a report of progress.

REPORT OF COMMITTEE ON PLANNING

The Executive Committee appointed the Committee on Planning at the St. Louis meeting, February, 1936, as the result of repeated suggestions which pointed to the need of a central planning body. For some time there had seemed to be the feeling that the status and future work of the Department demanded analysis, consideration, planning, and functional operation. Thus the long-time job of the Committee was generally indicated.

The membership of the committee consists of Dr. Thomas H. Briggs, Teachers College, Columbia University; Dr. Rudolph D. Lindquist, Director, The University School, The Ohio State University; John H. Tyson, Principal, Upper Darby Senior High School, Upper Darby, Pennsylvania; Dr. W. C. Reavis, Department of Education, The University of Chicago, and Francis L. Bacon, Principal, Township High School, Evanston, Illinois, Chairman.

The Committee by means of correspondence and meetings has arrived at what appears to be a difficult but challenging program. Of the many problems suggested for consideration, a few have been tentatively chosen as especially illustrative of the need for planning. These are herewith briefly set forth as committee objectives:

1. To stimulate discussion, evaluation, and study of the report of the Committee on Orientation on the Issues and Functions of Secondary Education.

2. To bring the problems, issues, functions, and goals of secondary education to the attention of the public in order that citizens will be aware of the fundamental matters of educational policy.

3. To develop plans for dealing with certain specific needs and problems in secondary education which were brought to light by the report of the Committee on Orientation.

4. To stimulate realistic, long-range planning in secondary education, looking toward the establishment of a national plan or program adapted to present-day social needs.

5. To encourage and develop discussion groups in secondary education and to extend services to such groups.

6. To discover the most acute field problems in secondary education and to develop concrete suggestions for their solution.

7. To suggest projects where further experimentation is needed to discover more appropriate procedures in dealing with certain specific situations which now exist in secondary education.

8. To encourage and coördinate projects which are being carried on by local and state organizations affiliated with the Department and to work for better understanding and coöperation among all agencies working in the secondary-school field.

9. To sponsor projects in secondary education designed to (1) enlist the enthusiasms of high-school youth in coöperative activities for school and community improvement, (2) to lead youth *to care* about the future of democracy and the institutions which characterize it, and (3) to develop a sound educational philosophy on certain school activities.

10. To develop plans to unite under the leadership of the Department of Secondary-School Principals a coöperative attack upon the difficult problems now facing secondary education with a participation which will make for a wider understanding, not only of the more important problems but of the basic principles by which they may be solved.

11. To develop whatever techniques, devices, plans, or publications as are found necessary in carrying out the foregoing objectives.

Program of Work. Once these objectives had been indicated, work was begun upon their realization. For the first time a national report received specific follow-up. The interpretation and evaluation of the *Issues in Secondary Education* became the immediate concern of the committee's program. Under this plan more than thirty special articles of varying form and content have been published in educational periodicals.

Publicity relations were established and services rendered to all of the journals of state associations and state Departments of Education. Other interpretative material was prepared for the use of the National Congress of Parents and Teachers. A news service has also been started with material

carried in such newspapers as *The New York Times* and *The Christian Science Monitor* and the news bulletins of city school organizations.

Upon request the members of the Committee on Orientation prepared study topics based upon problems and interpretations suggested by the *Issues*. The committee worked these suggestions into study outline form and made them available for teachers' colleges and for groups of principals.

Contact was made with a large number of professors of secondary education, requesting that they indicate further development of these topics and propose others which might be appropriate for use by discussion groups. Using the returns as a basis six topics or themes were selected for initial presentation.

Suggestions were also developed for use by groups in studying and discussing each of the six topics. The plan included: (1) A statement of the importance of the topic, (2) Related or subordinate topics with concrete suggestions for presentation, and (3) A selected list of references.

A list of additional problems or topics which may be available for similar development in the future is being compiled. This list to date has been taken from recent publications on secondary education, from reports received of studies and investigations and from the members of the Department. As interest develops in this new service it is hoped that members will send in a large number of suggestions.

Committee Term of Office.—That there might be a continuity of terms of office as well as the advantage of new points of view from time to time the Executive Committee has accepted the planning Committee's recommendation that one new member be appointed by the Planning Committee each year.

Future Program.—The experience of the Committee during its few months of existence has shown conclusively enough that there is a real need for its services. The work to date has brought to light many needs of secondary education and has established already the groundwork upon which a highly important and constructive program may be built.

The initial success of the Committee in making the profession and the public conscious of certain problems of secondary

education through the interpretation and discussion of the report on the *Issues*, is evidence that a new service is needed in the field of public relations. One of the problems which the Committee will undertake next will be the interpretation of the report on the *Functions of Secondary Education*. This should result in a better understanding of the significant part secondary schools have come to play in the entire social program for America. A more general knowledge of the special functions of secondary education should also result in many improvements in the school program such as better articulation of administrative units, a new and more vital curriculum, emphasis upon vocational, civic, and character education, and the like.

The Development of Discussion Groups.—One of the most significant developments in secondary education in recent times is the growth of discussion groups among secondary-school people. Such groups have been started in many sections of the country. The new emphasis which is being placed on this method of dealing with significant problems in secondary education is having far-reaching results. The rapid growth of discussion groups among secondary-school teachers and administrators has grown out of a number of factors. First, the obstacles in the way of educational progress during the depression taught educators the great need for coöperative endeavor. Second, at the present time there is greater need of inter-school coöperation and exchange of ideas on mutual problems than ever before. Third, in the development and encouragement of these groups, the Department has played a considerable part, especially during the past year. One of the initial projects of the Committee was the further development of these groups. It is hoped to develop this movement to a point where the work will be a significant means of dealing effectively with some of the acute problems in secondary education. It is planned to urge groups to make studies of certain topics and forward results to the Department.

New Committees.—Out of joint consideration by the Committee on Planning and the Executive Committee will be the formulation of a new committee on publications and a new committee on pupil activities. The first committee will study the form, character and frequency of issue of the existing publications and make recommendations as to changes or new

proposals. The second committee will consider especially the problems of pupil activities, as they are related to state and national organizations, and will suggest policies as to Department considerations and services.

Final Report on Orientation.—From the beginning the Committee on Orientation has believed that the problems with which it was concerned were three-fold in character: one, the *Issues*; two, the *Functions*; three, *Implications and Practices*. The Committee on Planning is of the opinion that the third report or study is especially important and has recommended that a special committee be appointed to complete the final report on Orientation.

In the foregoing only a few of the possibilities have been briefly indicated. It is hoped that this report will be suggestive of the important services which this new committee may bring to the Department. If the needed financial assistance can be secured to permit the Committee to continue its program, many additional projects could be added for which there is a definite need and demand. In some form or other certain needs in secondary education are going to be met. If some organization such as the Department of Secondary-School Principals which can focus on the development of a program all the insight, imagination, and experience that the professional background of teachers and school administrators affords, does not assume positive leadership by meeting these needs with a real program, haphazard plans are certain to emerge and serious obstacles are sure to be placed in the way of the future development of secondary education.

FRANCIS L. BACON, Chairman
THOMAS H. BRIGGS
RUDOLPH D. LINDQUIST
WILLIAM C. REAVIS
JOHN H. TYSON

The Director of Demonstration School of Peabody College for Teachers, Mr. Joseph Roemer, of Nashville, Tennessee, read a *Report of Progress of the Committee on Coöperative Study of Secondary-School Standards*.

NATIONAL COOPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS

By JOSEPH ROEMER

Dean of the Junior College and Demonstration School
(Member of Administrative Committee which has this Study
in Charge)

There has been a growing feeling of discontent with the traditional high-school standards of the various regional standardizing agencies for a number of years. This feeling was crystallized at the Chicago meeting of the National Education Association in July, 1932. Representatives from practically all of the regional associations came together voluntarily for a day's frank discussion of the situation. At the close of the meeting it was the general opinion of the men present that something could be done about the situation and agreed that another meeting of a similar nature should be held the next month in the office of the Commissioner of Education in Washington, D. C. When the men came together for this conference, which lasted for two days, the whole attitude again was one of deep-seated discontent with present standards and an eagerness through a free and frank discussion to explore all the possible ways and means by which we might improve the situation. Practically every one of the regional associations was represented at this conference. At the conclusion of this meeting a permanent organization has been formed which made it possible for a revision program to be started in a limited way. Early in the fall, the executive committee of the newly formed organization came together in Cincinnati for the purpose of planning out a very comprehensive study and looking about for a means of financing it. At this Cincinnati meeting very definite plans were laid for the pursuits of the program in a small way until substantial assistance could be secured from one of the foundations.

For the next two years the study moved forward slowly but surely. We had to depend largely upon voluntary help.

All of the six regional associations in the meantime were approached for two purposes: first, for an official endorsement of the proposed study; second, for some very definite financial assistance. Each association approved the program and gave all the financial assistance its limited funds would permit.

The executive committee felt the first step in the study should be the abstracting of all materials on the subject and a summary of these made in such a way as to enable us to know exactly what had been done by individuals, groups, committees or organizations that would be of use or significance to the study. Some dozen or more interested men in the graduate schools of the country gave freely of their time and labor in the making up of bibliographies and in the abstracting of the material in the field. With the limited funds that the committee had been voted by the regional associations, two persons were employed to give their full time to the study. In this way, the abstracting and summarizing of the materials were pushed to completion and the ground work of the study finished.

By the time this was completed one of the foundations had come to the assistance of the study, which enabled it to be launched, in September, 1935, in a vigorous way. Headquarters were then opened in Washington, a coördinator, an educational specialist, and a secretarial staff were employed. The headquarters spent from September 1935 to September 1936 in evolving a tentative set of standards or criteria to be used in a new program of standardization or evaluation. Instead of taking the old standards and patching them up, the committee has proceeded on the assumption that it was possible to start from the very ground and evolve a new set of standards or criteria which would probably be very different from those now in use. Of course, it was the ultimate plan of the committee to take all materials out of the old standards that could be used in the new program.

By September 1936, a set of tentative standards had been evolved as stated above. The committee then decided that a year's time should be used in a field project whereby the tentative criteria could be applied to typical secondary schools, by a group of trained men, in order to see if they are practicable and workable. With that in view eight trained men in the

fall of 1936 were employed for field services. They were formed in four committees of two each with the thought that the third member of each committee would be some man in each state in which the schools are located. During the spring and summer of 1936, two hundred secondary schools were carefully selected from over the nation for the purpose of a year's experimentation and try-out. Very careful plans were perfected so that every detail would be thoroughly understood and ready for work at the opening of school in the beginning of the fall term of 1936-37.

Another phase of this experimental year is a testing program carried on in these same two hundred try-out schools. The first phase of the testing program was carried out early in the fall. These test papers are now being scored and handled in the headquarters at Washington. In the spring, the second phase of the testing program will be put through. By the end of the summer of 1937, it is hoped that this part of the work will be rather well along toward completion.

From the above it is seen that we are now in the midst of our year of experimentation and try-out of these two hundred schools. The field work for all the committees will be over, practically, by the first of June. Some of the men doing the field work will be called to headquarters to assist in compiling and summarizing the data and experiences gained from the year's study. When this has all been completed and the testing program has been carried through, it will be the task of the research staff at headquarters to evolve, as a result of the experiences of the committees in the field, the outcome of the testing program, and the researches of the committee in every form over the whole term of the study, a final set of criteria. In other words, the final year of the study will be devoted to the matter of refinement of standards and criteria and the publication of such blanks, work-sheets, check-lists, hand-books, and other materials as will be helpful in putting the new program into effect.

May I say a final word as a plea for patience. It is the hope of the Committee that those of you who are administering schools will realize what a stupendous task this has been, and realize also that the committee has very purposely gone slowly and cautiously in the matter in order to avoid every mistake possible. It looks now as if it is going to be the end

of the scholastic year 1937-1938 before the study is completed and the material ready for presentation to the various associations. We have gone far enough already in the study to feel absolutely certain that a new type of standard or criteria and a new method of procedure for accreditation are being evolved. The Committee feels quite certain that when the study is completed that we will have a new set of standards or criteria and a new method of procedure to recommend which will in a measure swing from the wholly objective over to the subjective; from measuring the set-up in a school to evaluating the program and outcome of the institution.

Professor Charles H. Judd, chairman of the Department of Education of the University of Chicago, read his paper entitled, *The Preparation and In-Service Training of Secondary-School Teachers*

PREPARATORY AND IN-SERVICE EDUCATION OF SECONDARY-SCHOOL TEACHERS

By CHARLES H. JUDD
University of Chicago

There are many evidences that secondary-school teachers will be required in the future to attain a level of scholarship higher than that which they have reached on the average in times past. The better secondary schools are recruiting their faculties from among those who have advanced academic degrees. The example of California, which requires of all secondary-school teachers a year of study beyond college graduation, is having a marked effect on other states and on standardizing agencies. Professional courses in addition to courses in subject-matter fields are now commonly required for certification by state departments of education. The new requirements are putting pressure on colleges and universities. Indeed, some college authorities are complaining that they cannot provide in four years the many different preparatory courses which prospective secondary-school teachers are called upon to take. The liberal-arts colleges are urging that the required professional courses be reduced in number, while the teachers' colleges are frequently neglecting the academic edu-

cation of their students and holding tenaciously to elaborate programs of professional preparation.

Such evidences of increasing demands on secondary-school teachers as have been cited can be supplemented by pointing out that in some parts of the United States there are so many individuals seeking teaching positions that the teacher market is overstocked and the effects of competition for places are beginning to be seen. If there are several college graduates seeking appointment where there is only one vacancy, it is natural that the individual with the best academic credentials be chosen. There are, to be sure, considerations other than academic records which determine who is appointed in certain instances, but, in general, advanced degrees and other similar conventional evidences of educational attainment are gaining recognition.

For the past two decades the trend toward higher requirements for appointment to teaching positions in secondary schools has been in some measure counteracted by the phenomenal increase in the pupil population of the secondary schools. Teachers had to be employed even though the preparation of the individuals appointed was inadequate. It has been especially true of the newer subjects introduced into the curriculum, such as the technical subjects, that individuals only remotely competent to teach these subjects have often been accepted. The National Survey of the Education of Teachers is authority for the statement that 13 per cent of the teachers in the senior high schools of the United States have had less than four years of college education. Undoubtedly this 13 per cent includes many shop teachers who have been imported into the schools from industry.

The influx of young people into the secondary schools is quite certain to be less in the future than it has been in the past. There is now registered in these schools approximately two-thirds of the population of secondary-school age. While social and industrial conditions are likely to favor a continued increase in the number of pupils during the coming years, there will certainly be no such change in the pupil population as has occurred since 1914. If the secondary schools reach the point where their population becomes even approximately stable, competition and other effective forces will push up the

requirements imposed on candidates for teaching positions in these schools.

Some of the forces working in the direction indicated are so subtle that they often escape detection. One of these is the gradual change which is taking place in the concept of scholarship as a means of preparing the individual for success in the modern world. So long as society was in a state approximating equilibrium, with fairly constant industrial and educational conditions, scholarship was thought of in terms of certain fixed units of conventional knowledge. For example, geometry and algebra have long held unquestioned places in the secondary-school curriculum. They are subjects which have the prestige that comes from long historical acceptance and from service-ability for a selected body of pupils. The ancient and modern foreign languages have for generations been thought of as indispensable possessions of a cultured individual. It was not until Herbert Spencer in 1855 made a vigorous plea for instruction in science in his now famous essay entitled "What Knowledge Is of Most Worth?" that anyone questioned the conventional curriculum of the secondary schools. In recent years, when the equilibrium of society has been disturbed and new social and industrial conditions have created demands for knowledge and skills not formerly included in the secondary-school curriculum—especially since 1906, when Massachusetts organized a special board of education to supervise the development of vocational schools—there has been a gradual change in the concept of scholarship. There has been a growing tolerance for new types of scholarship and new lines of intellectual endeavor. Any subject which can lay claim to utilitarian value and seems to be of interest to even a small group of pupils is sure of acceptance in the minds of some educators as a legitimate subject of instruction and is also sure of a place in the program of some school. While the sciences and the vocational subjects are elbowing the older subjects out of the secondary-school curriculum, the defenders of ancient faiths are crying out in condemnation of what they call "loose and unworthy forms of scholarship." These critics of present-day efforts to expand the curriculum to meet the demands of all the people are being answered by enthusiastic advocates of the newer lines of instruction who say that the older, linguistic-mathematical courses are barren and formal.

In the days when the linguistic-mathematical curriculum was unquestioned, it was fairly easy to select teachers. He who knew his Euclid or his Greek grammar and had passed through Caesar and Virgil could drill pupils if only he had a certain persistence. He was not called on to make any concessions to pupils of limited ability. There was no such demand for pupil guidance as there is to-day. The formula of instruction was direct and simple. The pupil must learn the rules of accepted procedure and conform to fixed standards or else leave the secondary school.

The concept of scholarship which was accepted seventy-five or even fifty years ago is no longer acceptable. All the world goes to school in our time, and a narrow curriculum is no longer possible. Compulsory school attendance laws are driving into the secondary schools large numbers of young people who are unwilling to study the subjects that made up the whole curriculum as late as 1890. The faculty of a secondary school must be intelligent these days, not merely learned. Scholarship is now coming to be thought of as a quality of mind rather than a certain body of remembered content. Scholarship must be dynamic, not static. It must be effective in improving the world. It cannot rest content with a mere recording of what has been.

We find a striking example of the baneful influence of the older concept of scholarship as mastery of a fixed body of knowledge if we study the history of the teaching profession. Some adherent of this older concept invented that iniquitous thing, the life certificate to teach. Whoever he was, we can well believe that he had been brought up to have faith in the theological doctrine of the perseverance of the saints. Lest some of you be backward in your theology, it may be well to interrupt this discussion long enough to say that the doctrine referred to can be expressed in vulgar language as follows: Once a saint, always a saint. So it was conceived to be in teaching: Once a teacher, always a teacher. The life certificate meant that a given individual had filled his mind with a certain freightage of nouns, verbs, and geometrical formulas and could at any time in the future exhibit his wares—with moderate hesitation at the worst and with alacrity at the best.

Standardizing associations adopted the life-certificate idea with but slight change. They have been strenuous in the

assertion that no one should be allowed to teach a subject unless he majored or minored in that subject in college. The idea that intelligence can be exercised in the mastery of new subjects after one leaves college is abhorrent to a mind full of the life-certificate idea. When a teacher wants any new knowledge, he should go back to the authorized knowledge factory and take courses.

Far be it from the present speaker to minimize the value of university courses. The easiest and certainly the most expeditious way to add to one's equipment as a teacher is to go to an institution which deals in courses and fill up on ideas. The only trouble with approval of this method of adding to one's knowledge is that it tends to strengthen the impression which many teachers have that intellectual effort of the highest type consists in jotting down notes and perusing textbooks.

Perhaps enough has been said to make it clear that the present speaker does not have much faith in the kind of scholarship that is now, and has long been, prevalent among secondary-school teachers. Indeed, if one were disposed to be brutally frank, one would be compelled to say that scholarship in American secondary schools is pitifully low. Here and there some exceptional teacher bestirs himself and invents something new in the way of instructional materials or instructional methods, but, in the main, secondary-school teachers are routinists, imitators of those who taught them, slavish adherents to textbooks, complacent repeaters of formulated ideas.

The effect of the earlier concept of scholarship on the teacher's own mental life is bad enough, but far worse is the effect of this concept on the mental lives of pupils. The teacher tends to draw his pupils into the path that he has himself followed. Pupils think of scholarship as conformity to authorized formulas of belief and statement. They get into the habit of doing no intellectual work beyond that which is prescribed. The idea that the world of intelligence is a free world in which one may follow new and untrodden paths is seldom understood by a secondary-school pupil. Original investigation—a search for truth in new lines—is supposed to be the opportunity only of students well advanced toward the highest academic degree.

If we turn to the future and ask what is to be the accepted definition of scholarship for both pupils and teachers, we be-

come aware of a movement which is of the highest importance. The best teachers of our day are teachers who have learned how to make their pupils independent. The single textbook to be learned verbatim is being banished from the schools. Pupils are being sent to libraries, where they can compare the views of different writers and develop individual judgments which do not follow the lead of any single authority. Pupils are being asked to discover interests which are strong enough to induce them to study in out-of-school hours. The negative statement that there is to be no home work is being replaced in the best schools by the positive statement that each pupil is expected to adopt and follow some line of intellectual endeavor independently and enthusiastically for the sake of mastering a field of experience that may have been opened up in school but was not there treated exhaustively.

The older belief that classes must be small so that each pupil will be closely watched by the teacher is beginning to weaken in view of repeated demonstrations of the fact that teaching often attains the highest success in large classes where the function of the teacher is to inspire rather than coerce, to arouse rather than drive.

If a generation of young people could be so educated in secondary schools and colleges that they would be able to think independently, to analyze situations, and to form sound judgments, it would be possible to select from among them teachers who would exhibit a new and higher type of scholarship. The difficulty in this case is the difficulty which confronts all social reforms, namely, the impossibility of starting with individuals of the kind necessary to make the reform immediately effective. Reform in education must begin with teachers who were on the whole inadequately prepared and with pupils who have too often been educated in the conventional, formal ways of studying and reciting.

A promising attack on the problem which confronts the secondary schools is for principals to undertake a far more vigorous program of in-service education of teachers than has been common in the past. Every investigation which has been made of the way in which principals of secondary schools spend their time has shown that administration and not supervision of instruction is their chief concern. Principals say that they have neither energy nor opportunity to visit classes

after they have taken care of all the public relations and administrative duties which society imposes on them. The principal thinks he must be in his office to answer every call made on the telephone by influential citizens or by parents of his pupils. He must visa all orders for supplies and must attend to every case of discipline.

So long as principals devote themselves entirely to administration and public relations, instruction will tend to be of the formal recitation type. To be sure, there will always be some teachers who will develop new and dynamic methods of conducting their class work, but, in the main, teachers, like pupils, do what they know is demanded of them and little or nothing more. The scholarly atmosphere of a secondary school is a very substantial influence in governing the activity of the teachers. If the atmosphere is of low scholarly barometric pressure, the work of every individual in the school will slow down and become bare routine. The atmosphere of an educational institution either stimulates or retards scholarly effort.

The extent to which a scholarly atmosphere affects the whole personnel of an institution can be illustrated. The story is told of one of the leading universities of the country that on one occasion just after the president's report had appeared containing a list of the publications of members of the faculty during the previous year a janitor remarked to one of the professors: "Professor, I do not see in the president's report any mention of books written by you last year."

The problem which confronts the secondary schools of the United States is the problem of creating a scholarly atmosphere. This problem cannot be solved merely by compelling teachers to take extension courses. An atmosphere of scholarly activity must exist in the school itself; it cannot be imported in small packages. The principal and the teachers must be of a certain type and must go about their work in a certain spirit.

If the proper atmosphere exists in a school, a new teacher will grow even more than he grew during his preparation in college. The fact is that the assumption that a young teacher will receive little or no stimulation after he enters upon his professional duties has reacted in a curious way on the preparatory program.

Because there is no adequate supervision of instruction in secondary schools, there is a strong disposition in many state departments of education to compel all colleges which prepare secondary-school teachers to conduct a liberal amount of practice teaching. The theory is that a teacher-in-preparation who has taught a few classes will avoid the mistakes that a novice is likely to make.

Far be it from the present speaker to make condemnatory remarks about all practice teaching. Some of the practice teaching administered in American colleges is undoubtedly useful. On the other hand, it is a fact well known to every careful observer that much so-called "practice teaching" is a farce. There is probably no more demoralizing requirement imposed on colleges than the requirement that they make reports to state departments of education on the amount and character of the practice teaching done by students. Hours become days in these reports, and days become weeks, not because the facts justify the extensions of time but because institutions must comply with certification requirements. Lone-some blundering or mere imitation of unworthy examples is reported as closely supervised practice teaching.

The only effective way to give classroom experience is to put a young teacher in a real teaching situation under the sympathetic supervision of an intelligent principal. There ought to be continuity between the preparation given to prospective teachers in academic institutions and the supervision given them when they begin to teach. The idea that a college can make a teacher is fundamentally wrong. A college can equip a prospective teacher with knowledge of subject matter and can supply a background of information about school organization and classroom methods, but the first few years of teaching experience, if properly supervised, can do for a teacher what no institution can possibly accomplish. Teachers are not prepared in colleges; they are merely started on their careers.

Lack of supervision of teachers is one of the great deficiencies of the American educational system. Supervision can be and should be in part purely personal. All teachers, especially young teachers, are at times in need of suggestions which only an intelligent supervisor can give. Above and beyond personal supervision, however, is what, for want of a better descriptive term, has been called earlier in this paper

the "scholarly atmosphere" of an institution. If the whole body of teachers in a school can be brought together from time to time for the purpose of discussing educational problems, a scholarly atmosphere can be developed.

If, for example, the faculty of a secondary school considered at one of its meetings the social and economic status of the community in which it is situated, would not the new teacher in that school go into his classroom with a spirit far more helpful to the pupils than that which could be cultivated by a course in sociology dealing with such an abstraction as "the family"?

If the faculty of a secondary school met for discussions of the curriculum, each specialist listening as sympathetically as possible to the presentation of the claims of the subjects with which he has little acquaintance, would there not be developed a tolerance for the work of others which is now too frequently lacking?

These suggestions are intended to make concrete the statement that a principal ought to try to create a scholarly atmosphere in his school. Instead of thinking of in-service education of teachers as a commodity to be purchased from institutions of higher learning, principals ought to recognize in-service education as a part of their obligation to their teachers. There would be no need of dishonest reporting of practice teaching or of sham insistence on practice teaching by state departments of education if there were effective supervision in the secondary schools of this country.

There is another reason, which has been hinted at in this paper, why a new type of scholarship is demanded of secondary-school teachers. Knowledge has taken on a scope and range in modern times which make it essential that a group of intelligent teachers select and arrange what young people learn in courses. When there were only nine major lines of instruction in secondary schools, as the United States Commissioner of Education reports that there were in 1890, the organization of courses was comparatively simple. Furthermore, when one thinks of the thousands of teachers who have taught Latin and geometry, it is easy to understand that these subjects have been refined for teaching purposes until almost anyone can administer them—at least, after a fashion. The

situation with regard to the sciences, natural and social, is entirely different. The century-old landmarks are lacking. The mass of material is well-nigh unlimited. New contributions to these sciences are pouring in every day. There is no possibility of relying on tradition and convention. Not only so, but the new subjects, when properly taught, are never exhaustive in the sense in which a course in a dead language can be exhaustive. A modern subject, when well organized and well taught, aims, as indicated earlier, to cultivate powers of thinking and judging.

Instruction in the sciences has not commonly served the high purposes described as appropriate to modern teaching. Ordinary instruction in science in the secondary schools is undoubtedly the clumsiest and most ineffective teaching that is done in these schools. It requires an exceptional teacher to make a success of a course in science. What is needed in order to raise science-teaching in American secondary schools to a high level is a coöperative effort on the part of teachers who are real scholars in the sciences. The courses in the sciences in the colleges are no better than the courses in the secondary schools. They all attempt to crowd into the minds of learners hundreds of statements which are the findings of science. Most courses in the sciences fail almost completely to convey either understanding or appreciation of scientific methods of thinking.

What has been said makes possible the statement in a single summary sentence of the main thesis of this paper. The most effective method of cultivating scholarship of the right kind among secondary-school teachers is to institute in-service study on the part of these teachers which consists in vigorous intellectual attack on the problems of reorganizing the materials of instruction of the secondary-school curriculum. The best in-service education results from that kind of intellectual effort which issues in creative productivity on the part of teachers. Education of teachers has too long been thought of as an external process. Teachers, like pupils, have been content to take on formulated ideas. Teachers have seldom thought of themselves as responsible for aggressive scholarly activity which goes beyond their college and university majors or minors. Teachers have looked upon creative scholarship as something belonging to a sphere of activity entirely outside

the range of their possible attainment. If the demand were made on secondary-school teachers that they write interesting articles on topics in the special fields in which they give instruction, most of them would be utterly unprepared to comply with the demand. Yet ability to organize intellectual material is the surest evidence of genuine scholarship.

The period of tolerance of low-grade scholarship in secondary schools is passing. The signs point definitely in the upward direction. It is sometimes difficult in the chaotic situation which rapid expansion has produced to see clearly how a new kind of scholarship is to evolve and reach a level as high as that which the older scholarship reached in its limited sphere. To know a foreign language was indeed an achievement and undoubtedly extended the mental horizon of the individual who mastered the language. In this day and age there are other and more significant extensions of personal experience than those which result from contact with foreign literatures. Scholarship is of a new and dynamic type. Our generation is somewhat vaguely conscious of the new horizons which are opening up before society and the individual. The first reaction which this aroused consciousness leads men to make is to try to get greater quantities of the older and familiar types of knowledge. Standardizing agencies, state departments of education, and school boards are all asking teachers to take more courses. Course credits seem to be tangible guarantees of the new something which is demanded. Gradually the realization will mature that the demand is for a new quality of scholarship. The leaders in education ought to be the first to recognize clearly the nature of this demand for a qualitatively different kind of scholarship. Mere taking of more courses and acquiring of advanced academic degrees will not meet the needs of the future. Scholarship must be vital and productive. It must be of a type which will continue as an active force after a teacher secures a license to teach. It must operate to make a secondary-school faculty an association of energetic thinkers constructively mastering the problems of the institution which they serve.

At the risk of needless repetition, it may be added that the new demand rests not only on teachers but also on principals. The day is fortunately passing when the educational politician is to be preferred to the real leader in the secondary-

school principal's office. The organization of a secondary school is as yet an unsolved problem. It cannot be effectively accomplished without exercise of the kind of genius which grasps the significance of new social demands and meets these demands by discovering and making effective the fundamental principles on which the social order of the modern era rests.

The best schools, by substituting independent study for slavish learning of set lessons, are inaugurating a movement which promises to transform the whole educational system. When this movement becomes fully effective, prospective teachers will gain from their secondary-school and college education the kind of intellectual stimulation which will make it unnecessary to draw the sharp line now drawn between preparatory education and in-service education. In-service education will be a continuation, through association with experienced colleagues and under suitable leadership, of the independent intellectual effort cultivated throughout the period of preparatory education.

THE THIRD GENERAL SESSION

Friday, February 19, 1937

The third general session was called to order by the Chairman of the Committee on Planning, Principal of Township High School, Evanston, Illinois, Francis L. Bacon, at 1:25 P. M.

Miss Agnes Samuelson, State Superintendent of Public Instruction of Iowa, read her paper, *Safety Education on the Secondary Level*

NEXT STEPS IN TEACHING SAFETY ON SECONDARY LEVEL

By AGNES SAMUELSON,
First Vice President, National Education Association and
Superintendent of Public Instruction for Iowa

Whether or not you came to this meeting via a new streamline model, you are following the exciting records being

made in transportation history by the streamline developments. Whether or not you are intrigued with the streamline pattern, you see how it is influencing advertising. Streamline hairbobs, French toes on your air-conditioned shoes, recipes, footballs, toys, streamline your hip-line, and so on. Even Toonerville Trolley has gone streamlined. Flem Proddy, local inventor, was recently streamlining a derby hat so he would not lose it when running to catch the trolley!

But why bring this up? What does it have to do with education? safety instruction? this program? Let's take a look at the claims made for the new streamlines—greater speed, less wind resistance, added comfort, finer design, and more beautiful styling. In a nutshell—better performance. Isn't that exactly what we are seeking in our school—better performance?

The new streamlines arrive at their better performance through creative engineering and exhaustive research. Are we not using the same methods in education? Is not every aspect of the educational program under the microscope? Are we not constantly subjecting the content, procedure, and outcomes to careful investigation and severe testing to the end that there may be constant improvement? Is not the science of education developing? What are nursery schools, junior high schools, junior college, and adult education extensions, if not examples of creative engineering?

Where are more fascinating chapters than those in the story of the way education is being streamlined for better performance? The need is for an interpreter to write them in the best-seller style. Schoolhouse construction from log cabin to modern school building, curriculum from jawbreaker words in spelling to those commonly used in daily life or the names of the bones of the body to health habits, dunce cap and birch rod to achievement test and pupil participation, Horn Book to children's literature and the modern textbook, represent significant advancement in educational history. For the epochs described by the Covered Wagon, Iron Horse, Spirit of St. Louis, and latest model may be paralleled by the New England Primer, Webster's Blue-Backed Speller, Thorndike's Word List, and any modern textbook used in your schools.

In the chapter dealing with the enrichment of the content and relating the program more closely to the needs of

life outside the school, safety education may take a front seat. We no longer need to plead the importance of the subject matter. The record in the news is a fresh exhibit A each day. The safety forces have pioneered the work to the point where it is now a curriculum matter.

The emphasis given safety at this conference shows that the educational profession is not in the sidelines but in the thick of the campaign for human safety. We will participate by our own conduct as pedestrians and drivers. We will exert leadership by moving into this area with streamline speed. We will introduce safety programs even if we have to sacrifice some of our interesting academic arguments. We cannot add any more days to the week but we can perhaps find some more outworn subject matter to scrap, if we take a continuous inventory of changing life needs.

The school program must expand to include safety instruction, especially on the secondary and teacher-training levels, if the war on accidents is to be won. The annual death toll of thirty-six thousand lives and over a million injured in highway accidents is exactly that many too many. It cannot be postponed if the young learners are to have the experiences that will guide them for safe and adventurous living. If the school is to train for life—and that is the nucleus of our favorite definitions—it dare not blind its eyes to the educational aspects of the highway safety problem or shift the responsibility of tackling them. It is part of the process of streamlining education for better performance. If the schoolhouse is to be a service station for the procession of humanity—old and young—on the highway of life, it must develop the right kind of safety attitudes and habits. It cannot overlook the environment in which these young learners live—twenty-seven million motor vehicles with forty million drivers burning up sixteen billion gallons of gasoline to travel two hundred billion miles a year. This young generation must be safe as it goes places and sees things en route to take its place as adults in a world where time and distance have been conquered by radio and the streamline.

To teach these young learners the proper use of the great new instruments of modern civilization is one of the tasks of education. Call it values, discrimination, or control, as you prefer—the best way to freedom is through intelligent dis-

cipline. Guidance in the right use of the movie, radio, automobile, and literature is a new frontier in secondary education. These new tools can take us to greater heights or lower depths depending upon their use or their abuse. The young drivers and airplane pilots must have attitudes, knowledges, and skills if they are to sit at the wheel and the controls.

We are not here to argue that it should be done. That argument is closed. The question now is how to do it. There are no ready-made plans to put into your hands. We cannot ship the parts for you to put together in a given pattern. We cannot supply blueprints. There is need for much exploring in this area. Some of you have already made significant progress. Many schools are off to a good start.

The task resolves itself into two large aspects. What is the instructional significance of safety education in secondary schools? How shall safety activities be articulated with other educational units? There are technical problems involving new solutions. The answers are not in the back of the book. Their solution requires intensive research and creative engineering by the educator just as the production of the machine does on the part of the manufacturer.

To develop a systematic program and the right kind of safety instruction is more than a scissors and paste proposition. There are no precedents to follow, but some excellent work is being done here and there. The task requires mastery of the rules of the road, mechanism of mechanical power, human relations involved, coöperation of community and traffic agencies, and new procedures. It depends upon experimentation. There is little experience to draw from because of the suddenness with which the automobile is displacing the horse in transportation. Forty-five years ago there were no automobiles.

I toss this curriculum problem into your lap, knowing you will not stop except for red light until you have a program of action. If the curriculum is to be organized into several groups, where is safety to be found? in science? in the social studies? citizenship? industrial courses? Will safety instruction fall into different fields with overlapping areas? Will it be an integral part of all groups? Will it be a separate safety unit? Is it the mechanism on the human relations that will

determine where it goes? Such questions as these along with age growth and time for supervised practice are not as easy to answer as to raise. In other words the problem is well defined. There is nothing nebulous nor fantastic about the highway traffic safety problem. It is much too real.

The important thing is that we move forward. Our forefathers did not sit upon the banks of the stream waiting for all the waters to rush by before attempting to cross. So we, too, must be inventive and resourceful as we pioneer in untried areas. Building bridges upon which to carry the program will follow in due time as we make advancement.

It can be done. Without any well-formed program the results are already conspicuous. Mr. Albert W. Whitney of the National Safety Council reports that, in 1922, when the national safety program began, the accidental death rate for elementary school children was 40.8%. In a thirteen-year period it was reduced 26%. During that same period the accidental death rate among adults increased 20%.

That there is a tremendous interest in developing safety instruction is shown by the fact that almost every state and city of any size has committees at work on the course of study. Safety councils are offering assistance. Here is a field where the possibilities for coöperation are unlimited. The booklet on "Common Traffic Problems" is the most recent example of coöperation in my state. It was prepared jointly by our trade and industrial supervisor and the chief examiner of the motor vehicle department. Our course of study in safety education was previously made possible through assistance of the Iowa Department of the American Legion and other groups interested in safety.

Under the direction of a small committee some materials are to be ready in the near future which are intended to meet the calls that constantly reach the Childhood Education Section of the National Safety Council for immediate course of study helps.

Now as to the psychological aspects, remember these adolescents have the imagination and enthusiasm to conquer. They are burning with the ambition to unscrew the inscrutable. Let them enlist in the war to prevent accidents and go as far as it leads them. Is it too much to hope that the im-

plications of the human safety will carry them beyond the highways to the boundaries between nations? to the necessity of protecting human life through world friendliness and peace?

We are relying upon you to take the next steps. Call your faculty together and challenge each teacher to build safety units in his subject. That has been well done in the matter of guidance in some of our high schools. If you prefer to follow the most common practice of organizing separate safety units, do it that way. Remember that incidental instruction does not produce results in any field. There is ample evidence on that point. Do not hesitate to be inventive and try out new patterns.

While mechanical genius is fashioning automobiles with increased safety protection; lawmakers providing sounder traffic regulations; engineers improving streets and highways; organizations of all kinds promoting safety-mindedness; motor vehicle departments, police and patrols becoming more skillful in handling the traffic problems, it behooves the school, especially the high school, to impress the young learners with their responsibilities as drivers and as pedestrians. As we speed up our performance in this area, we are helping to make ancient history out of traffic accidents. Yes, you are equal to it.

Mr. Albert W. Whitney of the Education Division of the National Safety Council, read his paper on *The Secondary-School and the Traffic Safety Problem*.

THE SECONDARY SCHOOL AND THE TRAFFIC SAFETY PROBLEM

By ALBERT W. WHITNEY,

Chairman, Education Division, National Safety Council, New York, before meeting of the National Department of Secondary-School Principals, New Orleans, Feb. 19, 1937.

The entrance of the high school into the traffic field is significant because of what it means both to society and to education. We have failed completely to realize what we needed to do to accommodate ourselves to the automobile age. If we had visualized our problem as the domestication of the loco-

motive upon our streets rather than the glorification of the horse and buggy, we should have got off to a more realistic and adequate start.

In our mentality and psychology regarding the automobile we are still in the horse and buggy stage. This shows not only in our failure to make the driver responsible through adequate drivers license laws, but in our failure to provide training not merely for living in the automobile age but even training for driving. Our delinquencies go even deeper than that however. We don't even understand how to approach the problem. We are at a standstill at the present time because we believe that it cannot be solved. The problem can be solved, but if it is to be solved training courses for living in the automobile age must be given, together with actual instruction in driving.

Such courses not only belong in the field of education, but they belong in the high school. This is a job that the high school must perform for society. The gain will not all be on the side of society however; for such courses will have a profound effect upon the high school itself.

There is no part of our educational system that more needs to be taken out of the treadmill routine that tradition and the exigencies of preparing young people for college have imposed. Here is a chance to do some of the tasks that education should be performing during the period of adolescence when the need and opportunities are so remarkable.

Miss Marian Telford, Consultant on Child Safety and Director of Field Activities of the Education Division of the National Safety Council presented *A Balanced Safety Program for the Secondary-School*.

A BALANCED SAFETY PROGRAM FOR THE SECONDARY-SCHOOL

Marian Telford, Consultant on Child Safety and Director of
Field Activities, Education Division, National Safety
Council, New York, N. Y.

Introduction

My part in this session is the presentation of a balanced safety program for the high school. Due to time limitations I

ask permission to do so largely in a written rather than an oral form.

By way of introduction I desire to make just two points. First, the preparation of this balanced program was not a one-man job. I have had the unselfish assistance of experts in the educational, recreational, traffic and safety fields. I wish to express my grateful appreciation for that assistance. Second, I wish to direct your attention to some of the sad facts in the accident case. There were 111,000 accidental deaths in the United States last year. That's a new high. But it is to certain trends that I wish to direct your attention. Until 1929 accidents were second in frequency as a cause of death in the 15 to 19 age group, surpassed only by tuberculosis. In 1930, however, accidents became the most frequent cause of death in this age group. They have remained so every year since. In fact, in 1934, accidents were the most frequent cause of death between 3 and 18 years and by 1935 between 3 and 20 years.

A Check List for High School Principals

If the safety program of your school is adequate you are able to check the following items. Others may be included, these are essential.

1. The school building is inspected periodically. Special attention is given the gymnasiums, shops and laboratories. Complete coöperation is given local and state authorities responsible for the inspection of school buildings.

(In a detailed study covering 700,000 students it was found that 25% to 35% of the reportable accidents in the grades higher than the seventh occurred in school buildings. These accidents occurred in the following places: gymnasium 35%, corridors and stairs 20%, vocational shops 14%, class rooms 13%, others 18%.)

2. The athletic program is under the direction of a full-time athletic teacher or coach, medical examinations are required before students are allowed to participate in intramural or interschool school competition, the playing floor or field is adequate in size and in good condition, personal equipment is suitable to the needs of individual players, participants are properly conditioned and aided in the development of the skills required in the various activities in which they take part, stu-

dent leaders are used and properly trained, first aid and medical service and, if necessary, hospital service are available.

("Approximately 87 school years are lost every year as a result of accidents in physical education activities in high schools."—Safety in Athletics. Lloyd, Deaver and Eastwood.)

3. Students are aided in the development of skills in certain recreational activities that may be largely non-school activities yet known to be hazardous to individuals of high school age.

(Firearms, for example, rank as the fourth cause of accidental death in the 15 to 24 age group. Drowning ranks as the second most frequent cause of accidental death from 5 to 24 years and reaches a peak between 15 and 19.)

4. Procedures have been established for the collection of data on student accidents resulting in absence from school and the full use of this data in the development of the safety program.

(The high school participates if the city school system has adopted the Standard Student Accident Reporting System, makes an independent study if the city has not.)

5. The development of safety skills is a recognized part of all vocational or manual arts courses, including physical education.

(This was recommended to the Department by Sidney Williams at the St. Louis meeting.)

6. The development of attitudes and skills essential to safety is considered in those courses that deal with character and social relationships, including courses in citizenship and Problems of Democracy.

(Also recommended by Mr. Williams last year.)

7. Basic information on highway, home, recreational and occupational hazards is given to all students through carefully prepared units in related courses. The development of driver training courses is recognized as a desirable outgrowth of introductory class room discussions of traffic safety, such driver

training to be included in the program of the school when the technics of driver training have been developed, teachers trained and equipment made available.

8. A student safety committee or council has been organized, provided with the assistance and guidance of an interested member of the faculty and aided in the development of channels through which to reach the entire school enrollment.

9. The principal has assumed responsibility for the interpretation of the philosophy of the safety movement to the members of his faculty and encourages and aids them in securing the necessary training for effective work in this field.

10. Helpful published safety materials are made available to students and teachers.

11. Patrons are kept informed on and interested in the safety program of the school.

12. Contact has been established between the high school and the official and private agencies working for safety in the community.

SELECTED SOURCES OF INFORMATION

Organizations

National Safety Council (Education Division), 1 Park Avenue, New York, N. Y.

National Bureau of Casualty and Surety Underwriters, 1 Park Avenue, New York, N. Y.

American Automobile Association, Mills Building, Washington, D. C.

Published Material

Education for Safety in America's Secondary Schools. Williams, Department of Secondary School Principals, NEA Bulletin No. 60.

Man and the Motor Car. Whitney. National Bureau of Casualty and Surety Underwriters.

Accident Facts. National Safety Council. (Annual Statistical Report.)

Student Accident Reporting. National Safety Council. (Sample report blanks, instructions for use.)

Organized Safety for Organized Parents and Teachers. Telford. National Congress of Parents and Teachers.

Parents and the Automobile. Reisner. Bureau of Publications, Teachers College, Columbia University.

Sportsmanlike Driving Series. American Automobile Association.

Safety in Athletics: the Prevention and Treatment of Athletic Injuries. Lloyd, Deaver and Eastwood. W. B. Saunders Company, Philadelphia.

Mr. Amos E. Neyhart, Driver Training Specialist of the American Automobile Association, spoke briefly but vividly on *Teaching Good Driving Through Classroom Study and Driver Instruction in High Schools*.

TEACHING GOOD DRIVING THROUGH CLASS- ROOM STUDY AND DRIVER INSTRUCTION IN HIGH SCHOOLS

Amos E. Neyhart, Driver Training Specialist, American Automobile Association, on leave of absence from Pennsylvania State College

Perhaps no new educational activity in many years has created such widespread interest as driver education and driver training in the high schools. That educators have been quick to see its advantages is more evidence of the universal demands for safer conditions on the streets and highways. Thus the schools are joining forces with legislators, law enforcement agencies, traffic engineers and others engaged in the mass attack on the greatest humanitarian problem of the age—the steadily rising toll of motor deaths and injuries.

Why should schools take on this added responsibility at a time when their facilities are already taxed? The answer is simple. The age requirements for new drivers in the various states are, on the average, about sixteen years, although lower in some states. Therefore, it is obvious that driver education and training in high schools is the proper approach to reach

new drivers and those who will drive in the future. In addition, there is growing appreciation for the fact that driving an automobile has become an essential feature of almost every profession or means of earning a livelihood.

From the standpoint of the educator, an important feature of driver education and training is that it is easily adapted to regular courses of study or extra-curriculum work. It requires only a limited time in the classroom and on the road. Thus while it is significant from the viewpoint of benefits and results it does not require the extensive preparation and advance planning that is required by some other courses of study.

One of the most widely accepted courses of driver instruction is that offered by the American Automobile Association. It combines the experience of traffic engineers with that of educators in the classroom. The basis of the course is a series of textbooks under the title of *Sportsmanlike Driving*, which is also the theme of the text material, now in use in approximately 2,800 high schools. Demands for these textbooks have been such that our printing resources have been taxed to fill orders. A great number of high schools are supplementing classroom study on the fundamentals of safe driving and safe walking, with actual road training.

Dual control cars are now used for road training in many high schools and offer an effective means of preventing accidents during the training period. The dual control gives the instructor a clutch and brake pedal conveniently located so that he has full control of the car, should the student fail to operate the automobile properly.

The value of this high-school training in indirectly reaching adults should not be overlooked. Surely when the younger generation becomes conscious of the tremendous responsibility attached to driving, they will help carry the message to parents who, in turn, will reappraise their own driving habits. Another important feature is the fact that students who have received driver training find tests for a drivers' license a comparatively easy matter.

There is no greater contribution that our schools can make to the cause of better citizenship in the future than to help develop proficient and responsible drivers of motor vehicles.

Mr. Leslie R. Silvernale, Supervisor of Instruction of the Public School of Cleveland, Ohio, presented his paper.

SAFETY INSTRUCTION IN CLEVELAND SECONDARY SCHOOLS

By LESLIE R. SILVERNALE,
Supervisor, Public Schools, Cleveland, Ohio.

In the junior and senior high schools of Cleveland, safety instruction is incorporated in the various subjects of the curriculum. This means that there is some repetition and overlapping, for a safety unit in a social studies course may include some of the material found in a safety unit in science, but the approach is different and the pupil has a broader understanding as a result of considering the problem from these varying angles.

The industrial arts department is giving much thought and devoting much time to the teaching of safety. Shop bulletin boards feature safety material. Each machine has its special set of safety rules which must be mastered before the boy begins to operate it. Student safety inspectors are appointed to inspect safety devices, to see that proper guards are used, and to see that other safety precautions are followed. In some schools, these student safety officers are given special training for this type of work in classes set up for this purpose. Many industrial arts teachers have broadened their safety program to include more than just shop safety and certain periods each week are used to stress other phases of the subject. Teachers of home economics have developed instruction in home safety comparable to the shop safety program followed in industrial arts courses.

The physical education department is giving much attention to safety instruction. Two safety committees, one composed of teachers of boys and the other of teachers of girls, have carefully worked over their respective courses of study. They have set up general safety procedures, and precautions for specific activities, which have been included in the course of study.

The number of academic subjects in which safety units have been incorporated is continually increasing. In seventh grade mathematics there is a unit entitled "Accident Graphs."

Pupils are presented a wide variety of accident graphs and in this way they gain some appreciation of the present accident situation as well as drill in the interpretation and construction of graphs. In the ninth grade social studies unit entitled "Conserving and Improving Human Resources" there is a section devoted to accident prevention. In senior science, a course organized for pupils who do not elect chemistry or physics, there is a four-weeks unit entitled, Accident Prevention Becomes Scientific. It includes material on safety at home, at school, in outdoor recreation, in industry, and in traffic.

In addition to teaching safety in correlation with other subjects, in all junior high schools and in some senior high schools specific safety lessons based in general upon seasonal hazards, are taught. These lessons are usually presented during the homeroom period. To provide teachers with up-to-date material, monthly safety bulletins are prepared and distributed with the coöperation of the Cleveland Safety Council. The topics stressed are: September, school safety; October, fire prevention; November, street safety; January, winter safety; February and March, first aid; April, safety in spring sports and the annual spring clean-up; May and June, water safety, hiking, fireworks and the like.

In senior high schools, an increasing emphasis is being given to instruction in safe driving. Units in this topic have been incorporated in various spots in the curriculum. In some schools such a unit is taught in the personal regimen course; in others, in science; and in others, programs for presenting traffic safety have been instituted for all seniors shortly before graduation. A safe driving unit has been included in a course in Problems of Democracy which is now being introduced and which is intended eventually to be required of all twelfth grade students. In several schools, full semester courses in safe driving, meeting daily, are offered. At one high school a teacher is spending his full time in actual road instruction. This experiment is being financed by the Cleveland Automobile Club.

In the junior and senior high schools as in the elementary schools, safety education is linked with training in active citizenship by giving the student government the task of looking out for the safety of others in the school building and on the school grounds. School safety councils or safety commit-

tees of student councils have been organized, and it is their responsibility to take charge of safety assemblies, safety bulletin boards, building inspection, accident reports, and conduct in corridors and on the school grounds.

Mr. E. W. Montgomery, Superintendent of Union High School and Junior College, Phoenix, Arizona, presented his paper entitled *Safety Education in the Phoenix Union High School*.

SAFETY EDUCATION IN THE PHOENIX UNION HIGH SCHOOL

By E. W. MONTGOMERY,
Superintendent of Union High School and Junior College,
Phoenix, Arizona

Two features of the Phoenix Union High School safety program are unique. One is that we are giving a semester's credit toward graduation for successful completion of the automobile driving class work, which, by the way, is a real driver training program in fact and not in name only. Granting such credit calls for no defense on any score. It is simply admitting that a vital need has existed and that we in the Phoenix Union High School are beginning to meet that need. The question has been raised as to whether there is sufficient content to warrant granting such credit. The answer is emphatically, "yes". That is true both for the ninety hours of the classroom time and the actual road work. Each student in the latter is behind the wheel from eight to fourteen hours, according to his individual needs. The limited time allotted to me permits neither an explanation of the two divisions of the classroom procedure, nor the driver's training.

The second feature in the Phoenix plan is unquestionably an innovation. It has great significance in states with operator's license laws or in those where such legislation is contemplated. We have been granted this year the privilege and have been given the authority by the Superintendent of the Motor Vehicle Division of the Arizona Highway Department to give the three tests required by the operator's license law for our high-school students. In fact, due to the recognition of the

high educational features and the thoroughness of procedure, all high-school students are required to appear before our examiners. Therein lies a great, a tremendous responsibility and a magnificent challenge. We have accepted it. Furthermore, should any student by reckless driving or for other cause so conduct himself that his driving endangers the lives or property of others, our recommendation alone is sufficient to suspend that student's license. Both our city magistrate and the highway patrol assist in making this regulatory measure possible. The enforcement agencies are pleased to have our aid.

We had not budgeted for expenditures such as gas, cars, or insurance. Therefore it became imperative to call upon our community's resources when a survey showed that we had nearly two hundred juniors and seniors sixteen years of age, who were driving without licenses. Each of our car dealers agreed to furnish a car for a week. An insurance company covers the cars with public liability, property damage, and collision insurance, and so far, not even a fender has been nicked. Oil companies have supplied the gasoline. Films and slide film machines have also been made available for our use. The city of Phoenix furnishes paint crews, the Arizona Highway Department and the Parent-Teacher Association, in fact, every individual or company approached have given us absolute co-operation in everything.

The examination consists of a vision check made by our public health nurse. The driving test is over a route five miles in length. Every condition that the adult meets in ordinary driving, the students meet, except heavy hill and night driving. Abrupt stops, backing, parallel parking, turning in the street, stop signs, traffic signals, heavy traffic, country road, concrete, oil cake and dirt roads, both rough and smooth, are encountered. The attitude toward pedestrians, the speed at intersections, his kind of observation—all are noted and checked by the faculty examiner. A student must make thirty out of forty-five points to be approved. If he does not, he is advised to see the driving class teacher for further instruction, either on the family car or the one used at school, upon the specific points in which he needs improvement. He is never told that he has failed. That would not be a true picture of what has happened to him. It would not be proper educational procedure.

The third part of the examination is a written test upon the Phoenix traffic ordinance, the Arizona motor vehicle code, local accident facts and methods of preventing accidents, and driving problems. The last are made up from the information found in the A.A.A. *Sportsmanlike Driving Series*.

Before the boys and girls (and the number is almost equally divided between them) can take this test, they must attend four one-hour lessons in which the above matters are carefully discussed. The object, of course, is that they not only be prepared to answer intelligently questions relative to controlled speed at intersections, the shape and meaning of standard signs, the type of situations that must be avoided in Phoenix and Arizona to reduce our accident rate, but that they shall continue to be impressed with the fact that a license gives them only the privilege to practice how to become skillful drivers. We plan to follow up the drivers that we license to find out the number of accident-free miles they drive and whether or not they are cited for traffic violations.

We are not sure just where this experimentation will lead us. Probably our dealers will be willing to continue in the future to lend us cars, for in addition to the safety features involved, which are of course, uppermost in our minds they consider the matter as good advertising. Other loads, insurance and gasoline, for example, will have to be assumed as a logical tax burden. The licensing and training in automobile driving are two of the most real and positive ways of solving our difficult national traffic problems. Phoenix is convinced that our safe driving program is sound youth guidance and sound education.

Mrs. B. F. Langworthy, President of the National Congress of Parents and Teachers, read her paper, entitled, *Parents and Safety*.

PARENTS AND SAFETY

By MRS. B. F. LANGWORTHY,
President, National Congress of Parents and Teachers,
Washington, D. C.

Only a soothsayer could answer the question which your program chairman asked me—"How much interest have par-

ents and the public in teaching safety in the high schools?" One much less wise, however, might easily judge how much interest they *ought* to have for the general public is made up largely of the parents of the children who may kill or be killed for want of this education.

As a matter of fact, the parent teacher body, which is fairly representative of the community anywhere, has for many years conducted an educational campaign for safety in the home as well as on the highways; for it was a great blow to parents to discover that "safe at home" meant about what "safe on the highways" meant, and no more.

A traffic safety program can be studied only in coöperation with school and municipal authorities and this we are trying to do under the leadership of our National Chairman of Safety Education, Miss Marian Telford, of the Educational Division of the National Safety Council.

There is much that we must learn outside the emotional drive which we can always count on for motivation, sometimes long before we have had the necessary learning to direct it. For instance, we have been strongly interested since its inception in the School Safety Patrol and have raised thousands of dollars to buy Sam Brown belts and other equipment for these young monitors. Then we discovered that we knew little about the best rules governing this activity and we went about to study them, with the result that now we insist that if our children are to be patrols they must stand on the curb, and not in the street; that they are there to control the children and not traffic and, finally, that it is to be regarded not as the best method but only as a stop-gap until the municipality is financially able to use adult officers for all traffic control. We know that it is bad, psychologically, to give to children of the same age level, constituted authority over each other and we look forward to the day when this apparently necessary form of control may be abolished.

We recognize that, when we equip our children with roller skates and bicycles we must also teach them the rules for their use. Most children have been so protected that they can see no danger in darting in and out of traffic in these swiftly moving instruments of disaster and are often resentful of parental provisions for their safety. But we do urge the use of

some brilliant tail-piece so that like a firefly they are automatically protected by a signal light, also we urge the use of the extreme outside lane, going with the traffic, and we do try to make them understand the danger of using roller skates in traffic, when the slightest obstacle may make them trip and fall under an automobile.

It is understood that these rules are given in school safety lessons but, after all, the control must come from the home where the vehicles are provided.

The teaching of driving in the high schools is only now being recognized by parents as an essential subject. Two years back one heard it spoken of as a fad and a luxury, almost as "class education" because only the rich could own cars. The expansion of car ownership, coupled with the comprehension of the commercial value of motor knowledge has changed sentiment vastly and there is much commendation of this addition to the high-school curriculum. If parents have any opposition to the introduction of this new course it would, perhaps, tend to be dissipated by classifying the course under physics or some other traditional subject, which would satisfy taxpayers with the sense of factual education. True, the accurate knowledge of driving technics may deprive parents of one of their last vestiges of superiority in the realization that John or Mary drives better and more scientifically than they do. The remedy for this would be in a carry-over of the knowledge from the school to the home and the possession in the home of such an invaluable text book as Whitney's *Man and the Motor Car*. There could be not more timely bit of adult education than this, for what shall it profit a boy to save his father's automobile for his father to wreck the next day because he did not know the science of good driving?

In many states it has been so long possible for a man to buy a car and drive it home under his own power and he has done it so often without being killed that parents have grown to feel in the main that motor-driving came by grace rather than by education. The ghastly number of accidents of the last few years have shaken our complacency, however, and we are all beginning to wish that we had not only a knowledge of the beneficent, but also of the dangerous power of the machine. At present, most people know only what the sales-

man has told them when buying the car or what the policeman has said when giving them a ticket.

Parents are, in the main, honest and law abiding but have not seen the necessity of learning the law and do not therefore abide by it. For this reason, again, there should be a carry-over of the new study from the school to the home.

I feel that I should miss an opportunity if I did not point out to this body of educators that parent-teacher associations would be better able to take up such studies if they could be released from the burden of money raising for material benefits to the school. This has assumed such proportions that in some cases it has been allowed entirely to obscure the object of the organization, which is the education of parents for their job of bringing up children. If school administrators would only forbid such money-raising activities, providing instead opportunities for learning what the school is trying to do for the children, great good would come to the educational system in creating public opinion or adequate schools, adequate teaching, and adequate financing. The teaching of motor driving is a particularly attractive avenue for such education for intelligent parenthood and the schools would reap far greater benefits from it than from the buying of any number of pianos and stage curtains.

The Congress of Parents and Teachers has distributed in the campaign of the last year, through the generosity of the automotive industry over a million dodgers with compact information about safety in addition to a pamphlet called *Organized Safety by Organized Parents and Teachers*. These have been sent out through the 26,000 units of the National Congress.

I have the honor in representing this organization to-day to pledge to the educators our support of your new motor driving curriculum course. We would gladly hold up your hands in this effort to teach our children what we, ourselves, ought to know.

The session adjourned at 3:00 P. M. to go sight-seeing in *Vieux Carre*.

THE FOURTH GENERAL SESSION

The Friday evening session of the Department, called to order at 8 P. M. in the Roof Garden of Jung Hotel, by the presiding officer, Paul E. Elicker, Principal, Newton High School, Newtonville, Massachusetts, and Second Vice President of the Department of Secondary-School Principals, was devoted to the first five of the Functions of the Report of the Committee on Orientation.

The first paper, on Function I, was prepared by Professor Joseph H. Butterweck of Temple University of Philadelphia, was read by George A. Muzzey. (An abstract of Professor Butterweck's paper follows:)

This address is concerned with a critical analysis of the report of the Functions Committee of the National Association of Secondary-School Principals, and deals with Function I, Integration.

Any statement of the integrative function of secondary education must concern itself with the following four factors:

1. What are the essential elements of a dynamic democracy? Until these are clearly stated it is impossible to indicate the nature of the integration which any school program should undertake. The Committee has not been quite clear in its statement of these essential elements.
2. What should be the chief concern of an educational program designed for a dynamic democracy? Should it be that of teaching individuals to accept truth, or to guide them in ways and means of searching for truth? The Committee's report is not entirely clear on this point, probably due to the fact that it has evaded the more difficult responsibility of stating the characteristics of successful citizenship in a democracy.
3. What type of product should the secondary school expect from the elementary school since its success is conditioned by the type of individual entering its doors? It has a right to

suggest the type of product which it would like to receive, and to give a general prescription for the creation of such a product.

The conventional elementary school has done an effective job in teaching truth, but has this prepared effective citizens in a social order where change of values constantly takes place? Can the secondary school build an effective program in preparation for a democracy if those who enter its doors have already been conditioned to accept rather than to seek truth?

4. It is impossible to select with a high degree of accuracy the integrative elements of a curriculum at this time. We have as yet no scientific measures for their selection. If the Committee's report is to become a foundation for the erection of future programs, it should set down criteria to be used in selecting the integrative elements for a secondary education program and should state these criteria in terms which are so general and yet so clear that they can be applied as the conditions in society change.

The rejoinder to this criticism was presented by Will J. French, Superintendent of Schools of Long Beach, California.

Professor of Education of the University of Missouri, read a paper devoted to Function II as follows:

The position taken in Function II is so sound, so clearly set forth, and so ably defended that it would appear to need no additional defense. Such support as has already been provided for public secondary education in America has, at least in a large measure, been based upon the belief that the public secondary school ministered to the needs of its pupils. Although this faith has all too frequently been vague, unreasoning, or even blind, it has been a persistent and impelling force in American life. To it may well be attributed much of the demand for more and more schools and for the general expansion of educational opportunities.

Unfortunately, "the schools have *not* fully justified the confidence of their supporters." In the first place, the tradi-

tional school neither admitted nor accepted this responsibility for serving human needs. It is easy to sustain this charge against the private secondary school. It deliberately chose to exalt "learning for the sake of learning" and to neglect the needs of every-day living. Even the best private schools of the past were relatively isolated from life and did little to prepare their pupils for its realities.

The autobiography of Henry Adams furnishes an excellent case in point. A member of one of the most distinguished families of New England, he was, as a matter of course, given the finest educational opportunities that money could buy. His schools were carefully selected and upon leaving Harvard University, he was given the advantages of study of travel abroad. Years later he sought to evaluate the education afforded him by the institutions he had attended. He looked back at his schooling. With respect to his long and expensive period of formal training he asked himself, "What proved to be useful and what did not?" Listen to his melancholy verdict. "My education, splendid as it was, came nearer preparing me to live in the day of Julius Caesar than in the day of Theodore Roosevelt."

As Sullivan has pointed out, this figure of speech was not the exaggeration it appears to be. In number and significance the changes that had taken place in the material world during the lifetime of Theodore Roosevelt were greater than the sum of all of the changes that had occurred in the 2,000 years that had preceded it. These changes had brought new problems which his schooling had not prepared him to solve. To quote his own words, he "felt like a man who had come down from centuries before".

But this tendency neglect to-day and its needs has not been limited to private institutions. Indeed, public secondary schools have in many cases, been equally culpable. Judged by their offerings and procedures, few of them have given serious consideration to the special obligations which their public character clearly involves. From time to time there have been vigorous attempts to bring about reform. The academy as projected by Franklin was one. The development of the four-year public high school, the junior high school and the junior college were others. All of these movements began bravely;

all had some positive accomplishments to their credit, but all fell short of the hopes of their promoters.

Their failures and shortcomings may be attributed to several causes. Complacency, inertia, and the natural tendency to attack traditional tasks in a traditional way combined to defeat these movements looking toward change and improvement. But probably the greatest obstacle to real reform has been our failure to perceive this particular objective clearly, to accept it as one of the inescapable obligations of public secondary education and to then proceed whole-heartedly toward its realization. To put it bluntly, the typical public secondary school fails lamentably to fulfill this function because we, the administrators and teachers charged with leadership in this field, have failed to exert adequate leadership. In a large measure its failure is our failure. It is true that we have been forced to do our work under extreme difficulties. Harassed by the pressure of expanding enrollments and generally bedeviled by pressing but frequently petty problems, we have concentrated our best efforts on the improvement of administrative practices. We have refined our procedures and geared up our administrative machinery but in so doing have neglected the basic problem of clarifying our philosophy and redefining our objectives. Confused in our purposes, we have redoubled our energies and, in at least some instances, we have become highly proficient at tasks which subsequently proved to be of doubtful value in the first place.

In spite of this confusion and lost motion, at least some progress has been made. As the report has pointed out, "the modern trend is very definitely toward bringing education more directly into the service of human needs." Powerful forces outside the school are exerting their influence. At least some administrators and teachers have become alert to the problem and have begun their attack on it. Hence it may fairly be said that at least some of our secondary schools are now attempting, more zealously and more intelligently than ever before to discover youth's problems and to assist in their solution.

Once this significant objective is clearly perceived and whole-heartedly accepted, our progress should be much more rapid. Hence, an important first step is to stimulate study of this problem and thereby popularize this concept among those

responsible for administration and instruction in our secondary schools.

It is precisely in this connection that Dr. Ryan's report should prove to be extremely valuable. His statement is clear and convincing. Although the principle he defends has been rather generally ignored in practice, it is still sound. As he has succinctly pointed out, "There is no other defensible reason for educational effort than its ultimate power to serve the needs of mankind." The thoughtful consideration of this theory should prove highly stimulating to all workers in this field. A critical but open-minded consideration of the philosophy underlying this function should, and in my judgment will, lead to its acceptance in general. Upon what other premise is a public high school warranted in taking money from the public for the education of all?

But the mere acceptance of this theory of education is not enough. Essential though that is, it represents only the beginning of reform. The Committee is to be congratulated upon the fact that it has not been content to stop with the statement and defense of a general proposition. Insisting that the term "needs" be used in its broad sense, and that the maturity of the learner be kept constantly in mind the Committee then proceeds to suggest the outlines of an attack upon the problem. Four categories of needs are offered as illustrative material and urgent necessity for a systematic and continuous survey is emphasized. Such a survey culminating in the discovery, formulation, and classification of pupil needs obviously can not be effectively carried on at odd moments by teachers and staff members who are already handling a full schedule of official duties. The task is far too difficult and important. The question, "What are the important immediate and probable future needs of the students?" is not easy to answer, and the Committee is wise in urging that "a body of experts be set up to prepare the best possible answer to the question." In the meantime, each and every high-school teacher can make a modest but significant beginning. By critically examining both the content and method of his own courses and determining their relation to pupil needs, he can then make at least some modifications which will definitely increase his effectiveness as a teacher of modern youth. A coöperative effort by groups of teachers follows as a second logical step leading eventually to

a continuing study of the problem by a body of experts. The word "continuing" is used advisedly because, as the report points out, "There is no end to the problem. Broad as the whole range of human activities, deep as the nature of man, it will keep renewing itself as fast as people alter their modes of living."

As a further suggestion, it is emphatically urged that this report be given wide publicity. It deserves the most careful study, particularly by those who choose to serve in this field. To all teachers and administrators who share in the responsibility for providing public education, the report presents not only a challenge but a call to prompt and vigorous action.

Principal Matthew P. Gaffney of New Trier Township High School of Winnetka, Illinois, presented the following on Function III:

I. What are higher activities?

- (a) Those that have to do with the betterment of human life, that are socially valuable. This point is stressed often in the report, as such quotations as the following indicate:

"The teacher has the opportunity of pointing out that professions carry their social obligations."

"This implies the pupil seeing the implications for society of the work he plans to do."

"Higher activities do not mean a hierarchy of knowledge as displayed in sequence of courses. The term means 'higher' in the sense of 'power'."

"The ablest boys and girls are often those who get the least revelation and stimulation in a high-school curriculum."

"The ultimate solution of this problem of revealing higher activities centers around the curriculum."

The study of any such report becomes real only as we illustrate it with our own experiences, and it is important that we should do this in order to clarify the picture. The following examples of higher activity came to my mind:

- (1) In a sociology class, twelve or fifteen pupils took over regular assignments at a Chicago settlement house, and worked with them one day a week for a period of three or four months. The course in sociology opened the way to the work in the settlement, but the contact in the settlement house in return led to a higher activity by adding a drive to the study of sociology and added interest in social work.
- (2) A boy who was scheduled for Annapolis became interested in a League of Nations contest in American history. This led to his electing a course in social science in his senior year, which again led to a complete change of plans, a different choice of college, and a pre-medical course.
- (3) A boy who became interested in the radio club was influenced thereby to elect physics in his senior year, which in turn continued his interest in engineering and its application to the field of radio.
- (4) A boy who was casually interested in music had a radio and purchased only records of popular nature and jazz. He played in the high-school orchestra, which was working on a movement from the Caesar Franck symphony for its Christmas concert. This boy received money for a Christmas present to spend in any way he desired. He used his Christmas money entirely on symphony records. Later he worked on a committee which brought the Illinois Symphony Orchestra to the school for one performance a month.
- (5) An ancient history class collected material for an exhibit. This led to the foundation of a museum. This created interest in the neighborhood, and resulted in a valuable gift of archaeological material. Interest in the museum in turn has led to the formation of an archaeology club, and the club brings many valuable programs to the history classes, recently a speaker who discussed archaeology as a career.

II. How can such interests be revealed?

Quotations from the report again indicate answers to this question:

"Teachers need to have wider horizons than just more courses in education."

"There is need of better type teachers, and better conditions, if this function is to be realized."

"There is need of larger units and community contacts."

"Pupils must see work in its relation to society."

"This presupposes a broad field of offerings, so that the pupil may have a chance to explore his interests."

"This function emphasizes the school as the means whereby the student, through very enriching and stimulating experiences, may understand and feel the significance of possibilities latent in activities lying beyond."

"We neglect this function because, instead of understanding the basis of this function, we have just added courses."

"We do not possess the technique whereby the problem can be solved." These techniques, by the way, seem to consist of a study of the individual on one hand, and a study of the society on the other.

There is plenty of evidence that schools have not succeeded in revealing these higher activities to students. Subjects are often taught by men and women who have lost faith in them as a functional method in secondary education. The student must learn "in terms of his own problem in present day living." "It is the duty of all persons entrusted with guidance, of all teachers insofar as opportunity presents itself, to point out to students those existing conditions which will affect the higher activity." "Secondary education cannot reveal higher activity of an increasingly differentiated type in the major fields unless they can provide activities of sufficient diversity to meet the needs of students."

"The ultimate solution of revealing higher activities centers around the curriculum." The importance of using the community as a laboratory is stressed.

1. The point of view is developed that we must provide more and more activity and activities of an increasingly differentiated type. On the other hand it is made clear that the *mere* adding of courses is no solution.

The added activities must function. As I apply this to my own situation, I take it to mean that adding an industrial arts department to an academic high school is no solution unless the industrial arts department functions differently from an academic department. It must reveal a completely different type of activity, and on a different basis.

2. The present rather widespread movement which some refer to as correlation has been of great value in revealing new activities to students in the light of older activities. A pupil, who, in studying the period of the Renaissance in history can be given a picture at the same time of the art of the period, of the music of the period, of the literature of the period, has new revelations that illuminate all fields concerned.
3. A great range of interest is revealed by clubs, and temporary activities growing out of the pupil's immediate interest. I know of situations where radio club work, lens club work, shop work in stagecraft, school publications, school councils, information organizations and committees, large school projects and drives of various types have revealed many interests to students that were outside of their previous experience. Work in the school museum, contacts with adults, seeing good plays, hearing good music, have done the same thing. The Globe Players have given Shakesperean plays. College musical organizations come to us, and reduced rates are arranged for various artist series in the community and in Chicago, but more important are those activities in which the pupils themselves participate.
4. One or two boys took a course in cooking for a very special purpose, and thus almost accidentally the value of this course for boys was revealed to the boys themselves. Now we have an entire course given over to boys in the home economics department.
5. One boy for whom music had had no interest whatsoever, and who had actively avoided such contact, tried out for a chorus part in a Gilbert and Sullivan opera

because his friends were also in the chorus. This was the beginning of more definite musical interest.

6. I visited a class recently which was studying poetry. The subject was "Rabbi Ben Ezra" by Browning. It was, without any exception, the best English class I have visited in years from the point of view of pupil activity and pupil accomplishment. Yet this same class had come to the teacher at the beginning of the unit and said, "We want it distinctly understood that we do not like poetry and do not wish to study it." They were antagonistic to anything which might be called poetry. The teacher was able to approach this particular class of superior pupils from the point of view of the ideas that were involved. The boys and girls became so interested in discussing the ideas that before long, in spite of themselves, they admitted an admiration for the form in which the ideas were expressed, and with this as a beginning, poetry came to mean something entirely different to this group.

III. How do these higher activities become desired?

The report is discouragingly frank in pointing out how often they do not.

"Evidences of CCC camps indicate that the work of the prevailing public school type has been distasteful to many, and is adapted to neither the needs or interests of the group."

"By any reasonable audit, secondary education for the masses is bankrupt."

The report makes no attempt to sugar-coat the failures of high schools in this regard, and puts its finger very clearly on the reason:

"Interests can come only through matching abilities of children at any level with activities that can challenge them at that level."

"Only as schools provide for pupils teachers with these broad interests and broad visions, and stimulating personalities with compelling interest can the spark catch."

"Studies of adolescence indicate that the problems of con-

temporary life which are most insistent are personal, and not social in the larger sense of the word."

"If each successive adventure in a higher field is to prove satisfying, the initial experience must be successful."

The report stresses the point of view of contagion of interest, and emphasizes again the fact that the capable challenging teacher is the most important solution to the problem. We probably all admit this, and yet as administrators do too little about it. We can contribute toward making teachers' personalities more stimulating by the philosophy of administration that we accept, and the atmosphere that we help to create in the schools under our charge. We all know schools where the administration is so autocratic as to choke any development of initiative on the part of the teachers. A teacher who stays in such a system for many years loses just that quality which is necessary to reveal higher activities, and particularly to make them desired. The whole atmosphere of a school system can be such as to either encourage these qualities in teachers, or practically eliminate them. Some schools have encouraged exchange teachers, or through salary schedule provisions, have encouraged travel, social contacts, and participation in community life. The teacher is influenced in these regards by the attitude held by the board of education and the superintendent or principal.

From the pupil's point of view, higher activities become desired if the school gives them prominence.

We all know that a certain amount of recognition is necessary for students in order to make them feel that their work on councils, committees, and monitor boards is of real value to the school. Purely material considerations sometimes make the difference as to whether an activity is desired or not from the student point of view, for example, new uniforms for a band, or a central location for the radio installation or the radio club.

One of the most important elements, however, in having an activity desired is presenting it at the right level for the pupil. I have in my school a group of senior boys and another group of senior girls who are meeting one night a week to discuss and plan school problems that deal

with the life of boys and girls in school, and they are definitely considering it from the point of view of character education and the morale of the school. Any such attempt would have been fatal at any level below the senior year, and it might be fatal some other year with a group of senior boys and girls who have not reached the particular social point of view of this group.

Recently I gave a talk on European cathedrals before a sophomore class in art appreciation. This was at their own invitation because I had given the talk to a senior group at another time. The talk was a great mistake as far as the sophomores were concerned. If you grant that a knowledge of cathedrals and cathedral building is a higher activity, this talk did nothing toward making it desired, because it did not meet the sophomore class at a level on which they were thinking.

The question of the proper grade for subject placement is concerned, of course, with this very point. Whether or not poetry should be taught in grades 9 and 10, whether certain types of literature should be taught in the early high-school years, are vital considerations.

Grades, honors, award assemblies, awards—these are all frowned on by the progressive educator. Yet there is no question that for pupils at a certain level in development, they do make an activity desired, even though there may be a question whether we welcome desire for these reasons.

A panel discussion in an American history class dealing with the Constitution and the Supreme Court seemed to take an entirely different place in the interests of the pupils when they were invited to repeat it before certain community groups.

IV. To what extent are higher activities possible?

"This implies a study of individuals at every level, a study of methods, materials, and activities appropriate to every level in order to lead pupils to higher levels, and a study of society in order to find levels at which these people can function."

"Interest can come only through matching abilities of children at a level with activities that can challenge them at that level."

"The learner, and not what is to be learned, should be the center of interest."

"The initial experience must be successful."

"Revelation of higher activities that are worth while must be made in terms of the capacities of the learner."

This report, then, makes very definite the fact that the answer to the questions, "when possible," and "as far as possible," deals with the level of the pupils' abilities and implies a careful study of the pupil in his abilities, capacities, and interests.

A few years ago we took in thirty or forty pupils on special diplomas who were old enough to be in high school but were not prepared. They were maladjusted in many ways, but the main difficulty was lack of reading ability. Standard tests gave many of them reading ability and vocabulary knowledge on a fifth grade level. Textbooks, particularly the books read in English, were anathema to them, and their remarks were of this nature: "I do not like to read"; "I am not interested in books"; "I don't see any use in reading." They were reacting against a situation entirely beyond their level. A very wise English teacher collected hundreds of books that he thought would appeal to them and would be on their level, put all the books in one room and took the class there. For about a month the pupils were given no assignments. They were told they might read if they cared to, but they would not be checked on their reading. At intervals the teacher would read aloud some very interesting and exciting book, but it always happened that he had to stop before the climax was reached because of some emergency, and the book would be put back on the shelf. It was not long before all these pupils were reading, and for a year, the teacher studied carefully to see what they read—the type of books, the type of print, whether with or without illustrations, whether heavy books or light books, large books or small books, stories of the sea, or stories of the westward movement.

This study has continued for four or five years, and it has shown definitely that pupils of this class like to read when they can find material where the subject matter is mature enough to be of interest and the mechanics easy enough to be possible for them. Moreover, the success that they have attained here has made possible interest at a higher level toward which they have been striving.

Charles F. Allen, Supervisor of Secondary Education of Little Rock, Arkansas, read his paper at this time.

Miss Bertie Backus, Principal of Alice Deal Junior High School of Washington, D. C., gave her attitude toward Function IV.

May I express my pleasure in participating in what seems to be to me one of the most important meetings our department has ever held. Our committee, in presenting for our discussion a statement of the function of secondary education, has performed a much needed service. May I join with our chairman in the hope that this is the beginning of a nationwide series of discussion of the functions of education—and that from this discussion may come clearly defined goals toward which all may work. I am very happy to be the spokesman for the junior high school in the discussion of exploration as one of its major functions.

Exploration was one of the functions envisaged for the junior high school at its very beginning. Presumably; then, we have been "exploring" for a decade. It is well that we stop and evaluate our experience. I shall not soon forget the wave of indignation and incredulity that swept over a group of junior high school principals met in a similar convention in Washington, D. C., 1932, when Dr. Spaulding reported the findings of his committee on the effectiveness of the junior high school organization. Dr. Spaulding told us in effect that there was no evidence that the junior high school was doing any better job than the old 8-4 school organization had done—that instead of one gap in the educational program of the child, the junior high school had created two. Such a report

was certainly a blow to the pride of junior high-school principals. I think I can say, however, that we are doing a better job as a result of that study and of Dr. Spaulding's report. I am glad that in this discussion you have given us a chance to admit our shortcomings before having them pointed out to us.

"If this function—the function of exploration—is valid," writes Mr. Reed in the report for the committee, "it follows that a reorganization of the school, the curriculum, and the teacher's functions must be effected. Courses of study and pupil activities and experiences in the junior high school must assume the exploratory function as a major purpose." Courses of study have been reorganized, changes in school life have been effected, teachers' functions have been redefined and yet any thoughtful student of the junior high school must feel disappointment at the meager success of the junior high school in performing this function. Courses in language in mathematics, in the practical arts, introduced for exploratory purposes, have all but been abandoned; general science alone seems to have established itself as an integral part of the junior high-school curriculum. Changes in school life have met with little more success. Pupils have moved from the small unit of the single class in the elementary school to the departmentalized life of the junior high school; enrollments have increased; teachers' loads have mounted until the individual child has been lost in the crowd. It is doubtful whether the pupil leaves the average junior high school with any very clear conception of the "major fields of the racial heritage of experience and culture and their significant values for social living" or with any reasoned conclusions concerning his own interests, aptitudes and capacities with respect to this heritage. Shall we conclude, then that "exploration" as a function of the junior high school is not practical and direct our attention toward the realization of more practical functions? Before reaching such a conclusion let us examine our efforts at exploration. It may well be that failure is the result of our method and not indicative of the impracticability of exploration itself.

The school presents to its pupils two major areas of activity by means of which each may explore his own interests, aptitudes and capacities; the communal life of the school itself, and the curriculum. I shall not discuss the life of the

school though its potentialities for disclosing to pupils their powers and limitations are very great—much greater than have been realized in practice. But the ordering of school life is largely in the hands of this group represented here. Success or failure will be determined by the vision and skill of the administrator. Not so with the curriculum. I shall, therefore, limit my discussion to what seem to me causes for our failure to eliminate which we shall have to call to our assistance those interested in achieving other functions of secondary education.

Courses of study have not been organized in such a way as to yield exploratory data concerning either the contribution of the subject to the "social heritage" or the abilities and capacities of pupils themselves. Let us take language as an illustration. An exploratory course in language commonly called for nine weeks study of each of four languages. The pupil was expected to acquire a vocabulary, glimpse something of the structure of the language, learn some facts concerning the life and contribution to civilization of the people using the language and on the basis of this information to choose the language he wished to study further. Such a procedure was predicated on the assumption that all pupils can and should study a foreign language with profit to themselves and to society and that the important question is which language? If, on the other hand, the function of the school is to enable each pupil to explore his own interests, aptitudes, and capacities with courses of study as means to this end it matters little which language the pupil chooses for his initial experience in language study so long as he (1) discovers the technique of work required for successful language study (2) estimates fairly his own abilities with respect to language study (3) and knows with certainty the place which language study holds in his further pursuit of the "Major fields of our racial heritage of experience and culture."

Whether the school has offered courses in general language or courses in Latin or French for exploratory purposes the method has been the same. Information and not exploration has been the goal, with the result that neither the pupil nor the school has acquired any dependable knowledge concerning the pupil's interests, aptitudes, and capacities, with respect to this major division of the curriculum. What

has been said of language may be said with equal truth about each of the major fields in which exploratory courses have been offered. Mathematics courses have dished out bits of geometry, of trigonometry, and of algebra. General science offers a unit of astronomy, another of geology, still another of chemistry, and of physics. The emphasis quite generally has been placed upon the acquisition of information with the expectation, when the exploratory function has been recognized at all, that the pupil would become so fascinated by the information itself that he would want more of it. Before we can determine the practicability of the exploratory function of the junior high school those competent in subject matter must organize for use in the junior high school courses of study designed to yield exploratory data.

"Every pupil is interested in finding a place in the world where he can use his energy and talents with profit to society and to himself." Before he can find his place however he must know something of the quest which has lured man since the dawn of civilization—must see all subject matter as a revelation of varying aspects of that quest—must view his own possible contribution as a part of the total whole. Courses of study must be written which will make possible this broad view of subjects. Units of work that have the greatest exploratory potentiality must be selected by men that have thought through the revelation which a mastery of the unit can make to the pupil—a revelation both of the subject matter itself and of the pupil's own interest, aptitudes and capacities. Here and there we find materials that give promise of such results. The unit on measurement as a function of mathematics published by the World Book Company—the survey of history entitled "Man's Achievement to the Age of Steam" seems to me herald a new treatment of material valuable for realizing this function in the junior high school.

If our purpose is really exploration, when our materials and our methods have been directed toward a realization of this function, we shall still have the problem of determining what such study reveals, and how to make the best possible use of the revelation. Just as we have turned to those interested in Function III for writing courses that have exploratory value, we must now turn to those interested in Function VII for techniques that will enable us to conserve and to use the

results of exploration in directing the future course of the individual. Some of the failure in our attempts at exploration is undoubtedly due to the inability of the school to make clear to parents and to pupils, themselves, the implications for further education of such exploration as they have made. So imbued is our society with the idea of equality that we fail to make clear the relationship between cause and effect even in situations where the implications are unmistakable. One very definite part of every exploratory course must be the pupil's analysis of the self which the study has revealed to him. I doubt very much that we shall ever be able to reach the goal set forth by the committee. When "the school can explore to the satisfaction of the pupil, the parents and the school, what each can do and what he cannot do"—but certainly we can do a better job than we are now doing.

The success of exploration depends quite as much upon proper recording and interpretation of data as upon selection of subject matter itself. Exploration and guidance are twin functions that cannot be assigned to two distinct departments as is now attempted in practice. The present practice of having courses of study written by one group of people, administered by another, supervised by another, taught by another, evaluated by another, and guidance based upon the outcome of all of these activities—administered, if at all, by still another group can never result in a program of education that will enable each pupil to find his niche in the world. Schools are suffering from over specialization of function. For this reason, I cannot agree with the committee that the small junior high school suffers a handicap in performing its functions of exploration. Pupils of a small school have a much better chance of "trying themselves out" in a variety of life situations than have the pupils of a large institution. They have a much better chance to achieve that sense of belonging, that sense of participation in a worthwhile enterprise than have the pupils in a large school. Nor need the revelation of the major fields of our social heritage be neglected. Any teacher competent to direct the educational activity of boys and girls can easily make himself competent in two or more fields of related learning. The major problem, as the committee points out, is in the training and selection of teachers to whom subject matter is both a means and an end.

Of course large city school systems cannot return to the small school as a unit. They can however, create small schools within the large school, assign any group of pupils at any given level to a small group of teachers responsible for their educational program, their guidance, and their activities; keep this organization intact for at least a year, develop a program of teacher study and activity that will yield to the school and to each pupil the maximum of integration in thought and activity; make each pupil's experience a matter of record to be passed on as a basis for planning his next unit of school experience. By some such functional departmentalization it seems to me we may approximate for our pupils the ideal of the school as a laboratory in which each finds himself.

I would like however to issue a word of caution lest the school take too literally the findings of exploration at any one stage of the pupil's growth and development. General educational programs can never be set up with the exactness of a laboratory study. Too many factors contribute to a pupil's interest at any one time to make interest an infallible index to aptitude and capacity. The personality of the teacher, his associates, the individual's own stage of growth all operate to create a gap between capacity and performance which the school must take into account in deciding what a pupil can and cannot do. In fact I am a bit skeptical of any conclusion which the school may reach with respect to the limits that any given pupil of normal intelligence can or cannot do.

Exploration—certainly, but the pupil himself—the explorer—finding his own interests, discovering his own aptitudes, testing his own capacities, reaching his own conclusions as to future activities. It is only as a pupil explores his own environment, discovers his own heritage past and present, and evolves for himself a program of living that he becomes an educated individual ready to take his place in society. To facilitate this growth let the school provide a program rich in materials that feed interests. Let its courses be taught by teachers who have discovered for themselves deep and abiding interests. Let there be opportunity for much comradeship between teachers and pupils that youth may draw upon the experience and wisdom of maturity in moments of perplexity and hours of need. Let the school provide these settings and the pupils themselves will take care of the exploratory func-

tion of the school, whether it be in enlarging interests and extending horizons, in deciding upon subjects for further study or in evaluating their own interests, aptitudes, and capacities.

The Principal of Wichita High School, east of Wichita, Kansas, Truman G. Reed, strongly set forth his reply to Miss Backus's paper.

Mr. H. C. Mills, Assistant Professor of Education of the University of Rochester, discussed Function V.

One of the legitimate and fundamental functions of the secondary school calls for the systematization and organization of knowledge. The fundamental problem here is the nature of the organization of knowledge which is appropriate at the secondary-school level. This is the challenge which is submitted to the leaders in secondary education in this country.

That this function should be brought to the attention of this group is justified on two grounds: (1) On the one hand there has been a growing dissatisfaction on the part of many thoughtful educators with those more traditional secondary-school subjects whose organization has been sanctioned by the approval of many generations of students and teachers; (2) On the other, there is the desire, usually associated with the progressive movement in education, to approach the whole problem of teaching and learning from the point of view of the student and to make what is learned subsidiary to his interests and needs—to the confusion of *logically* organized subject matter. Each group has attacked the conventional organization of knowledge characteristic of our secondary-school courses of study: neither group, however, has denied that some system or principle of organization is necessary. The problem is, what principles or criteria should determine the organization of knowledge on the secondary-school level?

As pointed out in the report, organization of knowledge is necessary if there is to be any appreciation of laws and principles, any development of either scientific knowledge or the scientific attitude, any capacity to generalize, and any efficient application of the knowledge acquired. In short, there

is little likelihood that without organization there can be any genuinely functional knowledge.

From the purely practical point of view a recognition of this fact is important. Whether the pupil is going to college as a preparation for professional study, or whether he is taking a course designed to supply the specific training necessary to fit him to enter a trade, organization of knowledge is a practical necessity if the individual is to function optimally in his chosen vocation. The systematization may not be of the same type on the two levels: nevertheless, unless there is organization, the individual's efforts are bound to be somewhat circumscribed, to be less intelligent than they would be had he made some acquaintance with general principles and their ramifications both generally and within the field of his special interest.

Traditional systems of knowledge as given expression in secondary-school curricula have been found definitely unsatisfactory. The bases of organization have been such as to make them incompatible with the present purposes of the school. In many cases the organization may be traced to pure accident which through the inertia of tradition has frozen the subject into the form which it at present enjoys. The demands of preparation, either for college or for vocations, have been responsible in some instances for the organization which certain subjects have assumed. Another factor which has made for the perpetuation of systematizations of knowledge which have ceased to be functional has been the belief, only recently discarded, in faculty psychology and in the correlative theory of transfer of training. The combination of these various factors has resulted in the survival of subjects in the curriculum which are generally recognized as nonfunctional.

To be genuinely functional knowledge should be readily available, interrelationships should be obvious, relevant data and principles should be recognized, and it should be applied. To a certain extent the traditionally organized knowledge of the secondary school could meet these criteria. While it is true that the point of reference was always the subject *per se*, that the logical organization of these subjects tended to exalt organization at the expense of content, that authoritarianism was rampant, and that logic-tight compartments were all too prevalent, many subjects, in the hands of skilled teachers who

were fortunate enough to be blessed with intelligent pupils, did result in the development of knowledge which was functional within the field of the subject. The difficulty lay in the fact that the knowledge did not function in other fields or in the pupil's post-school experience. This remoteness from reality, the failure to be useful in life although functional within the field in which the knowledge was acquired, suggests that the function of systematization cannot stand alone: it needs the clarification afforded by other principles which will state the end to which knowledge is to be systematized.

What are the principles on which the new organization of materials is to be founded? In his discussion of this function Mr. Bacon suggests that "the nature, the needs, and the functions of society and youth are the most significant and compelling principles for determining the organization and systematization of knowledge." This is, of course, a very general principle and needs further analysis. A much more specific criterion is suggested by Mr. Bacon in the following: "Systematization is effective only to the degree that it produces attitudes, concepts, skills, appreciations, meanings, and from the synthesis of all these the ability to generalize as new situations appear." Further criteria might be added: adequate systematization should "clarify and extend the possibilities for application"; it should make some contribution to the individual's capacity to reason; it should further the development of the scientific attitude; it should make provision for the participation of the pupil in the process of organization and, as a result, should have, for him, organic unity.

It is evident that these criteria imply that the approach to the systematization of knowledge is to be through the individual, his interests, aptitudes, and needs, rather than through the formal organization of subject matter which has been traditional in the secondary school. This, of course, is a somewhat debatable matter. Each approach has its enthusiastic proponents and the issue between the logical and psychological organization of subject matter is still a lively one. Although the principles listed do suggest that the pupil must be the starting point, this does not mean that traditional subject matter is of no value and should be completely eliminated from consideration, nor that making the pupil's interests and needs the point of departure will solve all problems. There is much

of value in the former, values of order and unity which have not always been found when the latter approach has been used. While the predominant emphasis will perhaps be placed on the pupil and his needs in the light of the society of which he will eventually form a part, the content and the organization of the traditional subject matter fields cannot be entirely neglected. As Mr. Bacon points out, some synthesis of these two positions is necessary—a synthesis which may well be left to “competent research and study.”

Whatever the ultimate synthesis of these two points of view may be, when it is remembered that pupils differ tremendously in their potentialities for learning and that the capacity to generalize, to perceive relationships, and to think reflectively is definitely conditioned by the individual's native abilities, any organization of knowledge which neglects the individual would be defeating its own purpose. Mr. Bacon is perhaps unwarrantably pessimistic in this connection when he says: “It must be recognized that the so-called natural students are relatively few: that those who are seeking and able to recognize the systematization within knowledge are fewer; and that those able to understand and interpret the relationships of the various fields of organized learning are even fewer.” Nevertheless the kind and degree of systematization possible is unquestionably a function of the pupil's abilities and interests. The secondary school cannot hope to further the systematization of knowledge which is appropriate for its pupils unless this is clearly perceived and utilized as an important guiding principle.

Obstacles which stand in the way of the application of these principles in organizing the materials of secondary-school curricula are numerous and obvious. Until there is some agreement as to optimal curriculum organization and a recognition of the value of each of the current approaches to this problem and until there is an adequately trained teaching force, progress will be slow and uncertain. Much good may result from the use of techniques already available and for that reason Mr. Bacon concludes his discussion with a list of suggestions which may contribute to making this function effective. These are all valuable and their use by the secondary school would unquestionably improve the quality of instruction and the consequent development of the individual. In time,

perhaps, there may be a more basic approach, the outlines for which are implicit in Mr. Bacon's discussion of this function. This approach will involve a more searching analysis of the individual, particularly the way he learns, a truer appreciation of the role of subject matter, and a keener insight into the relationship of the two, particularly as they make for the development of a genuinely democratic society—one in which all elements in the education of youth contribute to the creation of the scientific point of view, the attitude that organized and functional knowledge, complete objectivity, and intelligence will help fashion a better world.

Mr. Francis L. Bacon, Principal of Township High School of Evanston, Illinois, closed the discussion.

SATURDAY, FEBRUARY 20

Breakfast

Sixty-seven members went Saturday morning at 7:45 A. M. to breakfast in the old French Quarter at the famous French restaurant *La Louisiane*. President Willard N. Van Slyck presided.

The guests of honor were Superintendent A. C. Pratt of Portland, Oregon, President of the National Education Association, and Superintendent A. L. Threlkeld, President of the Department of Superintendence.

FIFTH GENERAL SESSION

SATURDAY, FEBRUARY 20

The fifth general session of the convention met for the business session in Roof Garden of the Jung Hotel. Principal K. J. Clark of Murphy High School of Mobile, Alabama, and member of the Executive Committee of the Department of Secondary-School Principals called the meeting to order at 9:40 A. M.

Mr. Roy Breg of 1201 Sixteenth St. N. W., Washington, D. C., made a brief announcement in regard to the posts of Allied Youth, an organization devoted to educating and directing the youth of this country as to the liquor question.

The National Honor Society ballot was distributed.

B A L L O T
NATIONAL COUNCIL
of
NATIONAL HONOR SOCIETY

(Vote for three)

- ☐ Charles F. Allen
- ☐ R. L. Butterfield
- ☐ S. M. Brame
- ☐ Ernest B. Comstock
- ☐ H. A. Ferguson
- ☐ V. M. Hardin
- ☐ A. W. Johnson
- ☐ Fannie Lowenstein
- ☐ S. E. Nelson
- ☐ H. S. Parker
- ☐ A. E. Scruggs
- ☐ W. L. Spencer

Principal Louis E. Plummer of Union High School of Huntington Beach, California, presented the following report:

**REPORT OF COMMITTEE ON LIQUOR AND TOBACCO
ADVERTISEMENTS**

Findings

1. The list of magazines in common use in secondary schools that carry liquor or tobacco advertisements is comparatively small.
2. Both liquor and tobacco advertisements are designed to be particularly attractive to youth of high-school and college age.

3. A large per cent (33) of the magazines carrying objectionable advertising are planned for girls and women.

4. Liquor and tobacco advertisers are particularly attracted to magazines designed for leisure activities.

5. Principals are inclined to be sympathetic to elimination of the objectionable material.

6. Teachers are willing to eliminate but regret the loss of valuable material.

Recommendations

The following recommendations are made as a partial solution of the problem studied:

1. Cancel the subscriptions to those magazines which offend most, particularly if they can be replaced by others that do not offend.

2. Hold offending magazines from free circulation, checking same out only on request of teacher.

3. Notify other advertisers in the same magazine of discontinued subscriptions.

4. Seek the coöperation of sympathetic organizations, such as parent-teacher and ministerial associations in carrying out these recommendations.

5. Seek coöperation of all secondary schools by appealing to them through the publications of the Department of Secondary-School Principals of the National Education Association.

It was moved that the report be carried as read, and the committee continued. Carried.

L. W. BROOKS

A. E. MACQUARRIE

LOUIS E. PLUMMER, Chairman

Mr. James M. Deacon, Principal of Morton Junior High School of Lexington, Kentucky, presented the report of the Nominating Committee as follows:

The Nominating Committee wishes to present to the Department of Secondary-School Principals the following names for its consideration in the election of its officers:

For President:

Mr. M. G. Jones
Principal High School
Huntington Beach, California.

First Vice President:

Mr. Paul E. Elicker
Principal Newton High School
Newtonville, Massachusetts.

Second Vice President:

Mr. H. V. Kepner
Principal West High School
Denver, Colorado.

Member of the Executive Committee:

Mr. V. M. Hardin
Principal Reed Junior High School
Springfield, Missouri.

J. M. DEACON,
Chairman Nominating Committee.

On motion, the report of the committee was approved and accepted.

The election of members of the National Council of the National Honor Society resulted as follows: Charles F. Allen, H. S. Parker, and W. L. Spencer.

The meeting adjourned.

PANELS

At 10 A. M. three groups met for panel discussions.

Improvement of Instruction—Loggia. Dr. Doak S. Campbell introduced Professor J. Paul Leonard who presented the *Possibilities for Improving Instruction Within Subject Fields.*

POSSIBILITIES FOR IMPROVING INSTRUCTION IN THE SUBJECT FIELDS

J. PAUL LEONARD

Professor of Education, College of William and Mary,
Williamsburg, Virginia

The improvement of instruction depends upon the growth of the teacher; hence my remarks are suggestions for him. I make the following four suggestions for improving the teacher and the teaching act:

First. *Keep up with life about you.* The average teacher knows far more about the past than the present. Nowhere in his training has he had even a course on what social or political conditions are like to-day (or even the state of modern literature). Furthermore, he couldn't teach from experience units on such things as share-cropping, lower class housing, political organization, dissemination of propaganda, or labor conditions. The teacher should be a student of human affairs, for we can't trust the thinking of a man in a field in which he has had no experience. Membership in an entire community, not in a select social area of it, is decidedly advantageous; at least some experience with all is essential. The teacher should know the homes of his children, the desires and struggles of the parents, and he should be able to live with and minister to all groups. He must be a citizen with views and tolerance and a teacher with understanding and information. The fields of social science, natural science, and literature especially require a teacher sensitive to modern life.

Second, *Keep up with the changes in your profession.* The psychology of unified growth and the philosophy that learning is an active process are changing the content and procedure of the curriculum. The teacher is obligated to understand the meaning of these proposals, translate them into his classroom experience and become familiar with how others, especially

national commissions and curriculum workers are doing it. He must have criteria for choosing from the printed page and from the record of pupil experience those aspects of subject matter appropriate to the learning under consideration.

Third, *Be an experimentalist*. To do this he must first *find out* such things as the growth levels of his children, their interests and desires, the equipment of his community for the education of children, the causes of individual difficulties, the plans of his children and their parents, and the research others have made on problems similar to his. He must then be willing to *try out* new syntheses of content, the educational forces of the community, new arrangement of content (the unit plan is particularly helpful here for securing certain values) and new methods of drilling, establishing appreciations and of thinking. Most of our conventional procedures neglect thinking. We are better supplied with information than with power to use it. The fields of science and social studies hold great possibilities for practice in the process of thinking. The experimentalist then *will evaluate* his experience to make certain he has planned adequately for all desired growth. He knows the common subject matter tests won't measure growth in understanding, appreciations, and skills, so he is more courageous than the Commission on the Social Studies, he seeks to devise new instruments to measure such growth. He uses not only periodic check ups but continuous daily observations.

Fourth, *Be an extrovert*. Do things. The whole emphasis of modern psychology is upon *works*. This doctrine implies, first, *live with people*. "Act with others" is better philosophy than "know thyself." The process of analyzing the behavior of your friends produces less dividends than having experiences with them. *As a profession educators read too much and observe too little*. The doctrine implies second, *Be unselfish*. Do it not alone because it is the basis of coöperative living, but because of what it will do for you in causing you to lose yourself in the job of teaching. Seeing worthiness in others is an essential of modern education. Modern psychology has abundant proof of the necessity of self-sacrifice for self-realization. It implies in the third place the *establishment of diversified interests*. Such interests are not alone a measure of the extent and depth of your education, but they are the best prophylactic for boredom and introversion.

Improvement in the teaching of subjects is in direct proportion to the improvement of the teacher.

There followed a presentation of the Social Implication for Improving Instruction by Dr. Edgar G. Johnston.

SOCIAL IMPLICATIONS FOR INSTRUCTION

DR. EDGAR G. JOHNSTON

Principal University High School, Ann Arbor, Michigan

Social implications cannot be considered in a vacuum. They have significance only as they are related to a particular society at a particular period. Any meaningful discussion of the topic assigned to me must then take its start from a consideration of the kind of society America provides to-day and is likely to provide in the future. At the risk of indulging in platitude I wish to stress this point—that we are not preparing young people to live in Fascist Italy or Nazi Germany or Communist Russia, or in the United States in which we grew up. We are not even preparing them to live in a United States which will remain exactly what it is to-day. To equip young people adequately for the world of to-day and of to-morrow is the task which the school shares with other agencies, but for which it must undertake certain peculiar responsibilities.

Two characteristics of that contemporary society are especially significant for education. *One is the dominating fact of developing technology and social change, constantly increasing in momentum and in the magnitude of the problems presented.*

That these problems transcend local or sectional efforts for their solution is illustrated by a half dozen headlines gleaned from the front page of this morning's paper—"Five States Hit by Dust Storms," "Broad Farm Tenant Program Suggested," "House Group Considers Supreme Court Plan," "Program for Flood Control Proposed," "Negotiators Seek Agreement on Sit-Down Strike." Here are problems which, starting locally, affect the citizens of every state. Only nationwide planning is adequate for their solution.

I am sure that it is not necessary to elaborate this point which has been voluminously developed in the publications of

recent years. The important fact to point out here is that however much we may have talked about a changing society, we have done amazingly little about it in our schools. In the vernacular of the high-school youth with whom we are concerned: "It's a changing world, and so what?"

The other consideration which must govern any attempt to adapt instruction more adequately to social needs is the American concept of democracy. As conceived in the early days of our Republic and cherished by millions of Americans, democracy has meant something more than a kind of political machinery. It has meant essentially a way of life—one which places the common good above sectional or selfishly individual interests and which recognizes the inherent right of each citizen to a chance to develop his qualities to the full.

We may grant readily that the democratic ideal has been imperfectly achieved, that selfish interests have frequently influenced government to their ends. Throughout our history there has remained this ideal, against which practices could be measured and through appeals to which abuses could be corrected. With all its faults of omission and commission the fact remains that the commitment to a democratic form of government has made a tremendous difference in the opportunities and responsibilities of the average citizen. The time has passed when a man could carry on his economic and social activities in relative isolation. Modern culture is essentially and irrevocably coöperative. The question is not whether we shall work collectively or not; it is, rather, "who shall determine the nature and direction of collective activity." The rising tide of dictatorship proposes one answer to this question. In Europe whole peoples have been regimented into unified and aggressive action under the direction of a dictator or a forceful minority group. We in America have chosen another path—that of free decision by popular will. We must recognize that our choice makes far greater demands on the intelligence and good will of the average man. The implications of this acceptance have been admirably discussed by Will French on pages 26 and 27 of the second report of the committee on Orientation.*

*Bulletin 64, Department of Secondary-School Principals.

It is against this background of social change and the democratic tradition that the responsibilities of the school and the implications for instruction must be considered. Many considerations suggest themselves. Four seem outstanding both for their urgency if schools are to contribute significantly to the problems of our day, and because they have been so largely neglected.

Education in the high school must be more realistic. Pupils must be led to know at first hand the dynamic civilization of which they are a part. Important at anytime. if schools are not to be mere repositories of book-learning, this becomes imperative during periods of rapid change. This means that the classroom must be in continuous and vital contact with the realities of contemporary life. You will remember that Henry Adams at the close of his period of formal education found himself better equipped for life in the Rome of Julius Caesar than in the United States of Theodore Roosevelt. Only last December an "ex-teacher" writing in the *Forum* has this to say: "Is there one person in 100,000 who cares whether *utor* takes the ablative or the ablative takes *utor*? Do you actually know one person who uses cube root or quadratic equations in his daily business, or a radio listener who cares two whoops what a radio wave or vacuum tube is, or a housewife who is solicitous as to whether Alexander conquered Darius or Darius conquered Alexander? The answer is no, but we have assumed that it is yes. The people into whom we have tried to ram all this knowledge have no use for it and, therefore, no interest in it. This situation obtains as regards about 99 per cent of the curriculum." We are still a long way from streamlined education.

Many of the most vital instructional materials are not to be found between the covers of any textbook. Pupils have studied maps of Ancient Greece or of the Napoleonic Wars who have never mapped their own communities as a means of understanding civic problems. They have studied principles of physics and chemical formulae and never visited a modern industrial plant to see those principles in operation. They have studied facts of history and government, but have had no first hand contact with the actual operation of government in the tax collector's office, the traffic court, the school board meeting, or the state legislature. It must be emphasized that

"excursions" in the educational sense don't mean pleasure trips. As used by some of the more progressive schools they are carefully planned features of the curriculum with pupils seeking at their sources the data necessary to solve problems which are real to the pupils. The illustration of a sociology class participating in the work of a social center which M. P. Gaffney described in his excellent discussion of Issue III presents a splendid example of the functional realism for which I am pleading.

Realism also means bringing the community into the school in the use of those environmental agencies which have educational significance. The motion picture, the radio, and the daily press are important educational instruments which have been largely overlooked by formal education. They exert a powerful effect on educational outcomes, whether we do anything about it or not. There is here a challenge to the school to use the resources of these powerful, new instruments where they are constructive, to participate in their development as cultural agencies, and to develop in pupils a sense of discrimination toward the offerings of radio, press, and screen.

Young people need to receive increasing opportunities to participate in planning, in making decisions and evaluating the results of their effort. This demands a shift in the teacher's role. He becomes a partner in a coöperative enterprise rather than a dictator who assigns the exercises and knows all the answers. There is not time to develop in detail the changes which would result from acceptance of this obligation, but it is safe to say that it would represent nothing short of a revolution in most high schools. In many schools extra-curriculum activities have served a vital need in giving an outlet for pupil initiative and responsibility, and in providing an opportunity for pupils to learn tolerance and coöperation through the give and take of community life. The social demands which we are considering, however, require something much more far-reaching than this. In terms of growing maturity the pupil should be an active partner in all activities of the school. His participation should permeate the schoolroom and the laboratory as well as the playground. It should not stop there, if education is to be vitally linked with community life. His experiences in school should be made vital through

application to real community problems. That encouraging beginning has been made through the activities of youth organizations (including the school) is evident in the recent volume, "Youth Serves the Community," by Paul Hanna. What more effective education can there be than active participation in service to the community?

The high school should help pupils develop the ability to sift fact from propaganda and to make decisions in the light of evidence. Modern invention has placed tremendous power in the hands of those who control the instruments of public opinion. We cannot turn the radio dial or pick up a newspaper without exposing ourselves to the special pleading of an interested individual or group. This presents a serious problem in a democracy.

The path of censorship is fraught with dangers as great as those it seeks to control. The only solution consistent with democratic theory is that based on providing the average citizen with the means of intelligent choice. The high school has an important role to play. Pupils should be led to be intelligently critical of statements presented for their approval. How valid are the claims for an advertised product? What are the arguments presented by spokesmen of each side in a labor dispute? What interests does a given newspaper, organization, or broadcaster represent? The school must be free to consider similar questions in the light of public interest alone. It has an obligation to prepare its pupils to protect themselves from misleading advertising and from the propaganda of pressure groups.

Instruction must help to develop a sense of social responsibility and a loyalty to the democratic ideal. It is here that education conceived as acquisition of facts breaks down. In the field of social relationship, we are interested not only in what an individual *knows* but in what he *does* and in his attitude toward his partners in the social enterprise. No longer is it a sufficient qualification of the good citizen to "mind his own business." His business is inevitably linked with yours and mine. The field of rugged individualism is narrowed with each new invention and each advance in social thinking. In a simpler era the young blood might come home from a convivial evening in high spirits with the lines wrapped around the whip

and no one much the worse for his escapade. Turn him loose on a modern highway in a high powered car and he becomes a social menace. We may apply this analogy to every phase of our complicated social, economic, and political life. Limitation of freedom is the price we pay for modern civilization. In the words of C. A. Dykstra, the efficient and public spirited city manager of Cincinnati, "We must ask our schools to produce adults with self control, self discipline, and the ability to put themselves in the other fellow's place."

How develop this social sense? Certainly the answer is not to be found in moralizing—in the handing out of ready made precepts. The solution is not simple but unquestionably some schools are making marked progress in developing pupils who are socially sensitive and intelligently responsible. The school will make its chief contribution as it provides situations in which pupils are faced with problems involving social consequences and where the issue is put squarely up to them. The pupils imagination—and the teachers—must be quickened to think through solutions in terms of consequences to the individual and to the group. The school environment is rich in such inherent situations. The skillful teacher will be alert to see and use them.

The European dictatorships have captured the imagination of youth with high devotion and loyalty to a leader, a cause, an ideal. All the glamor of pageantry and the psychology of mass action have been used to hypnotize the populace into unswerving loyalty to the national ideal. We distrust the aims and the methods of the dictators but we can not afford to be less intelligent than they. It is our task as teachers to capture the loyalty and idealism of American youth for the American ideal—to build in them a sense of dignity, high adventure and stirring drama in the struggle for democracy. Such a concept presents a tremendous challenge to the school but we can accept no less if instruction is to play its part in preserving the values we cherish for the America of today and tomorrow.

Mr. Paul R. Pierce, Supervisor of Secondary Education of the City of Chicago gave his paper, entitled, *Administrative Provision for Effective Improvement of Instruction*.

ADMINISTRATIVE PROVISION FOR EFFECTIVE IMPROVEMENT OF INSTRUCTION

PAUL R. PIERCE

Principal Wells High School, Chicago, Ill.

In meetings of this type it is usually the practice, owing to limitations of time, to emphasize the general rather than the concrete in educational procedures. In the short time I am allotted it will not be possible to discuss all of the provisions which the high-school principal should make in initiating and carrying out an effective program for the improvement of instruction. However, six provisions may be regarded as a special significance. These will be discussed with the inclusion of such concrete examples as time permits.

I. Showing Teachers Why Basic Principles Should Determine Instructional Procedures and How to Apply Them.

The use of principles provides principal and teachers with sound, impersonal, and common grounds for the determination of instructional procedures. Principles give balance and continuity to the educational program. Without adherence to them a fragmentary program or merely a series of innovating practices having little permanence is likely to develop. They prevent rule-of-thumb procedures and consequent waste of time and effort. Principles also aid in integrating various elements of the school program, such as the extra-curriculum and classroom work. It is not easy for the principal to show teachers how to put principles into practice, but it is necessary if a program having permanence and effectiveness is to be developed.

II. Helping Teachers. First, with a concrete and practical aspect of their work—materials of instruction.

There are many types of approach which the principal may use in attacking the problem of improvement of instruction, notably, study of pupil interests, testing pupil abilities, and initiating new techniques of teaching. However, the most

effective approach consists in all probability in assisting the teacher to improve the materials of instruction. This procedure effectively orients a principal with respect to the teachers' everyday problems and results in actual aid for the teachers. When the principal, for example, assists the teacher in organizing new units of learning, both begin to discover pupil needs, such as remedial instruction in reading and special emphasis on technical vocabularies, and the like. Dealing with the materials of instruction usually results in interesting the teacher in improved methods of presenting the materials and developing effective learning situations for the pupils.

III. Using Basic Social Functions or Centers of Interest, to Eliminate Over-Emphasis on Formalized Subject Matter.

Centers of interest challenge teachers to justify study of their subject fields from the point of view of the pupils' everyday-living needs. They break down subject-matter boundaries and turn teachers toward the community as a source of instructional materials; moreover, they act as an effective vehicle in integrating learning activities.

IV. Providing Teacher Participation in a Program for Improving Instruction:

The principal with a committee of key teachers should provide the basic outlines for the school's program in the form of concise unit leads. The subdivisions or elements of these leads provide a measurable degree of integration and prevent overlapping of classroom work. Permitting teachers and pupils to work together in constructing the units from the leads provided gives the teacher desired freedom and pupils ample opportunity for initiative in developing the materials of instruction. Often the principal can assist teachers and pupils in the organization of units by providing outline forms for the purpose.

V. Providing a Laboratory Atmosphere to Stimulate Improvement of Instruction:

The principal should provide a laboratory atmosphere throughout the school by helping teachers to organize room libraries developing techniques for studying the community and assisting pupils and teachers to organize and duplicate for

classroom use the materials brought in by pupils. This permits classroom work to proceed in a true laboratory atmosphere.

VI. Evaluating the Instruction Systematically in the Light of Educational Principles:

It is essential that teachers be trained to gauge the outcomes of new instructional procedures in the light of sound educational principles rather than outworn conventional methods. This is especially essential with respect to the general education aspects of the school program. It will be found helpful for the teacher aided by the pupils to keep a careful clinical record of learning activities occurring under new procedures in addition to the results of objective tests covering skill and information aspects of the work. Records may at first be kept of the effect of new procedures on pupil interest, attendance, and acceptance of responsibility, and the interest of parents in the school's work. An important advance will have been made when pupils begin to take an active interest in and keep accurate records of the results of their individual activities.

PANEL, SCHOOL AND COMMUNITY RELATIONSHIP

In the Roof Garden Professor George C. Galphin at 10 A. M. introduced the members of the Panel and discussion followed.

MEETING OF THE NATIONAL COUNCIL OF THE NATIONAL HONOR SOCIETY

THURSDAY, FEBRUARY 18, 1937

The National Council met at Jung Hotel at 10 A. M. Present: Members Allen, Brooks, Elicker, Kepner, MacQuarrie, McDaniel, Plummer, and Church.

The terms of the following members of National Council expire: Allen, McKown, Roemer.

The nominations of the list below were approved on motion of Member Kepner and second of Member Plummer.:

Charles F. Allen, Supervisor of Secondary Education, Little Rock, Arkansas; R. L. Butterfield, Principal Franklin High School, Rochester, New York; S. M. Brame, Principal Bolton High School, Alexandria, Louisiana; Ernest B. Comstock, Principal North Dallas High School, Dallas, Texas; Harold A. Ferguson, Principal Senior High School, Montclair, New Jersey; Virgil M. Hardin, Principal Reed Junior High School, Springfield, Missouri; A. W. Johnson, Principal Junior High School, Minot, North Dakota; Fannie H. Lowenstein, Principal Southern Junior High School, Louisville, Kentucky; S. E. Nelson, Principal Central High School, Chattanooga, Tennessee; H. S. Parker, Principal High School, Corvallis, Oregon; O. E. Scruggs, Principal High School, Biloxi, Mississippi; and W. L. Spencer, State Director of Secondary Education, Montgomery, Alabama.

Proposals for a Scholarship Revolving Loan Fund for members of chapters of the National Honor Society were considered at great length and on motion of Member Brooks with second of Member Kepner it was recommended to the Executive Committee and to the Finance Committee that these proposals (with modifications as the needs require) be adopted and plans be made to carry them to maturity. Carried.

SATURDAY, FEBRUARY 20, 1937

The National Council met in the Jung Hotel at 10:15 P. M. Present: Members Allen, Brooks, Kepner, McDaniel, and Church.

On motion Member McDaniel was elected president of the National Honor Society.

On motion of Member Kepner, second of Member Brooks the Council adjourned.

SIXTH GENERAL SESSION

SATURDAY, FEBRUARY 20

Principal John E. Wellwood of Central High School opened the Saturday afternoon session at 1:05 P. M. by introducing the chairman, Thomas H. Briggs, of the Committee on Orientation.

Dean Earl Hudelson of the University of West Virginia read his criticism of Function VI.

Principal Oliver R. Floyd, University High School of the University of Minnesota, read his discussion of Function VII.

Professor C. W. Knudsen of Harvard University presented his discussion of Function VIII.

The last part of the statement of Function VIII implies, in terms of pupil growth, a remote goal of achievement. This goal is described in terms of adult activities. Moreover, these adult activities are characterized as the "appropriate" and "desirable" activities of an educated person. The bearings of this function should be considered in the light of Function X in which it is suggested that only a part of the pupils in the secondary school are capable of attaining the status of an educated person.

The report does not state explicitly the meaning the Committee attaches to the expression, "an educated person." Its reference to the secondary school as terminal in the formal education of many persons indicates that the kind of person referred to as "educated" is typical of a large number of individuals whose formal education ends with graduation from high school. This typical person, it is assumed, will continue to grow intellectually. If this assumption is well founded, the elementary research activities in which such an individual engages will exhibit progressive development. Reliable studies to indicate the variety and kind of elementary research principles used by a typical high-school graduate are not available. Neither are studies available to indicate the rate at which a typical high-school graduate develops the abilities to use elementary research principles. Therefore, we can only crudely estimate the nature and variety of such principles and the rate at which they develop.

Nothing is more evident than the fact that the high-school graduate cannot take with him many of the necessary appurtenances of the elementary researcher when he leaves high school. This is particularly true with respect to laboratory ap-

paratus and library reference materials. He will not take with him the apparatus and materials necessary for obtaining the facts that he should have in making intelligent purchases of the goods of every-day consumption, for example, even though he knows how to use such materials and apparatus. Actually, he is not in a position to test the milk he uses for either butter fat or bacteria. He cannot analyze the bread he eats. He cannot test the quality of his canned foods intelligently. He cannot test his tobacco for nicotine or arsenic, or test his liquor for the presence of materials more poisonous than alcohol. He may choose his milk because it comes from contented cows, his bread because it has the endorsement of an advertising agency, his canned foods because they are sold by his nearest grocer, and his tobacco and liquor because they are endorsed by outstanding representatives of our First Families. He will not make his choices in these ways, however, if he applies an elementary research principle that should be used in the absence of ways to determine directly all pertinent facts for oneself. This elementary principle has to do with the appropriation of facts from unbiased sources. If his high-school experience has acquainted him with the practical importance of this elementary principle, he will be likely to seek more reliable evidences than those mentioned above, and furthermore, as a matter of good citizenship, he will become increasingly active in trying to bring about the creation of agencies by which needed but unavailable data may be supplied to consumers.

The series of consumers' problems to which the above elementary research principle applies is but a part of the picture, however. In general it is true that each consumer is also a producer. Application of the research principle just mentioned creates at the same time a whole series of problems relating to production. These problems involve more than a conciliation of differences in points of view between two groups. They involve a resolution of conflicts in individual thinking. To date we have been much more concerned with helping pupils to discover problems than we have with ways of helping them to solve these problems. Perhaps one reason for our attitude in this instance is that we do not know much about methods of solving these problems ourselves. Consider, for example, one problem created when we have succeeded in getting pupils to apply in life after high-school graduation the elementary re-

search principle described above. It must be evident that if we succeed in this undertaking we shall at the same time have destroyed a number of the important bases of taxation from which comes a large part of the funds with which to operate schools. What will take the place of the things destroyed? Where may those thrown out of employment be re-employed? Probably we have not given very serious consideration to the implications of some of our theories. The criticism of the Committee with respect to the divorcement of thought from action applies fully as well to those of us who work in the secondary field as it does to the pupils we try to teach.

The problems that grow out of the application of an elementary research principle relating to the use of data from reliable sources in consumers' problems plunge us immediately into questions about social values. The nature of the process by which human beings arrive at decisions respecting social values is often only remotely related to rational processes. Intelligent definition of values is a process in which a great many persons should participate. If the high-school graduate is to participate intelligently in this coöperative process, he must have access to a great many facts, and he must also have access to critical interpretations of facts that have a bearing on the determination of social values. He must therefore be a discriminative reader. Under the economic conditions that surround many high-school graduates, it will not be possible for them to purchase good books, reports, and periodicals in any considerable number. What services are available to these individuals who, because they must purchase sparingly, should choose what they purchase with great care? The services of public libraries are available in many places, and pupils have an opportunity in the high school to become acquainted with the nature of these services. They are as yet too infrequently used. Acquaintance with and use of such services are characteristics of another elementary research principle appropriate for use by the typical high-school graduate. The recent report of the National Survey of the Education of Teachers included a study of the reading interests of teachers themselves. The findings give us little cause for rejoicing, but they do indicate something of the distance we have yet to go if we succeed in helping pupils to acquire facility in use of an important elementary principle of research.

The function as stated suggests three ways of getting pupils to acquire such elementary research principles as are implied in the utilization of sources of dependable data, and the utilization of references to good discussions relating to social values. The methods suggested are: (1) to demand independent thought; (2) to require the use of elementary research principles in school; and (3) to require self-directed practice. It is much more difficult to meet these requirements with respect to questions about social values than it is to meet them with respect to scientific questions. The nature of this difficulty becomes all the more apparent in the light of a trend which indicates that the attention to social attitudes is increasing and the attention of science is decreasing. It is not possible to do independent thinking about social questions without running immediately into matters of controversy. During periods of marked social unrest, many conflicting interests are active in the process of re-defining social values and social goals. These periods are accompanied by confusion in school systems with respect to goals, to teaching practices, and to choice of materials. The requirement of independent thinking in the secondary school appears to represent a goal that can be attained only partially, particularly with respect to thinking about social values.

It should be pointed out that the function as stated qualifies the requirement of independent thought with the phrase, "as far as possible." Just how far is this? The extent to which a secondary school may encourage independent thought will be conditioned by a number of practical considerations. First among these may be mentioned the type of community in which the school exists—whether it is a community torn by disputes among warring factions, or one that welcomes the discussion of controversial questions. If it is of the latter type, it will not fear to have its secondary-school pupils exposed to controversy. Another practical consideration relates to the type of teacher employed. If the teacher delights in the martyrdom that inevitably follows blatant announcement of one's position as a self-chosen apostle of the New Social Order, he will encourage independent thinking far less than if he belongs to that larger group of teachers who calmly and dispassionately present the facts and evidence on controversial issues, trying all the while to get pupils to see the desirability of set-

ting such issues on the basis of reason rather than on the use of force and passion. Still another consideration relates to the manner in which a school manages its public relationships—whether it tries to win public support for its program by establishing contacts with every decent element in a community, or whether it assumes an attitude of detachment from the community.

With respect to the limitation that Function X seems to place on a realization of Function VIII, two observations may be in order. First, if the kind of curriculum which this report envisions ever becomes a reality, it is not unlikely that the percentage of pupils who can profit by high-school experience will be materially increased. It appears probable that many of the failures at the present time are partly traceable to a lack of relationship between the needs of secondary-school pupils and the kind of experiences they are required to undergo, rather than to a lack of innate capacity. Second, curriculum changes of the kind proposed in the present report are likely to be attended by a revision of our definition of an educated person so as to allow for inclusion within that definition of persons other than those who labor in the cloistered atmosphere of institutions of higher learning. This revision will require a catholicity of viewpoint with respect to education that is markedly absent in some quarters.

Function VIII is highly important in helping to define the goals of the secondary school. If succeeding years witness a whole-hearted attempt to translate this function into practice, the value of the secondary school for those whose formal education ends with high-school graduation will be greatly enhanced. It will follow as a matter of course that the social functions of the American secondary school will then represent something other than pious hopes.

Assistant Superintendent of Schools Lloyd N. Morrissett of Yonkers, New York, in the absence of Principal James E. Blue, Rockford, Illinois, read Mr. Blue's paper on Function IX.

May we share with Dr. Judd his feeling of pride in the cosmopolitan curriculum and the inclusive population of our secondary schools. May we also recognize with him our duty

to perfect the type of secondary education which we now have. Our heritage in secondary education is one worthy of preserving and perfecting. This is the one principle which the committee has adhered to in the formulation of Function IX, the same as other Functions.

The statement of Function IX presents the problem of beginning and gradually increasing differentiated education on the evidence of capacities, aptitudes, and interests demonstrated in earlier years and providing previous to and along with differentiation as balanced and extended a general education as is possible and profitable.

In the introductory paragraph the place of general education is clearly recognized.

"The first concern of the school is to help pupils understand their cultural heritage and participate successfully in the common activities of life. Schools therefore devote a large share of their efforts to providing a 'general' education for all. Even in secondary education, as distinguished from elementary education, there is a strong tendency to emphasize the universal rather than the specialized aspects of formal training. This tendency is increasing with the years."¹

Two principal reasons are assigned for the current trend toward a more "general" education on the secondary level. First, modern life demands a higher degree of competence in a wider variety of activities. Second, since pupils are withheld from gainful employment longer, we have more time to devote to the general aims of education, and greater opportunity to develop essential fundamental skills.

These reasons were recognized in 1918 in the "Cardinal Principles of Secondary Education."

"The school is the one agency that may be controlled definitely and consciously by our democracy for the purpose of unifying its people. In this process the secondary school must play an important part because the elementary school with its immature pupils cannot alone develop the common knowledge, common ideals, and common interests essential to American

¹Functions of Secondary Education. Report of the Committee on Issues in Secondary Education, Bulletin of Department of Secondary Education, N.E.A. No. 64, January, 1937, p. 225.

democracy."² The increased demands of modern life upon the individual in the last twenty years have accentuated rather than diminished the need for general education. This need is clearly recognized by the committee in their development of Function I as outlined in the following statement: "To the secondary school period falls the obligation of continuing social integration on an increasingly social level until the desired knowledge, appreciations, ideals, and practices are firmly fixed, accepted, and appreciated because seen and understood as important in continuing the processes of American life."³

In interpreting the nature of integration essential in "general" educational program of the secondary schools, the committee includes the following: a common acceptance and understanding of the scientific point of view; a social outlook colored by clearly understood democratic ideals; a standard speech, capable of expressing ideas and feelings as well as essential information; adult reading interests; respect for the arts and some understanding and appreciation of them; a deeper, more scientific understanding of the conditions of good health; a "world picture" based upon intimate knowledge and infused with social purposes.

In addition to the essential characteristics of the extended "general" educational program outlined above, we must also include the improvement of certain fundamental skills. Among these skills are the following: greater facility in the use of our common language, improvement in rate and comprehension in reading, accuracy in the use of numbers, correct spelling, and a higher standard of penmanship. These skills although developed to a certain standard in the elementary school demand further improvement on the secondary level. With the reduction of the elementary school from an eight to a six year program this need is increased rather than diminished.

Accepting the reasons outlined for the current trend toward a more "general" education in the secondary schools, modern life demands and society provides the time for the development of a higher degree of competence in a wide variety of activities, the secondary schools must accept and

²Cardinal Principles of Secondary Education, U. S. Bureau of Education Bulletin, November, 1918.

³Functions of Secondary Education, p. 31.

adopt an educational program based upon the general principles outlined above or develop as good or better principles for their guidance.

However, the statement of reasons and the enumeration of principles are not enough. It remains for the fusionists or subject specialists to collect, evaluate, and select the content, to outline the teaching activities, and to determine the continuity and sequence necessary for the continuous growth and achievement of secondary pupils.

This problem the committee has left to future committees, accrediting agencies, state departments of education, and individual secondary schools for a satisfactory solution. For our broad general principles the committee has provided a guide. For our patterns we must determine the needs of our pupils, and select our subject content and teaching procedures on the basis of the general principles presented by the committee.

The arguments outlined for providing previous to and along with differentiation as balanced and extended a general education as is possible and profitable are equally valid and conclusive for beginning and gradually increasing differentiated education on the basis of capacities, aptitudes, and interests demonstrated in earlier years. Modern life does demand and society does provide the time for a gradual increase in differentiated educational activities on the secondary level.

Even in the general educational program, differentiated materials and methods are used in order to approximate the same outcome. We have in our secondary schools pupils of varying degrees of mental and vocational maturity. Some who are mentally and vocationally immature will continue until graduation, but will not desire to enter the specialized fields. Others, keen and alert mentally, will find the whole realm of human experience fascinating and stimulating. For the immature as well as the more mature, general education should provide more than the bare necessities essential to social unity and coherence. In the language of the committee, "Let us open for these minds the rich storehouses of the past and the present and invite them to walk with us as far as they can or will and help themselves generously. From among these will come some of our leaders. For these, general education

will go far beyond those constants in the curriculum which defines only that general education which is needed as the equipment of every member of the whole citizen group. Such education may give a broader culture, a wider horizon, and a deeper interest in the affairs of men."⁴

In addition, it is highly important that the secondary school help young people to understand the essential physical facts and principles underlying invention and production in all fields. The rapid increase in the number of mechanical inventions and our dependence upon the use of these inventions increases the necessity of a better understanding of physical facts. This duty lies clearly beyond the realm of the elementary school.

Differentiation, as an expression of individualism, is limited to the development of individuals more capable of living together successfully because special "interests, aptitudes, and capacities" have been ministered to. The committee holds that to-day's great need in education is to emphasize common heritage, common understandings, and common problems, and that even specialized education must have in the foreground of its development continually the need of more thinking together.

The committee very properly points out that possibly we are changing from individualism to collectivism a bit too rapidly. However, they have not set any standards by which we may be able to correct the deficiencies of collectivism. We all admit that individualism had its weaknesses. We tried individualism long enough to understand it and correct some of its deficiencies. In swinging from a program of individualism in the direction of broader assumption of community responsibility on the part of all governmental units, should we study past experience and attempt to find some basis by which we may help the pupils to judge the new reforms, and to avoid some of the pitfalls that the new program may bring?

The following reasons are advanced for differentiation in the secondary educational program.

First, evidences of differences in capacities, aptitudes, and interests especially pronounced during the adolescent

⁴Functions of Secondary Education, page 235.

period necessitate some degree of differentiation in content and teaching methods if we expect similar educational outcomes. Some pupils face the problem of an early selection of a vocation. Others express a distinct dissatisfaction with the more academic side of school work. The early desire to engage in remunerative employment is also another factor which causes pupils either to leave school at an early age or to become dissatisfied with their work. To meet these needs necessitates setting up training program providing opportunity for vocational exploration under the observation and guidance of trained leadership.

Vocational interests that look toward preparation for college also necessitate differentiation. Since colleges differ in requirements for admission, it is necessary that the school assist the boy or girl in preparing for the college which he or she elects.

Interest in the arts, in science, in other subject fields, or in subject areas of those fields, may justify providing opportunity for the pupil to do some specific or specialized work. Quite naturally there are limits on this provision: the pupil's own ability in the field, and the ability of the school to provide the training and at the same time respect the rights of other pupils.

Second, the fact that the secondary school is the terminal educational institution for a large percentage of pupils enrolled makes necessary provision for specialization of personal talents in the beginning stages of some vocational field. Any survey of the types of high schools found in the American cities to-day shows a tendency to set up secondary schools with special functions. Comprehensive, academic, agricultural, commercial, technical, and trade high schools are found scattered throughout the country. It is easy to see that the academic high school may lose sight of vocational needs of boys and girls, while the specialized high school may neglect the development of the general educational program. In the specialized school the acquisition of certain vocational skills is emphasized. These schools undoubtedly have ministered to a very definite need of boys and girls.

The Committee comments as follows: "If the great purpose of this specialized education is to enable boys and girls

in such schools ultimately to take their places in a normal coöperating society, then the business of such schools is largely correction of attitude and understanding in order that, after a shorter or longer period, the children may return to a normal school environment with reasonable hope of making satisfactory adjustment there. The tendency of such schools, however, has been to remove children from their normal school environment permanently and become an end institution, graduating such children or placing them on jobs of one sort or another. This tendency is one that administrators must watch and check."⁵

It is quite apparent that some pupils may desire to enter special fields as soon as their interests and the pressure of their parents, economic necessity, or the influence of friends begins to be felt. These pupils may attempt to specialize before receiving foundation or background enough to go further than a few steps in the chosen field. Quick access to a small salary may blind the pupil to all other possibilities. The pupil may enter the specialized work without any knowledge of his social need for a further general education. This is the place where there is a definite need for the guidance activities of the school.

The beginning and the extent of the differentiated program will be determined by many factors: the size of the school, the financial resources of the district; and the confidence of the citizens of the district in the secondary educational program. Possibly even greater than these is the social vision of the educational leaders who are responsible for the school. Powerful business and industrial groups may seek to foster commerce or trade education while labor groups will strive just as strongly to control the supply of labor.

In the realization of improvement in content and teaching methods, the school will have need for teachers who have much broader training. In this connection it will probably be necessary for colleges and universities to reverse the policy of majors and minors, and to recommend that those who prepare for teaching should be trained extensively. This will demand a longer period of preparation for the work of teaching and will include a wider acquaintance with many fields of

⁵Functions of Secondary Education, page 239.

interest. In November, 1936, the Committee on Program of Graduate Study Which Institutions of Higher Education Should Organize for the Preparation of Secondary-School Teachers presented to the Annual Meeting of the Association of American Universities the following recommendations:

1. "The trend toward the requirement of study beyond the baccalaureate degree for all teachers in secondary schools is to be highly commended."
2. "The systematic program of study beginning with the Junior year of college should be recommended to all candidates for teaching positions in secondary schools. Such a program should be based on a broad foundation of cultural studies largely completed by the end of the Sophomore year. It should include (a) preparation in one or more fields of study rather than intensive specialization in a single department and (b) special professional preparation adequate to insure that the candidate will be able to conduct secondary-school classes intelligently."
3. "Each institution engaged in the preparation of secondary-school teachers should undertake a study of the problem of assisting secondary schools in the light of its local conditions. Such a study should be a joint effort on the part of members of subject-matter departments and those interested in, and acquainted with, the professional aspects of education."
4. "Educational institutions which prepare teachers for secondary schools should be equipped to give courses of high scholarly grade. Such institutions should insure the cultivation in students of a professional attitude and a profound respect for the teaching profession."
5. "No institution which tolerates lack of co-ordination, or exchange of petty recriminations, between the departments concerned with the preparation of secondary-school teachers should be regarded as competent to prepare teachers."^a

^aReport of the Committee on Program of Graduate Study Which Institutions of Higher Education Should Organize for the Preparation of Secondary-School Teachers, presented to the Annual Meeting of the Association of American Universities, p. 20.

The recommendations of the above committee are quite in accord with those of the committee on Functions. In addition, the committee on Functions hold that some of the preparation for teaching may conceivably and properly take place outside the collegiate institutions in the fields of business, industry, or the arts. Broadening and extending the training of teachers in college, and in business, industry and the arts will not mean the teachers are masters of anything; it will mean that both through intensive and extensive training they will be better qualified to prepare and guide youth for the business of living.

The committee notes that some of the most difficult problems which secondary education has faced in the past have arisen from extreme diversification of curriculum. These problems include employing highly specialized teachers with sufficient skill, finding sufficient pupils to keep such highly prepared specialists busy, and the finding of enough money to purchase adequate equipment for the specialized work. They hold that with increased emphasis upon general education and diminished emphasis on the highly specialized activities, the problem of the secondary-school has been somewhat simplified. They recognize that with the return of prosperity parents, children, and employers may demand a higher degree of diversification than we now have.

Possibly the solution to this problem lies partially within the school and partially in certain lines of industry and business which demand a greater differentiation and a higher degree of specialization. Some schools have found a partial solution to this problem by working with industry in devising plans of coöperation. Under these plans, boys receive highly skilled technical training in shops under trained technicians and training in related subjects, such as Science, Mathematics, and Drawing in the schools. Opportunity is also provided for boys to continue in the general educational program in subjects of English, Social Studies, Mathematics, and Science. In some cases, at least, industry has accepted the general program of the school and has set up a highly specialized program to the mutual advantage of the boys and the employers.

In conclusion, we find that the committee has given us a broad basis for gradually increasing differentiated education on evidence of capacities, aptitudes and interests demonstrated

in earlier years. At the same time, they have pointed out the necessity of providing previous to and along with differentiation as balanced and extended a general education as is possible and profitable. The problems of selecting the content, determining the continuity and sequence, and refining the teaching methods are very properly left to future committees.

In the solution of these problems lies our contribution to the program of perfecting secondary education.

Function X was discussed by Principal W. L. Loggin of the High school of Greenville, South Carolina.

Functionally speaking, the school has a three-fold task—the selection, the retention, and the elimination of pupils. The ideal, with respect to the selection and retention, has been approximated for the reasons outlined in the report; but the problem of elimination has been complicated, making it difficult to terminate a pupil's schooling when it is felt that the school has done all it can for the pupil. The point of view of the committee, expressed in this function, is that the public supports the school to make the pupil better able and more disposed to perpetuate and to improve society. It is believed that the interests of society can not be promoted unless each individual is bettered. It is maintained further that public funds can not be spent honestly on education unless such spending enables the individual to contribute to the betterment of society.

This function emphasizes the necessity of retaining each and every normal pupil in school as long as he and society profit by his remaining, but, when it is clearly shown that the individual is not profiting from what the school is able to offer, then the individual should be directed into other institutions, into more profitable and encouraging pursuits for himself, or back to society. It is understood, however, before such an action is taken, that all the available facilities of the school will have been utilized in obtaining facts which will give a basis for decision.

It can not be stated too strongly that the function must be accomplished slowly. A good beginning will have been made when the profession approve this function as an ideal,

and is willing to seek its realization in practice. Only through a general understanding can a whole-hearted approval and backing be expected.

The adoption of such a course of action will encounter difficulties. The elimination of pupils under present conditions will bring loud and strong protests from parents, regardless of how justifiable the action the school takes in the elimination of children.

As a beginning the school could study society with the idea in mind of eliminating over-lapping functions, instituting new functions, and coordinating contributing functional institutions. Better trained teachers will prove a decided asset in the accomplishment of the worthy purpose. All phases of guidance should be provided for, and this implies an efficient guidance staff. It must not be overlooked, as has been indicated in the report "that the best possible continuous effort on the part of the school to learn all the pertinent facts about each student must be sought and recorded." Hence, a comprehensive, cumulative, and permanent record of each student must be maintained, if intelligent decisions are to be made.

SEVENTH GENERAL SESSION

Saturday, February 20

The session opened with an orchestral concert by the Alcee Fortier High School Orchestra.

Principal McClellan G. Jones of Union High School and Junior College of Huntington Beach, California, and First Vice President of the Department of Secondary-School Principals, introduced National Commander Harry W. Colmery, who delivered the following address:

I am grateful for the honor which has been accorded me in permitting me to discuss with you, who, on this occasion represent the principals of the Secondary-Schools of this country, the point of view of The American Legion on the "Teacher and Americanism"; and it is a source of personal

satisfaction that I appear here at the invitation of a friend, who knows me for what I am or am not in my own community, and for whom I entertain a high regard as a teacher, a confidence as a worthwhile example for the student, and a respect as a citizen—Willard Van Slyck, Principal of the Topeka High School and President of this Association. And that honor and personal satisfaction are intensified by my consciousness of the responsibility which is mine in speaking for approximately one million men whose devotion to the principles of democracy has been tested in both war and peace—and has not been found wanting.

Here as I contemplate that as principals of America's schools, you are the custodians of our country's future, I express the hope that together we may look into the future with common thoughts and aspirations, conscious of a heavy duty and a grave responsibility.

To your keeping is entrusted the most precious possession of the mothers and fathers of America—their children. 1. *You* who take the children of America when they have entered the most formative period of their lives. 2. *You* who take them when they have passed from childhood to the age of youth and begin for the first time to think facts through for themselves. 3. *You*, who take America's childhood in its earliest experience of mental discipline in search for knowledge. 4. *You*, who later take that mental field, plowed and fertile, and ready for the sowing of the seed which will determine the kind of flower that will bloom. 5. *You*, who take America's childhood as they anticipate the experience of squaring off for the great game of life; conscious of that responsibility which is theirs of determining what they are going to do, how they are going to do it, and the plan which they shall adopt to make a life worth living and a life worthwhile. 6. *You*, who direct their basic instruction upon which will be builded not merely their personal fortunes and accomplishments in life, but also what their contribution will be to the progress of our system and what shall be their conception of good government. 7. *You* who in many instances give the only guided education which some of America's youth have before they step from the classroom and stand face to face with a world filled with perplexities as well as great opportunities for service, joy, and achievement. Yes, for these reasons,

you are the custodians of the kind of citizenship and the kind of country this nation shall have when we, who assume the duty to-day shall have turned it over to the generation which we now call our boys and girls.

The American Legion shares that duty with you. Not only are we parents with a substantial stake in the childhood of America, but as an organized group we have a mission to foster, promote, and preserve the American institutions to protect which we were called forth two decades ago, as the armored hope of humanity, to give our lives if need be, for that cause. God, in his mercy spared us, and if we are to justify our claim to an enlightened citizenship, we have a duty to perform with you in the preservation of the purity of American institutions.

In the fulfillment of that duty membership in the American Legion pledges the individual, for God and country, to uphold and defend the Constitution of the United States, to foster and promote a 100% Americanism, to inculcate a sense of individual obligation to the community, state, and nation, to make right the master of might; (to combat the autocracy of both the classes and the masses), to promote peace and good will on earth, and to safeguard and transmit to posterity the principles of justice, freedom, and democracy. In the support of these principles the American Legion has adopted and has been accomplishing a program which for scope and unselfish purpose has never been equalled by any organization in this country. And although it might seem that the only common bond between the teachers of America and the American Legion would begin and end with that phase of our program which has to do with the support of the schools and the educational system of America, *I have a definite conviction that we stand together on the question of Americanism; on national defense, and on every phase of the Legion's program which is calculated to build into the fibre of America a proper appreciation of the responsibilities of American citizenship, and of the beneficence of living under the American flag which gives so much and asks so little.*

Possibly you can see no connection between interest in education and wearing the uniform. Ours was the opportunity to know the cross section of American youth. Service on the battlefield awakened us as rudely to the necessity of a more

general education for the youth of our land. In almost every American outfit we saw American boys, unable to read the letters they received from home, unable to write, unable to read the orders issued to them. It was a pitiful sight to witness a young fellow, holding a newspaper from home, standing around with longing eyes, hesitant to ask someone to give him the news because he could not read. More than one tragedy resulted from the inability of a soldier properly to understand his orders. Men there were—yes 20% of those called to the colors, who could neither read nor write, who had never attended public school, but who were loyal and patriotic, and, though conscious of their handicap, looked upon the chance to volunteer and go “over the top” as an opportunity to render a service to their country. It was quite natural, therefore, that the men of the service should have come back home imbued with a conviction that this handicap must be removed if equality of opportunity was to exist in America.

Then again we realize that the Great War did not make the world safe for democracy. Content as we are to let other nations carve out their own future, we are intensely interested in the perpetuation of the American system of government, and of that unique and ingenious constitutional democracy which is the social heritage of the American people, because it is calculated to insure the greatest degree of life, liberty, and happiness for the American people. We recall that prior to the founding of the American republic, that everywhere it was conceded that there was on earth a class of men ordained by Providence to rule, and that “the vassal’s obedience was the inheritance of the many; that the American colonists threw down this defiance to the world; that there was no heaven ordained class to govern men; that man by reason of his creation, by virtue of his existence, was a sovereign in his own right, and that all just rights in government were derived, not from the will of the ruler, but from the consent of the people who were governed. So the founders of this republic delivered this new nation from a system in which the people looked to the government as the directing and controlling agency in the affairs of life, and conferred upon the citizen—the individual, the right, and power to work out his own destiny according to his own desires and abilities, and to enjoy the fruits of his labor, whether by brain or hand, and gave

to the status of a citizen a stability never attained before or since. For it picked up the individual, placed him on a plane of self-reliance, self-respect, and self-control, and made it possible for him to act for himself, think for himself and believe in himself. "Individual rights" is America's contribution to the science of government. And the system of constitutional democracy set up to protect them transformed democracy from a dream to a reality, and created a barrier to the tyranny of demagogues and popular majorities which had ruined popular governments of the past. And under this system the world has looked on while we have grown in population, wealth, power, comfort, and happiness, unexampled in the annals of history.

But with that citizenship there came a responsibility. The people became the reservoir of power. Government was made for man and not man for government. With this change there came the expression "American institutions." "American institutions" are its citizens in action—the American people in the process of governing themselves. The people are the government. The fireside of the American home became the political unit. Men and measures, candidates and policies are there discussed, and their fate and that of the state and nation determined. Such peace time service demands intelligent action, because democracy stands or falls on public opinion. The essence of popular government is the fulfillment of the will of the people; its success depends on the literacy of the citizenship that maintains it. If the people are to rule themselves they must be sufficiently educated to know how. They can only have the kind of a government they give to themselves. And the people must be able to study, understand, and solve the questions affecting their welfare and that of the country if they hope to continue to live under a free government and under a flag which pledges to them freedom, opportunity, and security.

Education is the cornerstone upon which the future of the nation is builded. The Legion believes that the free public school system crystallizes the American ideal that every boy and girl is entitled to a fair and equal opportunity in life; that the common schools of America have been a vital force in the rapid rise of America to national greatness; in establishing women on the highest plane ever accorded them; in increasing

our standard of living; and in attaining the higher intellectual level ever attained by the common people; and that the public school system, providing as it does the physical fitness to withstand the rigors of life, and mental training to furnish a background for the enjoyment of life, and the social contact to broaden the boy and girl, builds into their lives the best ideals of health, home, vocation, learning, and citizenship.

Putting these ideals into practical application the American Legion last year conducted during the year 1,800 citizenship schools teaching the foreign born the history, traditions, aims, and ideals of America; awarded over 8,000 American Legion School Medal Awards—on the basis of honor, courage, scholarship, leadership, and service—qualities which every good citizen should possess; has outlined an eighteen weeks course of study in the history and etiquette of the flag, which has become a part of the regular course of study in many schools; and in late years has helped to meet the emergency in education to the end that the education of America's boys and girls should not be sacrificed unfairly in the interest of economy. Thousands of terms were continued, schools kept open, and appropriations maintained through this effort. And then you know of the sponsorship of National Education Week by the American Legion, for the purpose of acquainting the public with the work of the schools and their significance in the life of the boy and girl and the community, state and nation.

Thus recognizing the value of education in maintaining this as a government "of, by, and for the people," may I project to you the definite conviction which the men of the Legion have in the maintenance of the freedom upon which America was founded and the principles of liberty to which she is dedicated. The soldiers of the Revolution founded this nation and gave it this American form of constitutional government. It is the pride and boast of American veterans that never in the history of the nation have the liberties of the people been placed in jeopardy by the men who wore the uniform. And again to-day, it is well for you to note that, whereas in all the nations which engaged in the Great War are the two English speaking nations, every revolution, overthrow of government, riot, and bloodshed has been led by the men who had so recently worn the uniforms in defense of their country. But

on the contrary, the 4,500,000 men of the American army came home, took off their uniforms, went to work as best they could, helped their more unfortunate comrades, and have absorbed themselves gracefully into the civilian pursuits of America without any danger to American institutions or the peace and good order of American society. Why?—because they believed that those who founded this nation had an ideal; that it was worthwhile. They believed in it when they went to war. They believed in it when they came home. They are satisfied with the blessings of justice, freedom, and democracy under the American system.

They note that in Europe what we know as freedom and liberty in America have been shackled to a chariot of force, as ten centuries of progress face destruction in the welter of war's aftermath. They note the growth of Communism, Fascism, Hitlerism and the rest. They are opposed to the adoption of all of them in this country or any other concept or philosophy which harks back to the arbitrary absolution against which the English people rebelled in the thirteenth century, and to protect the citizens against which such a constitutional democracy as we have in America was founded. They note that in other countries freedom of speech, freedom of the press, of religious worship, and the right to assemble peaceably and petition for grievances, and the other civil liberties are gone; and that jails are overflowing with political offenders—those who for the time being are not in accord with the group in power. They want Americans to remain *free men*; free to speak, to act, to believe, to assemble peaceably, to save and accumulate, and to own property, and be protected in that ownership. They want tolerance to prevail, and democracy of opportunity to continue. *They want America to remain American for Americans.*

They do not oppose progress in government, on the contrary, they recognize the traditional American principle that the citizen has an inalienable right to support or oppose changes, proceeding in the orderly way provided by the Constitution. Their method is by persuasion and education. *Now as education is vital to Americanism, then only one type of education can serve the future of our free government—an American education that is free and untrammelled. Education should be real not false; interesting not dull. The teacher*

should make an effort to guide the pupil in getting all pertinent facts on a given subject, organizing them, discussing them, and helping them think out their own conclusions. Give them the whole truth about other philosophies of government—about Communism if you please. But hold back nothing. Tell them how other peoples have struggled for liberty, gained it, and lost it to dictators. Tell them all about it—about its destruction of church and home, its bigotry and intolerance, and class hatred.

But since young people are easily indoctrinated by adults it is very important that teachers in the public schools believe in and subscribe to American ideals and principles. *In fact if there is to be any indoctrination it should be with American ideals. The ideals of our American way of life should be instilled in America's school children.* Every pupil attending the public schools has the right to have a full and complete picture of the history of the struggle of the human race for liberty, the development of the American ideal of democracy, and understanding of and loyalty to our ideals, principles, and the responsibilities of individual citizenship; America's advantages, opportunities, rights, achievements, and glories, and also her problems and conflicts which make a genuine democracy difficult.

It would be impossible for me to formulate words which would better present my opinion than to repeat the statement of Dr. Orville C. Pratt, President of the National Education Association, on the subject when he said:

"Teachers who attempt to indoctrinate their students with un-American doctrines, have no place in the public schools. The sooner they are detected and unceremoniously fired, the better it will be for the schools and for America. I say this, because I am convinced that our American way of life is the best which human ingenuity has as yet devised.

"Teachers are citizens and have precisely the same rights as other citizens to hold political opinions and to express them. No citizen, and therefore, no teacher, is free to introduce into the schools his own peculiar belief or brand of propaganda. In the school the teacher has no right, and should have no desire to indoctrinate children, except with the fundamental ideals of the American way; but they should have the right, for the sake of making education realistic, interesting,

and worthwhile, to have facts gathered, presented, and discussed impartially and scientifically for the sole purpose of revealing as much as possible the truth."

We want to preserve academic freedom—as do you—that is an important part of Americanism. It can only be destroyed through the destruction of Americanism. I am not inclined to duck issues. You probably expect me to comment on the "Teacher's Oath." I shall give you my views. There can be no intelligent discussion of the teacher's oath, no meeting of the minds on issues, without knowing the exact language of the oath involved. If it pledges you to uphold and defend the Constitution of the United States and of your state—as has been the fact in some cases—the regular oath of a public office holder—there is no sound reason why you should not subscribe to it in the same manner as others who are paid for their service from the public funds. I have taken it on more than one occasion and am proud of it. What is there so sacred in the teaching profession in America as to cause such a furor? Do I hear you say—"Academic Freedom?" *The teacher who would retain his academic freedom should look well to his defense of Americanism. There is no academic freedom without the protection of the Constitution of the United States.* Why not swear to uphold or defend the only bulwark which preserves academic freedom? Although, personally, I have never been concerned about a teacher's oath, the disturbance which has been created against the signing of the constitutional oath, justifies the conclusion that either a substantial percentage of the teaching profession are ignorant of the source of academic freedom, or that there is a situation prevalent which justifies the suspicion that there are those who desire to use your profession for indoctrination of ideas foreign to America.

If on the other hand the contemplated oath involved the prohibition of the teaching of Communism or any other controversial subject, then the teacher is entitled to reasonable safeguards provided he uses scientific methods of teaching. He should not be subject to the hazards and uncertainties present while there is no well defined standard by which to determine whether the teacher is teaching or indoctrinating. Otherwise the teacher may be done an injustice by the over zeal and intolerance and unfairness of the members of a board

of education. And I have not yet seen an oath of that character which clearly and fairly defined such a standard.

But the great percentage of American school teachers are loyal, patriotic, good Americans, performing an under paid, unselfish service to the nation. I wonder if it has ever occurred to them that they need the protection against the small minority of their profession who hiding behind the protection of America's freedom, claim the license to advocate the overthrow of the American form of government. I wonder if it has ever occurred to the great majority of right thinking American teachers that they might formulate and insist upon a proper and fair oath—to protect their academic freedom, and make the small group inimical to America subscribe to it or fly their two colors.

Then, there is another medium through which the teachers may play a vital part in the perpetuation of Americanism. I have stated to you that American citizenship carries with it responsibilities. No citizen has a right to enjoy the privileges of a free government without sharing its responsibilities. Yet, there are those who circulate in our schools and colleges advocating the nefarious doctrine that there is too much responsibility and urging the youth to sign "the slacker's pledge" that under no circumstances will they ever don the uniform or bear arms in defense of their country. The first duty of a democratic government is to maintain itself in sufficient strength to foster, promote, protect the life, unity, and happiness of the individual citizen. The government cannot meet the obligation to the citizens unless the latter perform whatever service is necessary to carry out that obligation. That means national defense. That means bearing arms in defense of the nation. If there ever comes a day that the youth of the nation are no longer willing to meet the common defense, that day will see the end of free institutions—the setting of the sun, whose rays during the existence of this might have been the hope of a liberty-loving people.

My friends, since the day it was born, the American Legion has supported the schools, the teachers, and the American educational system. We have sought to improve and broaden our coöperation with you. We believe in you—we have faith in you—we stand with you. We want boys and girls to have the intelligence to do their own thinking. We knew

that if they understood the struggle of the human race against tyranny, and for independence, we would have no fear that their minds would be twisted by those who say there is no God, who defy the ethics of religion, who would destroy the sacred laws of home and family; the freedom, opportunity, and security which every true American holds dear and which have made us the envy of the civilized world. This we shall continue to enjoy so long as the schools of America give us an enlightening citizenship.

For education makes a people easy to lead, difficult to drive, easy to govern, impossible to enslave.

May you continue to perform with fidelity your trust as guardian of America's future citizens, so that a great liberty loving people with faith in American youth, may pass on to others the torch which lights the way to preserve justice, freedom, and democracy.

SATURDAY EVENING

February 20.

Dinner in honor of Dr. Thomas H. Briggs.

At Patio Royal in the old French Quarter of New Orleans two hundred forty-four members of the Department of Secondary-School Principals gathered to honor Dr. Thomas H. Briggs, Chairman of the Committee on Orientation of Secondary Education. Dr. William F. Russell, Dean Teachers College, Columbia University, and Francis T. Spaulding, Professor of Education, Harvard University, were the guests of honor. Dr. Briggs closed the occasion with an extended address to his ardent friends.

THE EIGHTH GENERAL SESSION

Sunday, February 21

The closing session of the convention was held in the Rayne Memorial Methodist Episcopal Church South at 11 A. M. The sermon was preached by Bishop G. Bromley Oxnam on the theme, *The Sense of What Is Vital*. The President of the Department, Willard N. Van Slyck, introduced the speaker of the morning.

PANEL, NATIONAL HONOR SOCIETY

The meeting of the National Honor Society was called to order Saturday, February 20th, 1937, at 10:00 o'clock A. M. in the Colonial Room of the Jung Hotel at New Orleans.

Presiding was Mr. Charles F. Allen, Supervisor of Secondary Education, Little Rock, Arkansas.

MR. ALLEN: This is the meeting of the National Honor Society. We have five speakers and the time will have to be limited to twelve minutes each. May I introduce our Chairman, Mr. L. W. Brooks, Principal of the Wichita High School, North, Wichita, Kansas?

MR. BROOKS: I shall not make a speech at all. I am going to tell you a little story and then leave the meeting open to you. The story is told of a young flapper who got on a crowded street car. First she simpered up at a callow youth on one side and then simpered up at a callow youth on the other side. "I guess I am the rose between two thorns," she said, to which one of the youths replied, "No, this is a tongue sandwich." My position here is rather similar, I shall try to sandwich in a little conversation between your speeches.

As most of you know, the National Honor Society has something like twenty-one hundred chapters now, and around two hundred thousand members. We find people raising objections to this organization because of the methods of selecting students who shall become members of the National Honor Society. Most of these criticisms are valid, I think. The question comes up whether they are valid enough to banish the Honor Society or whether there are arguments to advance which will overbalance these criticisms. We think it is most wholesome to get together and discuss these problems with the utmost frankness and to work out what is best for the boys and girls of this country.

I have been identified with this group for some time. I have met most of these objections as they arose, I think, but they may not all have been brought forward. This is the place where they may be expressed with the utmost freedom. May we hear from Mr. J. H. McNeel of Beloit, Wisconsin?

MR. MCNEEL: Mr. Brooks wrote me a letter in January and submitted to me a list of five questions. I don't know

whether he expected me to select one of them and talk to that question or not, but I propose to look at the second question: Is there any way to select students for the National Honor Society without alienating the friendship of a large number of parents whose children do not make the Society?

Probably all of you who have chapters of the Honor Society in your schools have, at some time or other, encountered just the situation that is indicated by Mr. Brooks' question. I know we have in our school. We have had a chapter since 1923. We have always elected some from the junior class and the balance from the senior class and I have found in my own experience a way to avoid the difficulty of parents being disappointed because their sons or daughters were not selected.

I think possibly there isn't any school recognition that is awarded to a pupil that does not bring up that problem. For instance, the class play. Now, unfortunately, we have found it impossible to put everyone who is in the class in the class play. We throw it open to everyone who would like to try out for it but some have to be passed by. We always find that that creates hard feeling or at least some disappointment and heartache, so this problem is not unique with the National Honor Society. All recognitions cause the same difficulty. Now, with regard to the method of selecting the students for the National Honor Society, we try to make it clear to everyone in the school how the members are selected. We, of course, tell them very plainly that those who are eligible first must fall within a certain group in scholarship and then we have stressed repeatedly the other elements considered. We go further and explain to them just what machinery we put into the operation. That has seemed to me to be the most effective way of reducing the number of people who feel hurt and disappointed.

There is one troublesome factor that must be looked after. Frequently we have in school a teacher who likes to be a "good fellow" and the "good fellow" isn't always a man either, and after the election he says, "Why, congratulations." And the youngster says, "I wasn't selected." And the teacher says, "Oh, I thought you were." Whenever that happens you have real trouble on your hands.

Of course, when there is a parent who feels aggrieved I like to meet that parent face to face in the office, go into all the details with the parent and I very seldom find that the parent

can't be shown, at least that there is a reason why this one was selected rather than the other.

Now that is my own experience with question No. 2.

MR. ALLEN: I like the way Mr. McNeel presents his case. * * * That was a fine job, McNeel.

We will hear now from Mr. Portwood. He is the Superintendent of Schools at San Antonio, Texas.

MR. PORTWOOD: I rather deliberately agreed to take the negative side of this question. The fact of the matter is I blow hot and cold on the National Honor Society, and, at present, I confess I have a feeling of coldness for the National Honor Society. It is known as a scholarship organization. Now we attempt to explain away this idea and to substitute one of leadership or citizenship and tell the parent and child about a lot of intangible things that we know we cannot measure. I fully realize that I have no legal ground on which to stand to attempt to contradict any remarks against the idea of the scholarship side being a stimulus and incentive. I am not so certain that it has not gone far beyond the dreams of the founder and of his intentions. I had a sixth grade boy ask me how to go about getting ready to become a member of the National Honor Society when he got to high school. I asked him why he felt that he wanted to become a member and he said it was because his mother was very anxious that he should make the Honor Society. What are the tricks of this business is what he meant. Now you can laugh over the idea that around this National Honor Society has grown up a set of notions in the minds of the public as to how to go about doing this. I am not rabid against this but I have had some experiences in dealing with it which were not educational in any degree whatsoever. If anyone here can send me home feeling that I am wrong, I would be glad to admit it.

I had a job a few years ago in which we had a senior class of five hundred and thirty-two students and the idea of checking out of that class about a hundred and thirty-three eligibles and out of that number some sixty-nine to be elected at that particular time. I knew those boys and girls rather intimately. I could take that list of a hundred and thirty-three and there was no individual that would not rank very high in percentage as boys and girls go. Parents came to me and asked, "Mr. Portwood, how do you determine character?" I don't know

what you ladies and gentlemen would say. I didn't know. We are dealing with intangible things. The best argument I ever found to allay the suspicions of parents and have them continue to believe in public schools is to convince them that the National Honor Society has nothing whatever to do with the probable success of their children later on in public life. When you come to deal with some forty-nine cases of this kind, it can't be gotten at by means of arithmetic. I am speaking of borderline cases. I don't believe that anyone can determine their eligibility with any degree of accuracy and we are dealing with sacred things about which we know very little. Take the marking of pupils. What do we do in school that is more inefficient than the marking of pupils? The A, B, C, D's, or the 6, 7, 8's or the 80, 90's—I don't care what method you use. I don't know of anything we do that is more inefficient than that, yet when we are dealing with the National Honor Society, we admit that we don't have much trouble in marking them. We have no standard except the judgment of our people which amounts to a great deal, of course. We are magnifying this matter of academic marks and we are magnifying our position. I think this brings about an artificial relationship between teachers and pupils.

I doubt if a large high school ever has a National Honor Society election in which there are not grave doubts in the minds of pupils, teachers, and others who participate regarding certain people. We always feel that there were those included who might have well been excluded and others excluded who should have been included and as long as we have that doubt we cannot conduct this election with the feeling of having done overly well.

The idea of a student trying to find out the way to do this job so that he may please his mother may mean that he is departing from the path of his great desire. I find that this idea of the Honor Society has a good deal to do with student issues beyond as well as through school. How is the best way to get over hurdles and get into this society? How can I make it easier if I do another way? Perhaps you will find it if you are talking to a large number of senior boys and girls who are thinking of this society and have assumed that it has a great deal to do with their future. I don't have any particular program to offer. If I had the authority to include every boy and

girl in this country who, in my mind, is proper timber for the National Honor Society, it might solve the problem. If anyone has an opinion, I should be happy to have it.

MR. BROOKS: Mr. Portwood gives us much food for thought on this subject, I should say. In my own school I never fail to state to my own student body that the chances are that there are some who are not elected who are equal or superior to some who are elected. Students understand that. I believe it is only fair to them to say it. They ought to know it is a human institution and, as such, is no more infallible than any other institution.

We will now have a few words from the most outlying State of the nation, Mr. A. R. Clifton of California.

MR. CLIFTON: When Mr. Brooks sent me a telegram asking me to discuss this question I had to scurry to the library and later sent my librarian there. For the past six years my job has been other than handling a high school so I have not been dealing with this particular problem. Prior to that the scholarship award in which I was most interested was in the state Honor Society. As I studied the constitutions of both, I didn't find any differences that were essential so I have my own attitude in regard to such organizations. The two, I believe, were born about the same time. In the first place, as I view it from the outside, these organizations and this one in particular that we are discussing, has had an awfully good start. It hasn't been living long enough to have many traditions, it is true, and some of the machinery might be changed but I feel the ideals are splendid.

I was tremendously interested in finding out that scholarship perhaps ranks first. I don't know whether it does or not. Elements of leadership, service, and character are so necessary that it is not a one-sided proposition. It gives an opportunity there I think if each of these factors are properly evaluated in giving more pupils an opportunity to belong than if it were based upon leadership alone. In studying the reports of several schools, I find that some elevate one and some another. In other words, although the rules and regulations may be different, there is leeway allowed to principals and faculty. In the first place an organization like this affords an opportunity for young people to let off some of their steam. They've got to use their energy in good ways or bad ways. We all under-

stand that. It gives them an opportunity to do some creating of their own. It gives them an opportunity to express originality. They have some objectives which have been spoken of and so are getting ready to get into this organization, looking toward it as an ideal. Maybe they are going out to overcome handicaps but anyhow it is a good objective. They must have some and why shouldn't they start talking about it in the grades and as they go higher? It means an outlet for the individual.

Now I confess that I feel quite strongly on the affirmative side of the question but in reading I found more arguments on the negative side but those arguments didn't convince me. I don't think they were as good as the ones on the affirmative side of the question. I found, of course, that it created something of a class and, as some said, an aristocracy. It may. I don't know, but what of it? You get it in athletics. Some are not qualified to compete in athletic contests. We get it in the dramatic field, music, art. What of it? Put them off into groups and certainly if the organization is properly handled in any high school and the principals have direct responsibility for it, it isn't going to develop aristocracy.

In our country we have some athletic organizations that dominate things in high school. We recognize that. Some of us belong to college or other fraternities. We don't want everybody in our neighborhood to come into those organizations. That's life. It can't help but be that way. We belong to clubs—university clubs, service clubs. There are politics, certainly there are classes but what of it? I am not discouraged about that at all.

Argument opines that it discourages a large group of students. Why should it? Certainly they cannot all belong to the National Honor Society but in a wise school, maybe they can belong to other groups where they can function perhaps with more distinction. These outlets are magnificent, as they should be, but there are others. It's life. Lots of people cannot be classified as they would like to be. I myself like to be classified financially or some other way. That is no reason for me to become introspective because I cannot soar along with the rest.

The argument has been advanced that it leads to overwork. I expect that it does in some cases. It depends on the principal and faculty back of the honor society and then too, I think that would be very definitely the case if the school

thinks that twenty-five per cent of the objective is scholarship. Why not stress leadership? That doesn't belong only to one society, it may belong to the other groups and it doesn't necessarily lead to overwork with a large number of students. Some overwork anyway but more underwork, in my estimation at least.

The argument is offered that it provides wrong incentives. We want to advance our scholarship records because they are good. We don't want any false incentives. I grant you that but if I buy a lumber yard I have a very different personal incentive in working out the problems of that lumber yard. I want some profit out of it. I may render a service—all well and good but I want to know how I'm going to come out.

I went into my present position through civil service. I had to compete with a large group and was finally selected. I wasn't thinking altogether of the service I might render in that position. I was thinking that it might be a fairly good thing for me personally to acquire that position. It brought larger financial compensation, larger (what shall we call it?) educational opportunities. There we are. It was personal. Was that a wrong incentive? Maybe it was. I admit it but what can we do about eliminating the personal element?

I find this morning that I am wearing a pin. Some of you have one like it. Yes, I accomplished a purpose that made it possible for me to be elected to this particular fraternity. Well, that's a mighty nice thing to have. I like belonging to that group which does represent a certain amount of accomplishment in the educational field. A personal element—yes. A wrong incentive—perhaps.

A superintendents' meeting will be held here now very soon. I expect that some of them come to get the benefits of a great conference, to carry back ideas that they can use to advantage but some of them you know just like the publicity the newspapers give them. Been to New Orleans to the great convention and they like to strut around among the other members of the faculty. All right, there is the service angle but there is also the personal. So that argument doesn't bother me much. I know I have opened myself up to an awful panning here in a few minutes but that's all right. Now, I don't feel that this whole set-up is so bad. I'd like to see lots of

people remodeled after a more ideal pattern and the schools have a very different responsibility but I think people are going to be pretty much as they have been for quite a while. I don't expect to see much change in them in my time. We have contributions to make but after these generations and more generations, we are not going to change people essentially. I think we are still going to have to deal with some of these personal matters. Incentive may be a bit wrong but I think, as I view it, it's theoretical with them. In a good many schools the scholarship angle of this thing has been too much emphasized and perhaps that is the thing that has brought on the differences and criticisms and I am going to suggest simply this: Change the machine a little, put the emphasis in different places. It is going to work if it is made to work.

MR. BROOKS: When I sent out night letters to the men participating in this panel, I thought I might catch an even number of pros and cons. I figured Clifton would probably be a con since he is in the atmosphere of conference organization and is not so definitely identified with the National Honor Society as some other people are, but I know we are glad to have his message, whether pro or con.

The next speaker lives in a city not so low down as Los Angeles nor so outlying, but it is up in the air. I don't think we will find Kepner up in the air though, whatever we may say about his home town—Mr. Harry V. Kepner of Denver, Colorado.

MR. KEPNER: Well, we are up in the air in a good many things educational. It pays to be up in the air. We feel as though things had not been settled but we have begun by trying to settle them better at least. I am not going to argue. The arguments have been well presented, particularly the pros but it might invite some questioning. I take it for granted everybody is interested or they wouldn't be here. They want some help and that is, of course, the object of this meeting.

In Denver we have five Senior High Schools and we have five chapters of National Honor Society and we have eight Junior High Schools and eight chapters of the Junior Honor Society. I think in all of these schools we have also local honor societies; not so seclusive, but more general. They are splendid feeders for the National Honor Society. I presume that every principal of these schools has had the experience—some

more than others because of the location of their high schools in certain parts of the city—of visits from parents, asking why my daughter or son didn't get into the National Honor Society. I have talked with each principal and they have all had these experiences but never any trouble we couldn't smooth out. I think in the ten years we have had a chapter there was but one case in all that time when the parent came to talk it over that we were not able to satisfy him and I think we satisfied this parent at least partially. As a class, parents are pretty hard to satisfy. I, of course, believe in looking toward a millenium. I wish it would come but until it does come there's going to be competition. It's in the blood. It's life. Our boys and girls are going out of school and entering competitive occupations, they meet it on the football field, and we honor them with their letter and when they get that letter, they just swell up with pride until they almost burst. You know you can play a better game of golf if you are playing with someone who is just a little better than you are. I can't play golf, but I can't quit. I like to have somebody to play with that's just a little better and if I'm all alone I can have a great thrill out of competing with Old Man Bogey. Competition is experience and life.

I believe these various problems are going to be solved differently in every high school and counsel cannot suggest a panacea for these ills. I cannot suggest how to eliminate these troubles. You are going to solve yours differently than I am going to. The personality of your organization is largely solved by the pupils. The pupils are deciding very largely who these leaders are. I was recently interested in a contest in most of the high schools of the country when the Daughters of the American Revolution were going to select some outstanding pupil to send to Washington. I announced it three months before and gave them the problem to solve at that time. I told them it was up to them to select someone to represent their class. There was a chance for cliques, political work, etc. The day came and they were presented with anonymous ballots and handed them in and the teachers did the same thing and the three pupils chosen from those four hundred students tallied exactly with what the teachers did.

We had a young man who stood in the upper two per cent but he didn't get elected to the Naional Honor Society. His scholarship was there, he was a brilliant scholar, but his citi-

zenship wasn't there to be a leader in any sense of the word. We formerly took twenty-five per cent but now take twenty-five per cent and yet we select fifteen per cent from them and can take in easily all that ought to be considered when we boil it down to fifteen per cent. Then it begins to wear down to good citizenship and that is what we are trying to prepare these boys and girls for when they get out into life and that is shown in so many ways. I have had pupils come to me and say, "Tell me something about the National Honor Society," and they ask in all earnestness and all sincerity, "What can I do or what should I do to attain this goal?" They did not have any idea of political pull but it did give me a chance to talk to that one and I have talked to others. How can you best stand out in your school as a good citizen? Are you finding places to render service? Are you doing something for your teachers or schoolmates that you have not been told to do? Pretty fine ideas! If they get that into their blood they are going to be fine citizens. They will stand out in high school. We put stress upon service and we pull that chestnut out of the fire. We stress that in our school in other ways, too. We honor every boy and girl in school—not just in the senior class—but every boy or girl who has found some way to render service and they get recognition cards like the old fashioned Sunday school card for perfect attendance, but a little more dignified. They are very eager for these things and study ways and means of rendering service. I could point out a number of pupils who won this honor who, before they planned to do it, were long at the bottom.

MR. BROOKS: Ladies and gentlemen, the meeting is yours. I wish when you speak you would give your name and to what work you are assigned. There are no restrictions except that profanity is barred.

MR. BACON (Illinois): I would like to ask Mr. Kepner whether he finds it a problem to distinguish between pupils who acquire a smooth way of doing service, or, who, not thinking of the Honor Society, do it sincerely. Is that a problem?

MR. KEPNER: We submit the lists to the present members of the National Honor Society and let them go through and talk about it.

MR. ADAMS (Pittsburgh): We have found that the student ballot goes just about exactly with the teachers' ballot.

So what? I find myself thinking about how these same boys and girls are going to be selected after they cease being boys and girls. There may be a number but only a specified number can be chosen. Most of us have acquired our positions by election. There might be plenty of people who wanted a job in South America but somebody believed someone was the best man and voted for him.

Does anyone allow the whole membership of the class to vote?

MR. MACQUARRIE: I think if you want to kill off this organization you should have it known the "Teachers' Pet Group" or "Principals' Pet Group." We have felt that the present members are the best informed group as to the eligibility of incoming candidates. We have given the same power over the eligible group as we have to the faculty. For instance, they can vote on the candidates and the things that would be presented would be talked about—leadership, character, service. There can be no scientific test to determine ratings but it is simply to say, we will rate these, selecting the twenty, we will say, in the order in which they should be elected and giving them these tests of fundamental honor and unselfishness. Then we combine that report with the faculty rating and scholastic rating, take the three and don't deviate from that unless someone can point out to the National Honor Society committee that some defect in character has been overlooked but whoever makes the complaint has to take the case to the committee. The only one who does have a vote on this in our school is the principal.

QUESTION: I wonder to what extent the students take into consideration the relationship between student and principal. Do the students put more emphasis on leadership or other qualities?

MR. ADAMS: The number of citizenship points that have been earned and the composite citizenship rating have been given each candidate and those are pretty carefully worked out as it applies to our particular school and are in the hands of the students when they vote.

MR. WHEELER: The membership may not know all the eligibles. They haven't immediate contact so that they may know all of them and the ones who are not known would suffer a handicap. We find institutions also forbidding those things. Elections must be by the faculty.

MR. ADAMS: I also should have said that we elect them for the purpose of service, not just to be a joiner, and they are given an opportunity to work for membership. They don't become permanent members until the night of graduation. They must maintain the standards the National Honor Society expects of them.

MR. MACQUARRIE: There is nothing in the constitution to prevent the faculty from taking the school selections as their own selections. They can act in a sort of advisory capacity except that their vote is appreciated.

MR. BROOKS: No protest from the faculty would mean approval. It is a simple matter, I think, and need not be a technical barrier at all.

MR. STEVENS (Houston): I wouldn't like to change the point of discussion here but what I would like to get at here is not so much about the selection of members but what I can do with them after they are in the organization. I am not having much trouble in selecting the members but it is a challenge as to what we are going to do with them after bringing them in. Our chapter is only two years old and I would like to hear from some of you who have had more experience with an active type of chapter.

MR. BACON: Mr. Chairman, I can give a piece of information on this. The Committee on Planning has already started a catalogue or pamphlet on practices that will answer your question. The material is being gathered from all the country and eventually will be published and available to every person who has an Honor Society chapter.

MR. HARDIN: Also in answer to your question, we have done this with one of our National Honor Societies. The students have made themselves available to help other students, students having trouble with algebra or science or any other subject. This student says "I will be glad to sit with you during a certain period and will help you with your particular problem." And then again there have been personal problems—students have differences and members have made themselves available to help them out.

MR. ALLEN: We have a study hall that is looked after by members of the Honor Society, about four for each hour of the day. They run that. In addition we have a free reading room run by members and a committee to meet people and take

them through and show them the building and things like that. It is a service organization in our school, getting as far away from the external side as possible.

MR. PORTWOOD: I seem to be the only one here who has ever stood on the other side of this thing to say anything about it. Of course, we are always comparing some of these intangibles with other things. For instance, to athletics. It's a very different leadership. There's nothing intangible about it. I am not out gunning for the National Honor Society but its greatest weakness is this percentage business of rating. There's nothing convincing about it. There are certain types of teachers who look for service out of pupils. There's nothing educational about it. As long as we say, and have to say to a parent that comes to see us that we are not dead certain that we have the group in that ought to be in, we cannot say we are doing a good job. I am of the opinion that if a school, through some form of study, could be given leeway to say that we believe students to be of the caliber desired and we want to include them in the organization, it would be a more perfect thing. I like the student partnership idea. I agree that they won't be wrong very often but just often enough to throw a cold blanket over the whole proposition.

Do you have any way of being certain that you are getting the proper group in this organization? You ought to be able to say yes or no. You are sponsoring the thing. If you say no, then someone will say don't you believe you ought to find some way of remedying that situation? I think it is a practical problem. National Honor Society has been and is now one of the things that could be remedied. I'm not as much against it as I may seem but I think someone ought to present the other side. I think we have reaped the harvest in our community of all the questions that can come up about it but I am not ready yet to admit that all the machinery set up is as good as it could be. There is a bag of tricks that can be played on the National Honor Society.

MR. BROOKS: We ought to respect every man's opinion.

MR. MACQUARRIE: I happen to know my National Honor Society pretty well. I ought to. I meet them every Thursday morning at eight o'clock and I say that every time we have an announcement about the honor quorum of new members, I ask for criticism of it. I have never had a parent

come to me to inquire about the election because we first have to convince the group as to who is eligible. This isn't a perfect plan but it is the most perfect we can set up. If this organization is supposed to be a morale builder, are we going to tie them down to petty duties of administration and then rate them for it?

MR. BROOKS: But you do rate them, don't you?

MR. MACQUARRIE: Yes, and we can show you exactly why you went in or were left out. If you have been in close contact with your National Honor Society, you have a feeling that they do measure up or fail to measure up. I can say that we are recognizing the right type and the right type gets in.

MR. BROOKS: You have been more fortunate than I have been. I had a threat of being run out of town. Parents may have no vote but nevertheless there are parents, regardless of logic, regardless of reason, who are leaders in high pressure groups, that come to my office and called me names and swore loudly enough for everyone in the school to hear that they would run me out of town.

MR. MACQUARRIE: I come from the state of Minnesota, where that could never happen.

MR. JACOBSON: I think that scholarship is given entirely too much weight. There are, as everyone knows, a considerable group of boys and girls in your school who have given generously of their time, service, and leadership who are anonymously barred from what in many schools has become a clique, and not necessarily a desirable clique. I think they should be allowed to carry on without a high rating in scholarship for their qualities that merit consideration. I would like to push this point a little further and say the organization has become a vested interest and needs careful consideration.

Lest you think I am entirely opposed to the National Honor Society, I might say that I have established four chapters in four different schools over the past decade. I would like to see it reorganized to be democratic rather than aristocratic.

VOICE: Scholarship has been mentioned several times as something that ought to be eliminated. Membership should be an honor conferred for recognized service and outstanding citizenship and certainly this would include scholarship if you think of scholarship in terms of being accomplished within

the capacity of the individual and certainly some of the pupils who render service can be rated according to their capacity if the school itself has a developed plan for recognizing individual differences. This affords an opportunity to show accomplishment with regard to capacity. The elimination or reduction of the low in scholarship is undesirable—leadership, character and service ought to come in for consideration.

QUESTION: I wonder what this group would feel—that if this question as to what shall be the minimum scholarship requirement to make a person eligible were to come up before the student body, whether they would say it would be fair to lower it?

MR. BROOKS: Personally I should have to hazard a guess. What is your opinion?

MR. MACQUARRIE: They don't want it lowered. I offered this suggestion and they say no.

The Executive Secretary desires to express his appreciation to the management of the Jung Hotel for the many courtesies shown the officers and members of the Department of Secondary-School Principals during the convention of February 18-21.

REPORT OF TREASURER

December 31, 1936.

Receipts

Cash on hand Jan. 1, 1936....		\$ 1,057.75
Dues	\$ 5,447.63	
Sale of Bulletins.....	1,814.07	
Sale of Blanks.....	630.30	
Sale of Magazines.....	657.70	
Consumers Union.....	539.70	
Insurance Premiums.....	3,940.04	
Interest on Bonds & Sec.....	2,059.05	
Miscellaneous	.19	
Book-of-the-Quarter Club....	87.75	
Honor Societies.....	45,765.90	
Sales Tax.....	96.75	
Securities	533.06	61,572.14 \$ 62,629.89

Disbursements		
Secretary's Office	\$ 1,357.39	
Honor Societies & Shop.....	36,990.86	
Bulletins	5,368.91	
Conventions	457.41	
Planning Committee.....	587.24	
Insurance	4,721.89	
Bonds & Securities.....	10,298.71	59,782.41
Cash on hand Dec. 31, 1936		2,847.48 \$ 62,629.89

STATEMENT OF CONDITION

December 31, 1936

Resources		
Cash in Bank.....	\$ 2,847.48	
Securities:		
(All carried at par value)		
Real Estate Loans.....	\$28,000.00	
Edgecomb Place Apts.		
(stock)	500.00	
Public Utility Bonds.....	3,000.00	
U. S. Treas. 3's of 1951....	10,000.00	
U. S. Treas. 2 $\frac{7}{8}$ of 1955....	1,000.00	
Cons. Fed. Farm 3's, 1955	5,000.00	
H.O.L.C. 3's of 1952.....	7,000.00	
H.O.L.C. 2 $\frac{3}{4}$'s of 1949.....	16,825.00	71,325.00
Inventory:		
Bulletins	24,440.70	
Honor Societies & Shop....	13,274.22	
Department	574.35	
Furniture & Fixtures.....	531.67	38,820.94
Bills Receivable.....	1,003.17	\$113,996.59
Liabilities		
Bills Payable.....	1,952.75	
Net Worth.....	112,043.84	\$113,996.50

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

ARTICLE I—NAME

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

ARTICLE II—AIM

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

ARTICLE III—MEMBERSHIP

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

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

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

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

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

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

ARTICLE IV—OFFICERS

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

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

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

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

ARTICLE V

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

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

SECTION 3—The nominating committee so constituted shall meet following its selection and after electing a chairman, shall prepare a list of candidates for the several offices, to be submitted to the Department at its final business meeting.

ARTICLE VI—FINANCE

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

ARTICLE VII—MEETINGS

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

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

ARTICLE VIII—AMENDMENTS

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

ARTICLE IX

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

POSTAL INSURANCE

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THE DEPARTMENT OF SECONDARY-SCHOOL
PRINCIPALS

5835 Kimbark Avenue, Chicago.

Supplement to Bulletin No. 65

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MID-WINTER MEETING

FEBRUARY, 1938

ATLANTIC CITY, NEW JERSEY

HEADQUARTERS OF THE DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS,

TRAYMORE HOTEL, BOARDWALK, ATLANTIC CITY

All Sessions Will Be Held in the Traymore Hotel

ATLANTIC CITY, NEW JERSEY

HOTEL RESERVATION BLANK

DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS, N. E. A.

Convention Headquarters—Hotel Traymore

-----1937

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-----

NAME	STREET ADDRESS	CITY	STATE

Name-----Educational position-----

Mailing address-----City-----State-----

REFERENDUM

At the New Orleans meeting a committee was appointed by the President of the Department of Secondary-School Principals to circularize the membership relative to the time and place of the annual meeting, and to find out sentiment regarding the name of the organization.

In order to formulate a report the committee desires to obtain the opinions of the members, hence we hope you will, on receiving this supplement, at once fill in the blanks and mail your observations to the Executive Secretary, H. V. Church, 5835 Kimbark Avenue, Chicago. If you delay, your suggestions cannot be considered, for the committee plans to make a definite report in the May (1937) Bulletin, No. 67.

COMMITTEE:

P. B. Jacobson, Chairman.

M. P. Gaffney.

Paul V. Pierce.

Name.....

Title of Position.....

City.....

State.....

Did you attend the New Orleans Convention? Yes..... No.....
How many national conventions of the department have you attended in the past five years?.....

1. Place. Some members feel that the meeting should be held at a different place and time than the meeting of the American Association of School Administrators, previously called the Department of Superintendence. Some men cannot attend the mid-winter meeting because the high-school principal and superintendent in a community cannot be gone at the same time. Some men attend because the meetings are held concurrently.

Check one:Meet at the same place as the American Association of School Administrators

.....Meet at a central place at another time (Chicago, St. Louis, or Cleveland).

Suggestions:.....

2. If the meeting is held at the same time as the American Association of School Administrators, some feel it should precede this meeting, others think our sessions should run concurrently.

Check one:Begin Friday evening preceding the American Association of School Administrators.
(See p. 2.)

2 PROCEEDINGS OF TWENTY-FIRST ANNUAL MEETING

(Please fill blank below. The lower half of page 1 and of page 2 are parts of the same referendum.)

.....Begin Saturday morning (general meeting, A. M.; sectional meeting, P. M.; dinner, evening).

.....Begin Saturday evening preceding American Association of School Administrators.

.....Begin Sunday evening.

Suggestions:.....

.....

- 3 How many general sessions should the Department of Secondary-School Principals hold at the annual meeting?

Check one:Three;Four;Five.

Suggestions:

4. Some members of the Department feel the name of the organization should be changed to show its national scope.

Check one:The National Association of Secondary-School Principals—a Department of the N. E. A.

.....The National Society of Secondary Education—a Department of the N. E. A.

.....The Department of Secondary-School Principals (present name).

.....The National Department of Secondary-School Administrators—a Department of the N. E. A.

Suggestions:

.....

SUPPLEMENT

The following reports and papers were received too late to be included in BULLETIN NO. 65.

SCHOOL AND COMMUNITY RELATIONSHIP

The meeting of the Panel on School and Community Relationships was called to order by Oscar Granger, Principal, Haverford Township High School, Upper Darby, Pennsylvania, and member, Executive Committee, Department of Secondary-School Principals, at ten o'clock Saturday morning February 2, 1937. Mr. Granger immediately turned the chair over to the Chairman of the Panel, Dr. George C. Galphin, Professor of Education, Drexel Institute of Technology, Philadelphia.

CHAIRMAN GALPHIN:

This question of School and Community Relationships is certainly full of problems. We feel that in a study of this kind it is absolutely necessary that we first identify the problems of youth. In trying to do this, a Committee surveyed some thousand high-school students in the Commonwealth of Pennsylvania for the purpose of identifying their problems and as a result of that survey they have listed not all the problems but have listed for your consideration four of them.

We have asked Mr. Morrisett, in the absence of Mr. Foster, to open the discussion of this subject. I might say in his behalf that he was asked to pinch-hit for Mr. Foster yesterday afternoon at about five o'clock and to tell us in fifteen minutes what schools are doing to help our boys and girls solve their problems.

MR. MORRISETT:

Chairman, Panel, fellow teachers: In reference to what the schools are doing, I might say I haven't had an opportunity since five o'clock yesterday to find out what other schools are doing, so I know very little about

what schools outside of my own community are doing. For that reason I wish you to excuse me if I seem to talk about what is being done in our community and at the same time I don't want you to get the idea that I think we are doing the best work. I realize that there are many schools doing much more and much better work and yet there may be other schools doing nothing.

I want to bring to your attention certain problems that face the schools and face youth. One of those problems is social adjustment. In our schools we are trying to face this problem with the community for we believe that education is not a function of the school but a function of the community and the school. The community should know and perform some work in connection with social adjustment. We feel that the teachers should know the community. The teachers should know the community resources and then in turn the pupils should be brought face to face with the situation as it really is. In order to facilitate this we have formed a council composed of two members of each of the social agencies. There are about ten social agencies in the community. These social agencies are familiar with the social problems which many of the people in the community face every day. The social agencies confer with the teachers. They take us on trips; they show us housing problems and they show us the social problems in the matter of social hygiene. We study these situations and then in the light of these facts endeavor to correct these conditions. Some classes have been held in which social problems were studied, surveys made, and trips were taken. Consultations were held with housing authorities and the boys and girls studied houses in relation to health improvement problems. They also studied juvenile delinquency and its relation to crime; its relation to education and school opportunities and school attendance; its relation to employment; its relation to economic and social living, and out of this study, which was intended to help the boys and girls evaluate conditions and establish high ideals of citizenship and social living, came much good.

Another thing that we are doing is stressing the idea that all children must be trained in good citizenship. For this reason, we have organized our schools on a plan of democra-

cy. The schools have problems just as a community has and the boys and girls face these problems, study them, and attempt to solve them, and in this way get practice in the fine art of citizenship. Now this depends, to a large extent,—this participation and control in management of the schools—on certain courses in the curriculum. It extends largely over the field of character-building activities. We teach boys and girls to realize that fine qualities are required for good citizenship.

We have organized in most of the schools what we call a community council. A school in a certain area of the city has a council composed of teachers, boys and girls in the school, and a number of parents, who meet regularly, some once a month and some meet once a week. This council meets in the school in the evening and they bring up problems which the boys and girls, men and women in the community face and which they feel should be solved and improved in the life of the community. This council sponsors dances and other activities in the community with the object of making entertainment in the schools and community more wholesome.

We are also trying to face in our schools, squarely, the problem of guidance. Now we are facing this as a community responsibility as well as a school responsibility. Guidance as we think of it in the broad sense is education, vocational, emotional, and social. We are calling in a group of citizens, who are particularly interested in certain phases of life in the community. Some of them are industrialists and some of them are professional men and some laboring men but all are interested and have a wealth of information that they have accumulated by experience and they come into our schools and meet groups of students who are interested in particular problems.

Now there is just one other thing that I wish to speak about and that is that we are trying to solve the social problems by opening the schools in the evening any where from one to three times a week and inviting the boys and girls to come back to school at night and do things they would like to do. We open the handwork rooms, music rooms, art rooms,, and auditorium for their use. This as I stated before, is to help

boys and girls solve social problems by using spare time for wholesome purposes.

Mr. Chairman, I appreciate this opportunity of filling in for Mr. Foster but I know that if he had been here he would have given a much better presentation of this subject.

CHAIRMAN GALPHIN:

Some people in trying to solve the problems of School and Community Relationships think only in terms of telling the public what we are doing in the schools. We asked Mr. Bristow, General Secretary of the National Congress of Parents and teachers, to come here this morning and tell us what the community would like for us to do and is willing to help us do.

MR. BRISTOW:

Mr. Chairman, I should like to address my remarks to a rather narrow interpretation of this whole area of thinking. The title under which I should like to address these few remarks is THE PLACE OF PARENTS IN SCHOOL AND COMMUNITY RELATIONSHIPS.

Relationships can be of two kinds—mechanistic or organic. Mechanistic relationships are ONE-WAY; they are on the master and servant level. The dominance of administrators over teachers, teachers over children, parents over children, teachers over parents, parents over teachers is an example of mechanistic relationships in human affairs. Organic relationships are TWO-WAY and are fostered by mutual confidence and respect, by discussion, and by the sharing of responsibilities. Organic relationships serve to develop the best that is in teachers, parents, and pupils. They tend to develop self-direction, security and confidence.

Parents are interested in education and are vitally interested in their children. Their seeming lack of interest is due more to the fact that they do not know how to show this interest or how to coöperate as effectively as they might. They also fear that the showing of too great interest may be construed on the part of the school as interference. This seeming lack of interest may be compared to the nonchalant attitude which is frequently assumed by a high-school youngster when

he is in a tight place, when he does not know the assignment, when he has to cover up some deficiency.

What is the place of the parents in this problem of home-school-community relationships and what are some of the points which need to be considered?

1. Education needs to be thought of in the large. The effect of home and community environment upon the education of youth is quite as important as what is done in the school. No educational program to-day can be said to be complete which considers only the six hours of the time that the pupil spends in school.
2. Parents have responsibilities, opportunities, and rights in connection with the education of their children. Their responsibilities do not end with the creation of favorable public opinion for education, the voting of taxes to pay teachers salaries, the election of school boards, and the sending of their children to school properly clothed and fed. These are but the EXTERNA with reference to parents' place in education. The INTERNA are such things as coöperative educational enterprises in the home and the community. The development of a favorable attitude on the part of children and youth toward education, conduct in the home of such a character that children will have the physical, emotional, and intelligent balance necessary to profit from the offerings of the school.
3. Individual parents working alone and without the aid of teachers find it extremely difficult to develop the kind of home and community conditions which are hospitable to the most effective education and growth of their children. Organized parents and teachers working together are able to plan, develop, project, extend, and coördinate educational programs in home-school-community.
4. Just as individual parents and teachers find the need for organized, coöperative effort, so have the organized groups in various communities found it necessary to band themselves together in the National

Congress of Parents and Teachers for the purposes of mutual support, assistance, inspiration. Ignorance, crime, social instability cannot be quarantined in any one community and consequently no single community is any safer than the larger community of state and nation. Since modern social conditions require organization for social action the parent-teacher association readily forms the basis for social planning.

5. Education for family life and parenthood is a joint responsibility of home-school-community. The home and the community are a laboratory for this important educational enterprise. The school, too, has responsibilities for developing a definite instructional program which will assist pupils in adjusting themselves to their present family situation and to help them to create increasingly high levels of family life.

Some of the areas in which home-school-community relationships can be extended, improved, and enriched are:

1. Children and youth need to have concrete experiences in community activities and with community enterprises, both from the standpoint of study and participation. The excellent program projected by the Civics Institute commends itself to every secondary-school principal. It is a type of instructional program which must be more extensively used. From the standpoint of activities and participation the definite inclusion of high-school youth upon community committees and their active participation in community-wide enterprises is much to be desired. Parents and teachers working together can develop a sentiment in the community for such a program.
2. There needs to be an active constructive program of interpretation of modern education. Teachers may well cultivate this important activity. Education needs to be interpreted to children. It needs also to be interpreted to adults. Here is one of the most fertile areas for the parent-teacher movement. This interpretation should be through the press, through individual contacts, and especially through study groups, meetings, and conferences.

3. The school is more and more assuming a share of responsibility for recreation and social activities. Less emphasis is needed upon athletics and more upon the kinds of activities which will carry over into home and community and carry on long after the pupil has left the secondary school. Social activities need special consideration at the present time. The activities of the school should not encroach upon activities of the home and community. Activities in school and community should allow for family nights at home. Parents and teachers may well work together with pupils and teachers in social standards conferences setting up desirable standards for social activities in the community. Parents should plan for such activities on a community basis.
4. The Community Chest Drives have placed emphasis upon certain collateral agencies and organizations as character building agencies. The home, the school, and the church are the three most important character building agencies in any community but they need to be integrated with each other and with other community agencies.
5. In mapping out programs of home study the school should take into consideration the physical strength of children. Home study activities should not be confined entirely to disagreeable tasks. They may very appropriately include activities which can be participated in by other members of the family and which have a part of leisure time nature. Insofar as home is concerned it would seem quite appropriate that child labor laws should be observed in education quite as much as in industry. Parents can help in planning with reference to this and other like problems.
6. An effective personnel program in the school depends upon an accurate and complete knowledge of the pupil's interests, capacities, emotional life, his hopes, his aspirations. Full knowledge of these can hardly be acquired without consideration of the pupil's home life and community contacts. Guidance, then, should be a joint responsibility of home and school. The ex-

cellent results which have been achieved in many schools should commend this to us for study. Particularly inspiring is the program of the University High School at Oakland, California.

At the moment one of the most important things for those of us interested in education and children and youth is to develop in each community channels through which parents and teachers can work together on problems vitally affecting the education, growth, and welfare of children. There needs to be mutual understanding and respect on the part of parents and teachers. Parents and teachers need to come to a point where they can work together without either being uncomfortable in the presence of the other. We need also to recognize the place which children themselves might rightfully occupy in planning these enterprises. Especially important to parents and teachers is the problem of worthy use of leisure. With fewer home responsibilities there needs to be developed kinds of constructive social activities which will challenge the imagination, intelligence, and physical efforts of older youth. The younger youth plans for constructive play opportunities are just as pressing.

When we see education as a whole, it becomes increasingly apparent that every factor of home-school-community which impinges upon children and youth must be evaluated with reference to its educational worth. This calls for united and coördinated community effort. Parents are looking to educators to take the lead since they have the training and the conception of the program as a whole.

On the other hand they want to do their share. They want to serve. They are not seeking to push on the school responsibilities which the school cannot carry. They are, however, expecting the school to help them in planning the programs which will permit them to do their part well. Intelligent sharing should be the keynote of such a program.

There are also problems in connection with curriculum in which parents are interested and concerning which they would be of help in assisting the school in thinking through its problem. Some states and individual schools and school systems are undertaking coöperative curriculum programs with lay groups. These are familiar to you. In local communities in

such fields as motion pictures and radio there have been developments which are most helpful.

Once we are able to develop a *modus operandi* which will make use of the tremendous unharnessed but willing resources of home and community our program of education will move forward at a greatly accelerated pace. Such a working plan will develop a deepening of understanding and appreciation on the part of parents of the work of teachers, and of the problems of parents on the part of teachers. Out of this will certainly come the organic or *two-way* relationships essential to shared experience.

CHAIRMAN GALPHIN:

We are grateful to Mr. Morrisett and Mr. Bristow for giving the school side and the community side of this question of school and community relationships. We have with us this morning representatives from various lay groups which we would like to hear from on this subject. At this time we would like to call on Mr. James M. Thomson, publisher of the *Item-Tribune* of New Orleans. We also have with us Mr. Harvey of the Central Trade and Labor Council whom we shall call on a little later. I have some questions which I should like to ask these gentlemen in reference to school problems. I had the pleasure of going to Mr. Thomson's office recently and enjoyed very much talking with him and appreciate all the courtesies shown me by him since arriving in the city of New Orleans. Mr. Thomson, what do you think of the school program as you know it?

MR. THOMSON:

I don't exactly understand the question.

CHAIRMAN GALPHIN:

Mr. Morrisett stated some of the problems facing the schools and mentioned several things that are being done in attempting to solve these problems. We should like to know if you, representing a lay group, agree with what we are trying to do.

MR. THOMSON:

Yes, with what you are trying to do. (Laughter.)

CHAIRMAN GALPHIN:

Do you feel that we are trying to do the right thing?

MR. THOMSON:

My ignorance of school systems is most profound. I speak as one who came from school forty years ago. Most of what I have heard lately has been that school boards, parent-teachers associations, and superintendents of schools, are always asking for more money. I think this idea should be supported as schools do good work for society, however, in our part of the world we lack support for our schools, in a financial way, due to the fact that this part of the world is having to build back from restoration days and is rather backward in school standards. We feel that support of appropriations for schools and colleges is overdone. I don't say we have overdone it in a positive sense but overdone it in forcing the taxpayers to support the schools. Here in this community, for instance, we have seen nearly a third of our population on unemployment rolls. Thousands and thousands of people have been sold out of their homes. Sold out for taxes. Taxes which are going, in part, to the support of the educational system. Some of us who don't look at the question from a school standpoint have wondered what is happening to that group of people who have been put out of their homes. How much good is the school system doing them? I think, however, that we are now building back and hope we are building back all of our schools, churches, industry, and agriculture to a better day.

CHAIRMAN GALPHIN:

Mr. Thomson, are you satisfied with the health program, as you know it now in the schools?

MR. THOMSON:

I don't know the health program in the schools, however I have been profoundly impressed with some of the things that have been mentioned here. One is the accidents that occur. I saw some figures recently from the largest accident insurance company in this country in reference to accidents. People are always a little nervous about statistics and about quoting them from memory, but damages from accidents injure society in a material way, not only by killing people but keeping them out

of employment due to injury, therefore this seems to me to be a very important matter. It was stated by this company that something like three billion seven hundred million dollars, or some such figure as that, was spent as a result of accidents. This amounts to about as much as the whole cost of our school systems throughout this country. In wandering around in my mind for something to say, it just occurred to me that a good bit could be accomplished if we could teach these boys and girls how to run automobiles. This would avoid many accidents. This is one factor that just came to my mind when the question was brought out a little while ago about attempting to get together the parents and the children. Suppose that in this community there was called, not a teachers' meeting, but that the parents of the children in a certain neighborhood were invited in and for a couple of hours would discuss this subject in the schools and try to have this accident problem eliminated. Suppose there were held two meetings on this subject each month. I think that in a year we would get rid of a great deal of this problem.

Speaking as a man entirely outside of the school system, I think exercise is essential for good health in schools. When I went to school I got most of my exercise outside of school. I went to a country school and drove in every day on an old war horse. A country boy, as a rule, gets plenty of exercise. I don't know, however, that he gets the right type of physical training if he is a little off normal—a little subnormal. Now looking back at life over a good many years of living, there is no use in the world and it doesn't matter how much you put in boys and girls heads, if you don't build them up physically—girls for motherhood and boys to grow to manhood and fit to meet the requirements of life and hit the ball regularly. At the time the World War figures showed that there were a great many of the men who came up to go in the army who were physically unfit to be soldiers. The statistics were not a reflection on the school system but on the society of which we are all a part. The thought I would leave is, if it can be worked out, that there should be physical training for youngsters directing them in some line which will improve them physically and put them in the habit of systematic exercise. In my opinion, this is most important. More important, in some ways, particularly for those boys and girls who are

growing up in cities, than trying to teach them something in the school classes. I think the idea should be that each student, each pupil, should be taken and it should be seen that he gets the maximum physical development. I think this has been neglected in the school systems. At least it hasn't been overdone, in my opinion, in the school systems.

CHAIRMAN GALPHIN:

We would now like to have an expression from Mr. Harvey, who is with us this morning, in reference to the work which we are attempting to do.

MR. HARVEY:

Mr. Thomson and I have been sitting on the opposite sides of the table in New Orleans quite a bit. He is a publisher of a regular newspaper and I am an organizer of American labor. Naturally our minds run in different trends. I don't think school systems could ever be overdone from the strain on taxpayers for the simple reason that I would rather see the taxpayer's money go to improve the school systems than to spend millions of dollars prosecuting criminals and for the expense of sending "G" men over the country. I think it is essential that we educate our youth to-day to meet the requirements of a certain line of life instead of going into life unprepared.

For eight years I have noticed a greater improvement in community ideas. We have here in New Orleans, during recent times, opened the school grounds in the afternoon in neighborhoods where the children were not provided with playgrounds. Parents know, in this way, that their children are safe. The Federal Government has also appropriated money to pay attendants to supervise play on school grounds after school hours.

CHAIRMAN GALPHIN:

I would like to ask this question—On what basis should appointment for community jobs be based?

MR. HARVEY:

Academic scholarship, I think is most important.

MR. THOMSON:

Basically of course I am a firm believer in the American

**Referenda
on pp. 1, 2 and 61**

Please Answer at Once

system that would entail some kind of regulation and scholarship and that the boy or girl, man or woman that passed the best examination would have the first shot at the job. Does this answer your question?

MR. ROLAND:

American education is for the welfare of the children and for no other reason whatsoever. Following this thought, the children deserve the best teachers that the community can afford and those best teachers might be characterized as the teachers with the necessary scholastic training, or scholarship, with good experience and personality and leadership and when I look for a teacher for children I take these facts into consideration. It doesn't make any difference whether a teacher is red headed, blonde or brunette, whether she is fat or not, or whether she lives in the community or not, but the thing is, has this teacher the personality, the love of children, the teaching urge, professional experience, etc.

MR. THOMSON:

I'd like to differ with you. I don't think that a community or society supports the school system for the benefit of the children alone. It supports the school system for the benefit of society. There's a question in my mind whether we are teaching the average kids in the schools the things that are going to be most useful to them as members of society when they finish school. Somebody has said that you have not changed your reports for twenty years. Looking at the products of the schools, as far as I see, I don't think that we are teaching our girls over this country how to cook, wash, and iron, and other things which will make them useful as housewives and that is going to be what those girls are going to do. Young people should be taught to do something with their hands and trained to start to make a living instead of having to serve long apprenticeships, and to be useful in lines that they are necessarily going to follow. The community would then be better off. Thirty years ago we had to send out of town to get a good mechanic. We need trained people to do the things that eighteen out of twenty are necessarily going to do. We now have a good trade school here in New Orleans which trains boys in the various trades. I don't think that

Latin, Greek and classical stuff prepares them for the positions they are going to occupy in life.

CHAIRMAN GALPHIN:

We have Father Roy of one of the New Orleans churches with us and I would like to ask him a question. Father Roy, what supervision do you think the school should have over outside activities?

FATHER ROY:

Mr. Chairman I can't speak authoritatively for all church groups any more than any one man can speak for all public schools. I believe that too often in our discussion of these matters we forget that we are talking about human beings. It strikes me that sometimes we are talking about animals or something. I don't think you can make any general laws with regard to education for all children because every individual is just as different physically, mentally, and emotionally as every individual is different in his finger prints. Therefore, you can't put down any fixed laws about how you are going to educate children. I don't agree that every child should receive all his work in school or that every child should be made to study at home in the evening. I think that you have got to take into consideration what kind of community the children are living in. Suppose that a public school or a church school is located in an extremely poor and dilapidated part of the city where you know that the children have no facilities for studying at home. No place to sit down and be quiet. Not sufficient lighting facilities. That reacts to a vastly different problem than if you have a school, for instance located up in the uptown section of New Orleans in the wealthy section of the city where there is every convenience in the home and where there is no reason in the world why a student should not have an opportunity to do his work at home. In the first case, I think that the schools should provide for all the work done in the schools. In the second case I don't think they should. Because we find, wealthy people do not stay at home at night and therefore you are not going to have anybody at home at night, but the children can study and the parents will know where they are. The poor people stay at home at night. If the poor children do not stay in school most of the time their parents do

not know where they are. There should be some sort of work assigned, in the school, to those children so that we can be more or less assured that they are not going to run wild around the streets at night. My opinion is that this question varies according to situations. I don't think that it's an entirely proven statement that it is better to have work in the afternoon and let them free at night. We know that boys, for instance, like to play baseball or football. When do they get their exercise—at night or in the afternoon? Most sports are engaged in in the afternoon. We want the children in the schools to have healthy exercise, then why keep them in school until late? They can't get this exercise after dark. Due to these facts, I would be inclined to be rather slow in approving a six or seven hour system. I think it a very good idea to let students out very early, say two or three o'clock and let them go out and get healthy exercise. This can be done by supervised play on school grounds, which should be the case in poorer sections. The children should be free to play and then let them do their work when they can't get out to play.

MR. ROLAND:

I do not disagree with Father Roy. In fact I agree with him with the exception of one point. I am not sure about the boys and girls in the homes of the wealthy. I agree with the program providing for after school recreation, wholesome recreation, but I want to include in that program the education of the church and other character activities available in most communities and primarily the use of the school as Mr. Morrisett has pointed out, not leaving that program of after school education entirely to those parents who go out to parties and dances. This is the responsibility also of the community—the responsibility for recognizing that as a part of the completed education of boys and girls and making adequate provisions for it and therefore including that in the program of education which should be furnished in a constructive way. We know that boys and girls left to themselves without supervision of those parents who insist on going to card parties, etc., leaving children to themselves, to do what they please, do not get the proper recreation. I feel that we ought to recognize and provide for those natural desires on the part of boys and girls of high-school age to engage in these activities. We don't make

this important at the present time because we still think of education and schooling as mathematics, history, and English literature, whereas we ought to recognize the child's developing character traits as a result of scouting, church activities, reading, etc. Most teachers now realize that stimulation of free reading is far more important than the few classics in school. The athletic program to be sure is important and should be made to include every boy and girl.

MR. MORRISETT:

Mr. Thomson has said that he asked a question which hasn't been answered. That was "Should education of the secondary level be of the traditional type or should it be an education designed to serve boys and girls at points of need?"

The secondary education, the glorified, the traditional, is passed, minimized, and neglected. We know full well that all boys and girls and all people need certain things. First they need to be able to control and adjust themselves to their social environment, where they live and what they know. They have to adjust themselves to control their physical environment. There is the need for all boys and girls to be given the incentive, the desire and some training, in order that they may become economically competent. They should have the ability to appreciate the cultural environments in which they live and to gradually learn to appreciate a higher cultural environment in terms of actual living in the community in which they live. All boys and girls should take art. Art influences the emotional life and happiness of everyone and music and literature do the same thing. They need to be equipped to control their leisure time. The last thing I will name is that some boys and girls need the opportunity to pursue what I call intellectual curiosity. There are some people who have it. All schools should provide opportunity for those who are interested in advanced science, art, etc. There are really only a few that have this curiosity. There are many places where I think a program of secondary education could and is being, in some places, developed that may serve the boys and girls at this point of need. Out of that should come a social order which would result in a better place to live and a better place in which to raise children.

MR. BRISTOW:

It looks as if we have come to the place where we want some different kinds of education. You have got to protect education in its teaching, for instance in reference to the health program. The worse enemy to health now is syphilis but you can't mention the question in the schools. The educational program that has been mentioned by some is much more costly sort of thing than schools are costing at the present time and we are going to have to rely on the community to support the kind of education which does the things which we have in mind.

CHAIRMAN GALPHIN:

We will have to close this discussion now and turn the meeting over to the President of this Section so that we may be able to get back to attend the afternoon session which will start at one o'clock.

MR. OSCAR GRANGER:

If we have got nothing else out of the program this morning, I think that we are all convinced of the fact that we must know what kind of schools the community wants and what are the community agencies that we may use for the development of these boys and girls for whom we are responsible. We need not only an informed public but a coöperating public as well.

I want to thank the Chairman of this Panel for conducting this discussion.

The meeting will now adjourn.

FUNCTION VI

To establish and to develop interests in the major fields of human activity as means to happiness, to social progress, and to continued growth.

Discussion by Dean Earl Hudelson, of the College of Education, West Virginia University, of Function VI of the *Functions of Secondary Education*.

I wish, as I suspect your Committee does, that there were some simple, all-inclusive term to explain this function. I think that poets have come nearest to expressing it, but to our prosaic minds their conceptions are too ethereal to be administered. One calls to mind, of course, such intangible expressions as "the good life," "abundant life," and "the complete life," but these, too, are more euphonious than practical. To do it well—and I think your Committee has done it well—they have therefore had to go to considerable length to make objective this liberalizing, liberating, debrutalizing, quickening, ennobling, upward-and-outward-looking possibility in education. Mr. Diederich has, moreover, got right down to brass tacks and offered feasible suggestions for employing this function in schools. It is known to be practicable; now, as Dr. Spaulding asserts, if the secondary schools neglect it, they do so at their own and society's risk.

The Committee has taken pains to distinguish between this and other functions. The word "needs" has been used several times in defining the scope of Function VI. Since "needs" is so often associated with such life-sustaining essentials as food, clothing, and shelter, I wonder whether it would not be better to limit our use of the word "needs" to the more vocational functions, and to associate Function VI with some such term as "desires" or "aspirations," or perhaps "wants."

Your Committee has wisely cautioned us that this function of modern education will not be eagerly embraced and supported by society. Zest-engendering, soul-satisfying, altruistic, leisure-time opportunities are not popularly associated with institutions supported by taxation. Each parent tends to think what schooling will do to and for his boy or girl, not what his boy or girl will do to and for society. Yet laymen

must be brought to see that whether or not they owe a child a liberating education for his own sake, they at least owe it to him for the sake of those with whom he must live. No interest can be wholly individual. Every interest that is explored and pursued helps to resolve the mysteries of life, and this makes everybody better adjusted and happier.

Several of the authors of the Bulletin seem to have been exercised over the difficulty of discriminating between the various functions, particularly between Functions III and VI and Functions IV and VI. As for the reasons for these various functions, it is well jealously to differentiate them, else the less tangible ones are apt to be neglected; but as far as outcomes are concerned, I don't think we need to worry if there is overlapping. In fact, it seems to me that the surest way of arriving at a wise vocational choice is through taking the fullest advantage of the opportunities offered by Function VI. We all know instances of people who have discovered their bends through the apparently aimless pursuit of mere interests or even the mere plumbing of possibilities. But let us not forget that if these do not lead to a vocational choice, the exploration and the pursuit will not have been in vain. We can no more suppress interests than we can dam the stream of consciousness. If wholesome interests are inhibited, less desirable ones will flourish. The wooing of any abiding interest is satisfying; and a child who is deprived of the opportunity and encouragement to cultivate the highest interests of which he is capable will get the satisfaction out of pursuing sordid interests that he might have had out of nobler ones.

These ten functions have been explained and justified. Our common obligation is to improve upon them, if we can, and to suggest ways in which they may be exercised in the schools.

The Bulletin reiterates that the interests with which Function VI is concerned are acquired rather than inborn. Mr. Diederich has accordingly recounted effective administrative provisions whereby these competing leisure-time interests may each have a reasonable place in the sun. It seems to me that an equally serious responsibility of the administrator is to see to it that opportunities for indulging these acquired interests do not conflict with activities which are instinctively sat-

isfying. Providing pupils with the facilities for gaining proficiency in some form of physical recreation which they can and will pursue in after years is rightly cited as an example of desirable educational service. I know a school where opportunities for such recreation are unexcelled, but they lie mostly idle because they are in competition with the jigger-shop down town. That same school has a sumptuous library, but the only time it is open in the evening is during the idle hour when couples may dance in the dining-hall and stags may congregate in the tool-house to chew the rag and smoke.

I take it that the Committee considers all of these ten functions equally important. If they are, they should be impartially recognized. To accord some of them curriculum credit, and not others, is to invite the disintegration or unbalancing of the whole functional design. As fast as we can carry the public with us, we should have the intestinal fortitude to accord credit every worthy and effective means of performing these various functions.

If the seeds of interest envisaged in Function VI are to be nurtured, I think that opportunities for their growth will have to have more continuity than our highly departmentalized programs afford. A child goes to a classroom, laboratory, or shop where he becomes imbued with an interest in some worthy pursuit; but before the teacher recognizes the symptoms or has time to cultivate the enthusiasm, the child is yanked out from under his charge and sent to another specialist who is unaware of the budding interest. All day long the child is jerked this way and that, till every stimulus is diluted by a conflicting one.

I think that some time during each day which the child spends in trotting from a specialist in this to a specialist in that, he ought to spend with a specialist in children. I am not averse to breaking down the conventional five-day-a-week courses into three-, two-, or even one-day-a-week sessions for some purposes; but I believe that before Function VI can be made to operate fully, every child will have to come under the nurturing influence of an alert and sympathetic teacher long enough each day for that teacher to detect these embryonic interests and mother them. Mr. Diederich suggests noon-hour conferences with advisers. I don't think these are enough.

Every child is entitled to sit at the feet of some great teacher long enough and frequently enough for that teacher to discover and direct the child's tendencies. There is promise in the integrated program which permits children to remain with the same teacher for several periods a day, provided that teacher sees beyond a mere integrated curriculum and visions integrated lives.

It need hardly be said that such Gamaliels are as rare as they are priceless; but I believe they will have to be found and given opportunity if Function VI is to be made to realize its full possibilities. Such teachers will not try to determine a pupil's interests in terms of their own. They will be catholic in their interests and universal in their sympathies.

Let a generation receive the careful but kindly ministrations of such teachers, and in adulthood that generation will sing with the shepherd in the tent of his disconsolate king:
"How good is man's life, the mere living! How fit to employ
All the heart and the soul and the senses forever in joy!"

America is this year commemorating the services of a great educator who gave this farewell message to youth:

"Be ashamed to die till you have won some victory for humanity." I believe that the inspiration for such victories will come, not from training for the sweaty toil of earning one's bread, but from the idealistic interests engendered by the schools in the exercise of Function VI.

FUNCTION VII

To guide students on the basis of exploratory and revealing courses and of other information gathered from personnel studies, as wisely as possible into wholesome and worth-while social relationships, maximum personality adjustment, and advanced study or vocations in which they are most likely to be successful and happy.

Discussion of Function VII by Oliver R. Floyd, Principal of University High School of University of Minnesota:

In briefly introducing the discussion of this important function, I would call your attention to a single sentence in this section of the report as a point of departure or sort of text upon which to base what I have to say.

"Sufficient emphasis may have been put upon the value of guidance procedures in directing the development of the pupil, but certainly too little has been put upon their value in directing the development of the school."¹

While much yet remains to be done in the development of instruments and techniques for assaying the interests, abilities, capacities, and needs of secondary-school pupils, it is this phase of guidance in which the most marked progress has been made. Principals, counselors, teachers, psychiatrists, psychologists, and other research workers have been actively at work upon this problem. Tests, cumulative records, interest blanks, exploratory courses, home room organizations, personnel and counselor service, and many other agencies have been devised and widely accepted in our schools, all functioning to accumulate information about the pupil, to help him to learn more about himself and his capabilities, and to assist him in the decisions both educational and vocational which he must make. In passing over this part of the guidance procedure without extended discussion, I have, of course, no intention of minimizing its importance. On the contrary, this

¹Functions of Secondary Education, Report of the Committee on the Orientation of Secondary Education, *Bulletin of the Department of Secondary School Principals*, 21:200 (Jan. 1937.)

work deserves in the future even more recognition and support than it has received up to the present time. I feel, however, that there are pertinent problems implicit in the latter half of the quotation which demand attention if this guidance function is to be effective in influencing practice.

The value of guidance procedures in directing the development of the school might be characterized as the neglected aspect of guidance. Yet this aspect of guidance is highly significant. There is little value in studying the pupil as a basis for guidance if educational opportunities can not be made to fit the individual. Every counselor has probably time and again had to face the realization that the program of the school does not provide the kinds of educational experiences which would appear to be valuable and satisfying to a particular pupil. Many factors, among them increased costs, lack of appreciation of the real purposes of education on the part of the public (and frequently on the part of the staff as well), inertia, conservatism, the tendency to confuse education with the acquisition of facts usually of a highly academic flavor, inexperience in meeting the problem of providing for the great variety of needs represented by the mass of the pupils now in school as contrasted with those of the relatively select group of scarcely a generation ago, have contributed to this situation. While it is easy to see why this phase of the guidance program has lagged, it is evident that something must be done about it. Properly interpreted, the information accumulated about individual pupils and the experience gained through the functioning of an effective guidance procedure should form the basis for the modification of the entire program.

While these modifications will differ from school to school according to the needs and capacities revealed, it is possible to distinguish certain general directions in which marked reform is called for. In the first place, the information which has been accumulated about individual pupils shows clearly that the secondary school must develop a greatly diversified program of education. That the present restricted offering does not adequately meet the present or future needs of a large proportion, probably of the majority, of those whom the school should serve, is readily apparent. It is estimated that there

are in this country to-day three or four million people of high-school age or slightly older who are both out of school and unemployed. These young people include those who dropped out of school largely either because they found little in the school program which could satisfy their needs or because they did not receive adequate guidance in adjusting to such appropriate opportunities for their education as did exist. Also included are many who were graduated but who find themselves in an economic order which can not, for the moment at least, use their services. We must not, however, conclude that the program of the school was satisfactory for any great proportion of the graduates. In fact, there is abundant evidence which, to say the least, suggests that this is not the case. To cite only a single example—a survey was recently completed under the direction of the Minnesota State Department of Education which reveals what approximately 20,000 pupils who were graduated from the high schools of the state of Minnesota in June, 1935, were doing one year later.¹ Only about twenty per cent of these graduates were enrolled in a college, university or other institution which requires a high-school diploma for entrance. In the face of this fact, the offerings of the high schools in the state are predominantly college preparatory in nature. From what we know of the diversified interests, abilities, and capacities of high-school pupils, it is not reasonable to suppose that we have served by this program the best interests of the eighty per cent who did not go to college, or, for that matter, that all of those who did find their way to higher institutions had received appropriate training. Many of these graduates would still be in our schools except for the fact that we have fallen into the habit of thinking of education in terms of the passing of courses and the acquisition of credits. When a pupil in a four-year high school has accumulated sixteen or seventeen credits we award him a diploma. The student thinks he is educated, his parents think he is educated, and, while we are usually not at all sure of it, we do not reveal our doubts. We should drop all such notions as "keeping up to the grade" and "graduating with the class." It is the responsibility of the school to provide a diversified program to meet the needs of all the pupils and the

¹*The Status of the June, 1935, High School Graduates One Year After Their Graduation*, Department of Education, State of Minnesota, St. Paul, 1936.

pupil should feel that he is expected to remain in school for an indefinite period until he can be absorbed into profitable employment or be transferred to a college or other institution which can more fully satisfy his expanding requirements. What sort of program should this be? Time does not permit even brief speculation on this point. The answer will be found in the evaluation of the school in terms of the guidance program. Current attempts to build curricula of the type discussed in issue VII, the effort to identify all the resources of the community with the educational program, the tendency to admit to full standing in the school the so-called extra-curriculum, the emphasis upon the interests of the child in curriculum construction are all suggestive of the general character of the modifications that are demanded.

When the program of the school is surveyed in reference to the guidance procedure, there is also indicated the necessity for improving the value of this program as an instrument for guidance. Emphasis has been placed upon the importance of exploratory courses as a basis for guidance. The statement of the function under consideration contains this recommendation. Evidence can be assembled to show that these courses have not proved as successful as we had hoped. Kaulfers¹ after an extended study of the general language course which was developed with the prognostic value as a primary aim, was forced to conclude that the course was not effective for this purpose. I have completed two investigations of general science, as yet unpublished, which indicate that this subject can not be justified either upon its preparatory or predictive value. In the first of these investigations the method was to compare in each science—biology, chemistry, and physics—matched groups, one of which was composed of pupils who had completed the course in general science at the University of Minnesota High School. The other group had not had this course. No significant difference in achievement in advanced science was found between the general science and non-general science groups. The result was similar whether teachers marks or performance upon standardized tests were used as the measure of achievement.

¹Kaulfers, Walter. The Prognostic Value of General Language, *School and Society*, 28:664, (Nov. 14, 1928.)

....., Observations on the Question of General Language, *School Review*, 36:275-285, (April, 1928).

The second study dealt with the use of marks in general science to predict probable success in science courses in the senior high school.¹ In the interest of brevity, only a summary of the conclusions may be presented.

- (1) Achievement in general science is not significantly superior as a predictive instrument to a measure of total achievement in all ninth grade subjects.
- (2) General science has no significantly greater predictive value than has ninth grade English or mathematics.
- (3) None of these factors, even when supported by intelligence quotient, are sufficiently accurate for prediction in individual cases.

These investigations are of course limited in scope but they at least suggest the necessity of carefully surveying the results of these and similar courses to determine how well they fulfill the purposes for which they were designed. General science, for example, probably can not be justified as preparation for the study of sciences in the senior high school and very likely should not be expected to perform this function. If one of the goals of this course is to "orient the pupil in a world made over by science," emphasis upon this preparatory function might very well inhibit rather than advance such an outcome. The course, like all exploratory courses, should have value in itself, not simply a deferred value which appears for those who do more advanced work in the field.

The fact that the general science course has little predictive value as at present administered should not be surprising. Instead of concentrating almost solely on assuring himself that the pupil learns a respectable amount of subject-matter, the teacher must study the pupil and the course must yield a detailed record of individual progress and reaction.

If approached from this point of view, all of the subjects may have a guidance value, both in helping the pupil to discover his interests and capacities and in contributing to his adjustment. For example, as pointed out in the discussion of this function in the Committee's report, changes in the social

¹The second study is the work jointly of R. B. Embree, Jr. and the present writer.

and economic order are the primary cause of a large number of cases of individual maladjustment. Due to the complexity of social organization and the increasing rapidity of change, it has become impossible for the average individual to understand modern economic, political, and social institutions and their interrelationship without guidance from the school or other agencies. The greatest handicap to the discharge of this responsibility on the part of the school is the tendency to conceive the aims of education in terms of subject matter. Each of the subject fields represents a valuable means for interpreting social institutions. Each possesses a unique method, point-of-view, and organized body of information. When these subjects are employed as instruments to assist the pupil in interpreting appropriate aspects of modern society, when teachers quit teaching subjects as such and cooperate with other subject-fields in assisting pupils to make a reasonable adjustment to a world which, for the adolescent, is particularly baffling, then the total curriculum will begin to be effective in the guidance procedure. We must abandon our present practice of teaching the facts apart from their social setting with the expectation that the pupil can make the application for himself. A few of the more able can do this no doubt. But to proceed upon this basis constitutes an evasion of the guidance function.

Evaluating the program of the school in terms of the guidance of the individual pupil reveals a third area in which modification is called for, namely, in the philosophy and practice of administration. In this social adjustment or orientation of which we have been speaking, the pupil needs more than insights and understandings. He faces a dynamic society. The problems of to-morrow will be different in important aspects from those of to-day. Decisions and choices involved in this relationship are not final but must be continually changed and revised or new decisions must be made. The pupil needs also to gain experience and self-reliance in making choices and adjustments. Democracy requires the participation of the largest possible number in the decisions upon which the development of society depends. In our schools we must provide this practice in democracy. It is the only way in which individuals may be assisted to become reasonably well adjusted in a democratic, dynamic society. One of the greatest incon-

sistencies in our educational organization is that we attempt to train for democracy by autocratic means. School organization and administration is too closely patterned up on the autocracy of big business or the army. An administrative philosophy and practice must be developed which will be democratic in character. Both teachers and pupils must be permitted to participate democratically with administrators in carrying on significant aspects of the school program. This philosophy does not call for the abdication of the superintendent and the principal. But it does require that the attitude between administrator, teacher, and pupil should be one of coöperation rather than of dictation. The whole field of administration needs to be thought through from this point-of-view and responsibility for self-direction accorded to pupils in appropriate areas as rapidly as they evidence a willingness and competence to accept and to satisfactorily discharge these increased responsibilities. Upon some such basis the pupils (and their instructors, too) may become better prepared to face the problems of a democracy outside the school.

Finally, from our experience in guiding individual pupils, it should become evident that the school should take its part in the effort to improve the social order. What this part should be is, of course, debatable. But this debate should not be permitted to obscure the fact that a contribution to this improvement is a responsibility which the school should not attempt to shed if it is to have a worthwhile program of guidance. Guidance should consist not only in adjusting the individual to society but also in modifying society in terms of the needs of the individual. Guidance should be more than a stop-gap for the present social order. Confronted with a society which denies to millions the opportunity for remunerative, socially useful employment, in which want exists in the face of plenty, in which economic competition carries us to the verge of war,—to cite only a few examples—it follows that until these conditions are modified satisfactory adjustment is impossible for many, perhaps for most, individuals. The school must at least be accorded the opportunity for a critical and realistic evaluation of social institutions within the classroom.

To summarize, the value of guidance in directing the development of the school lies in the opportunity which it presents for evaluating the program of education in terms of the interests, capacities, abilities, and needs of the individual pupils. Such an evaluation should serve to emphasize: (1) The need for a greatly diversified program of education, (2) The opportunity to improve the guidance value of all the subjects, (3) The necessity for the development of a democratic theory and practice of administration, and (4) The social responsibility of the school.

DINNER
in honor of
DR. THOMAS H. BRIGGS

The two following papers were read at the dinner at Patio Royal, Saturday evening, February 20, in honor of Dr. Thomas H. Briggs.

Professor Francis T. Spaulding, of the Department of Education, Harvard University, read his paper:

Mr. Toastmaster, Ladies and Gentlemen:

It is intentionally, and not through oversight, that I ignore Dr. Briggs in addressing you. There is a story told of President Eliot, on the occasion of his ninetieth birthday celebration, which illustrates my present position with respect to Dr. Briggs. After the conclusion of the program in his honor President Eliot is said to have been talking over the events of the day with Mrs. Eliot, and to have remarked with pleasure that in all the speeches to which he had listened he had been able to hear every word except for a part of Dr. Peabody's prayer. "My dear," replied Mrs. Eliot, "Dr. Peabody was not talking to you."

Nor in most of what I have to say shall I be talking to Dr. Briggs. I prefer not to talk to him because I am about to dissect his character—a thing which it would require a hardy soul to do to his face.

There is reason enough for taking Dr. Briggs' character apart if, by so doing, we can discover the qualities that have made him what we recognize him to be—a leader in educational thinking to-day, with a record of influence on American schools to which few men can aspire. My purpose in dissecting him is not, however, merely to explain the position he now holds. Instead, I am much more concerned with the part which must inevitably be his in stimulating and guiding our thinking from now on. It is from this latter standpoint—a hopeful concern with what he will be up to next—that I invite you to look at him as he is.

First of all, he has about him an extraordinary quality of disinterested—but very far from *un*-interested—detachment. All of us who have known him for a long time have seen that quality again and again in the anecdotes he is so fond of telling. Do you recall his tale of the East Indian loin-cloths used as portieres in a New England cottage, or his story of the four puncture-proof tires and the puncture-proof spare, or his account of the penniless old lady who planned to spend her birthday money on having her Jane Austens rebound? If you remember these stories or others, you will remember also the manner in which Dr. Briggs tells them. As often as not, he himself may have taken an active part in the episodes which he describes, yet he recounts them as if, in the telling, he were an unconcerned spectator at an interesting and amusing happening.

This quality of detachment—perhaps *perspective* is a better name for it—colors Dr. Briggs' professional outlook to such an extent that it has made him one of our most wholesome and incisive critics. No more amusing or more penetrating commentaries on American education have ever appeared than were published in *School and Society* some years ago, in a series of communications from one Quintus H. Flaccus. There is evidence that Quintus H. Flaccus and Thomas H. Briggs occupied the same office. Read again Flaccus's bewildered account of the high coefficients of correlation which he found between the percentages of high-school pupils studying Latin, state by state, and the homicide rates in those same states. Then read the address which Dr. Briggs delivered before the North Central Association a little later, entitled, "Jeremiah Was Right." The letter from Flaccus is satirically amusing, and the speech by Dr. Briggs in his own name is forcefully direct, but both are concerned with the question of what sort of education we are providing and why we provide it, and in both appear that quality of critical detachment which belongs to Dr. Briggs in special measure.

Dr. Briggs has a second quality without which his sense of perspective might be far less searching than it is—his unusually active and catholic interest in people and in things. His interest in people expresses itself in a variety of ways. Perhaps it finds most frequent outlet in his habit of keeping

in touch with friends at a distance through brief notes on correspondence cards. The notes he writes are sometimes thoroughly business-like: "On page such-and-such of this or that report you will find the data for which you were looking." At other times he writes for quite unbusinesslike reasons, as in the case of a card I once had from him, on which appeared simply: "Advertisement: Opening for Yale graduate or equivalent. Applicant: Does your ad mean two Princeton men, or a Harvard part-time?" But correspondence cards are not his sole means of expressing his interest in people, nor are the persons in whom he is interested restricted to his acquaintances in schools and universities. One need only hear him arguing with his New Hampshire handy-man over the best method of repairing a leaky roof, or listen to him discussing the state of the nation with the colored elevator-operator in a hotel in which he happens to be staying, to realize how strongly he is attracted to all kinds of people.

His interests in things are no less numerous and varied. I imagine that he still talks to his classes about the beauty of New York's annual flower show, and describes to them the treasures that are to be found for the looking in the Metropolitan Museum, and offers to excuse them from a class assignment if they will attend his favorite opera. I know that each summer he has some new project on foot—to discover whether a female spider will realize that he has substituted a ball of cotton for her sack of eggs, to find out by the use of a sextant and a Geological Survey map just which of two distant peaks he can see past the shoulder of Red Hill, to demonstrate that his own private formula for mixing concrete will make a more durable set of steps to his boathouse than the mixture which the local experts would have him use.

All these interests, and his interest in interests for their own sake, have led him to think in terms of a type of education rich beyond any that we now have. The breadth of his own interests has no doubt contributed to his vision of schools which will seek to broaden the horizons of all their pupils, without falsely assuming that only academic interests are respectable, or that only academic pupils are capable of interests. Seventeen years ago his book on the junior high school gave a clue to one of his hopes for American education: that it might serve "to reveal higher types of activities and to make these

both desired and to an extent possible." As time has gone on he has expanded this conception, dealing with it again, in terms of educational method, in his monograph on *Curriculum Problems*, and discussing it even more fully and persuasively in his book called *Secondary Education*. Standing as one of his unique qualities, his interest in interests has made Dr. Briggs notably imaginative in his planning and stimulating in his proposals for the future of American secondary schools.

One further quality which is prominent in his make-up is Dr. Briggs' thorough belief in rational thinking as the only sound basis for progress. Perhaps this quality more than any other has given him his widespread reputation for caustic wisdom. I say "caustic" advisedly; for sound thinking on the part of any one person may hurt those who have neglected to think, and there have been numerous occasions in the past when Dr. Briggs has thought and others have not. At least one occasion I doubt that I myself shall forget. That occasion was the first meeting of his major course in the year when I was one of his students. At that meeting he proclaimed himself a dentist, chairman of the board of education in a small town in which each one of his students was to imagine himself recently elected principal of the high school. We were paying a courtesy call on the chairman, he told us, to make his acquaintance before taking up our work. In response to our fatuously polite remarks he led each of us in turn into a damning revelation of how little we knew about education. He hurt, as might have been expected of a dentist, but he showed us how to avoid getting hurt in the future, which is seldom characteristic of dentists.

It is this reliance on thinking that has made Dr. Briggs the implacable critic of those who defend conventional programs on emotional grounds, or try to find the answers to educational problems by a mere counting of current practices, or rest their faith on the abstruse tricks that can be done with statistics. But Dr. Briggs' reliance on thinking goes beyond mere criticism. As the primary basis for his own constructive contributions, it underlies all the books and articles in which he has sought to deal positively with the future of American education. It appears in every line of the recommendations which he presented in his Inglis Lecture, *The Great Investment*. It furnished the chief reason-for-being of the Com-

mittee on Orientation in Secondary Education. It informs the whole of the extraordinary article, "If There Were Millions," in which, in advance of the creation of the American Youth Commission, Dr. Briggs outlined the program through which such an organization might render the most constructive service to American youth—a program of which thus far the Commission itself has seemed almost oblivious. In a profession in which the noise of counting has too often distracted attention from the need for putting our minds to work, Dr. Briggs' insistence that thinking is of paramount importance stands out as a major contribution.

So we have in Dr. Briggs these qualities—a rare detachment and sense of perspective, an interest in people and things which makes him exceptionally imaginative in his vision of the future, a whole-souled devotion to intelligent thought as the soundest guide to constructive action. If these qualities are indeed the key to his leadership, we may look to him in the immediate future for an even more unique guidance than he has given us in the past.

For I do not think I am wrong in believing that the present educational situation contains factors entirely new to our experience, and that these factors need to be dealt with in the light of just such a point of view as Dr. Briggs can best bring to them. To put the situation quite bluntly, I believe that the secondary school, even in the best form in which we know it, has come to the end of its rope in meeting certain educational problems. Let me describe for you the kind of evidence which prompts this conclusion.

A year ago two of our graduate students at Harvard were invited to supervise a group of fifty boys under the National Youth Administration, for whom an experimental educational program was being provided by the Boston Y. M. C. A. The boys were all above the age-limit for school attendance; they had all left school. Some few had barely completed the elementary school; one had finished the second year of a liberal-arts college; the others had school histories ranging between these extremes. The program originally set up for them by the Y. M. C. A. comprised a considerable amount of shop work, laboratory work, and clerical practice, planned according to the supposed interests of the individual boys. To this was

added a systematic course in vocational guidance. As a means of earning his N. Y. A. allowance, each boy was assigned a minimum number of hours of work on the type of special project to which we have grown accustomed as a part of the made-work system—"spotting" illegible street-signs and house-numbers, tabulating columns of figures for some one else's research study, making censuses of various kinds and for various purposes.

Shortly after our students became associated with it, the directors of this undertaking threatened to withdraw their support because of the apparent ineffectiveness of the whole program. They were persuaded to continue the venture for a few months longer in order to allow trial of a new plan. The latter consisted of finding out, through individual interviews, just what each boy most wanted to do, and in them providing for him as close an approximation as possible to the kind of experience that he was interested in.

The students who were supervising this plan believed at first that the boys might not know what they wanted to do, or, if they did, that their desires might be fantastic. They were surprisingly mistaken on both counts. Approached one by one, the boys announced without hesitation that they wanted real jobs. If possible, they wanted jobs that would "get them somewhere"; but in any case the jobs had to be real.

On another point also—and to this point I would ask your particular attention—the boys were unanimous. In a number of cases, it was apparent that they were not prepared for the kinds of jobs they wanted, and it was suggested that they enroll in a school course which would give them the necessary skills. To this they replied with fervor: "Nothing doing! I'm fed up on school stuff, and you can't get me back!"

What was eventually done for these boys was to provide them with jobs in the various city departments of Boston. No boy was placed in a job until he had shown through a two-weeks' try-out in a school shop, drafting room, laboratory, or accounting room that he could be recommended for the kind of work the job entailed. Once the boys got them, the jobs were "real." Not one was "made" work; each one represented work which the head of the department concerned wanted to have done, but which did not fall within his regular budget.

Furthermore, the jobs were "real" in another sense—any boy who did not make good was liable to be summarily discharged and returned to the school try-out program.

But less significant for the moment than what was done for these boys was, I think, the attitude which they held in common toward school. It would be easy to explain such an attitude by asserting that the schools to which the boys had gone were not the best that might have been provided, and to conclude that a cure for the future could be found merely in improving the schools. That these schools were imperfect can hardly be doubted. Yet consider again that the boys were of various backgrounds, various levels of ability, various interests, various school histories—united, nevertheless, by their "fed-upness" with school. Is it not conceivable that any school, however admirable its educational program, would have produced a corresponding result?

The environment which any school provides for its pupils must of necessity be largely artificial. In fact, the furnishing of an artificial environment is exactly the purpose for which we have schools. Schools supposedly make possible for boys and girls a short-cut to the abilities and understandings needed outside of school—a short-cut intended to save each new generation the enormous expenditures of time and effort which they would have to put forth if they were to try to learn only from "real" life. To accomplish the desirable short-cut, schools must condense, select, abbreviate, modify in all manner of particulars the processes by which people unguided by schools have mastered the abilities which boys and girls must now acquire. Every school must see to it that the environment which it sets up "makes sense" for its pupils in terms of life outside the school. But one of the school's primary responsibilities is to strive for all the short-cutting its pupils can stand—that is, for all possible economical artificiality—in the experiences which it provides.

Now it is probable that there comes a time in the growth of every normal boy or girl when he rebels against this kind of artificial environment. To continue in such an environment means to him to continue in a sort of psychological infancy; and he is ready, psychologically, to play his part in what he properly looks on as the "real" world. If this rebellion is in-

deed an actual phenomenon, we can find analogies for it in other phases of life than education. Adolescent boys and girls rebel openly and strenuously against long-continued economic dependency, resorting to crime or to less extreme subterfuge to escape from it. Young men and young women, kept from marriage until after they have reached biological maturity, revolt against the conventions of the traditional moral code. "I'm fed up with school stuff and you can't get me back!"—may not this be the password of a similar revolt against school as school, spoken by boys who have "grown up" psychologically?

That we have not earlier realized the nature of this revolt represents no sound argument against the view that it does occur. Only within the last seven years have schools had to be seriously concerned with it. Boys and girls are not likely to mature psychologically before they are well along in adolescence, and prior to the depression an effective psychological safety-valve existed for almost every adolescent: he could, if he wanted to, go out and get himself a job. He can no longer escape so easily from the school environment. Consequently, schools everywhere are being confronted with a discouraging number of boys and girls whom they find it hard to recognize—pupils who can learn but will not, who evade what the school calls responsibility, whom no feasible readjustment in the school's program seems to prod into anything resembling the whole-hearted interest that schools are constantly urged to encourage in their pupils.

Nor is the problem likely to be solved simply by readjustments in school programs. Some boys and girls may no doubt be saved from revolt by improvements in teaching methods and in the curriculum; certainly every practical improvement ought to be made, and made quickly. But it would seem to be precisely because the school *is* a school that it has come to the end of its rope with certain of its pupils. And if this is the case no mere internal reform will provide an adequate remedy.

Here stands what I believe to be the unique problem which we now face in secondary education. Whether I have stated it in just the terms in which Dr. Briggs would interpret it, I am not sure. I know, however, that he looks on it as one of the

major concerns which lie ahead of us; I cannot forget his insistence that it be squarely considered in the deliberations of the Committee on Orientation.

What the final solution of this problem is to be necessarily remains for the future. Yet Dr. Briggs has himself anticipated what the future may bring. In one of the meetings of the Committee on Orientation he drew an illuminating parallel between the state of education to-day and its circumstances a hundred years ago, when the academy was revolutionizing American schools. The pioneer academy was in many respects like no institution that had preceded it. It was the outgrowth of social need for a type of education which the Latin grammar school did not offer, and which no internal reorganization could allow the grammar school to offer. Starting as nearly afresh as any human invention can start, the academy established an educational pattern which has been modified, but never wholly reconstructed, in the succeeding century.

It is possible that the pattern set by the academy is now about to be supplemented, if not actually overthrown, because of urgent social need for an institution which will meet requirements hitherto unrecognized. Such an institution cannot be a school in the sense in which we now think of schools; it must start afresh, meeting new needs in new ways. It is not likely to appear as the product of random research, or the result of uncoordinated experimentation with this and that. Still less likely is it to be the outcome of uncritical acceptance of every educational novelty. If the new institution is to come, it will come most quickly and effectively through systematic planning, under the leadership of some one of broad perspective, abundant imagination, and energetic faith in hard and critical thinking.

* * *

Dr. Briggs followed with his paper:

Although in some respects Pestalozzi was mistaken in identifying the education of a child with the natural development of a plant, there are many similarities between the work of the teacher and that of the gardener. Instead of choosing and planting seed in the most favorable soil, the

teacher every year receives a heterogeneous number of plants already well along in their development. Others have determined their natural characteristics; many others have influenced their growth for good or for ill.

At first the gardener does not even know what these plants are. But a deep seated faith grown out of experience makes and keeps him confident, despite his first ignorance and his later difficulties in learning, that each and every one has potentialities for good. This one may bear succulent, nourishing fruit; that may hold the promise of beautiful foliage or flower; and this scraggly dwarf may have in its cells the bitter medicine to cure disease. The genius of the teacher is manifested first in the quickness and certainty with which he discovers the possibilities for good in each individual.

At first the gardener works with his new plants en masse. He has joy in his work because there is always joy in doing what one can do skilfully. He loosens the soil, he removes obstructions, he brings food for growth, he provides water and sun and shade according to his judgment, and he trains and prunes the branches to develop so far as nature permits the form that he wishes. Sometimes he even takes credit for what nature has predetermined or for the results of those who have worked before him. But always it is an exciting adventure, for he is on the constant alert to discover the highest possibilities in each developing life.

Under the system that we have, when the gardener has learned something of his plants, when he has developed in some degree an affection for each one of them, when through knowledge and understanding sympathy the conditions are best for most effective work, there comes the chilling frost of examinations. The season is always too short. The weaker plants, so far as the gardener is concerned, are killed; the more hardy survive for cultivation and growth elsewhere. All of them pass from his ministrations. He has no chance to correct with them his errors of judgment or his imperfections of technique. He can only hope and try to do better with the new and unknown plants that will come to him next season.

One of the most unsatisfactory features of our work is that we never know what we have accomplished. At the end of a day or a year or a life we cannot be certain of the de-

gree of success resulting from our efforts, or even whether the total is good or bad. The gardener at times envies the mason who builds the wall or the helper who rakes the paths, each doing as he is bid and accomplishing so many obvious feet or yards before noon or before being released at night to do those things that he really wants to do. Not being able ever to know what he has accomplished, the teacher must have a constantly renewed high faith in himself and in his work.

The mason or the helper will drudge under direction all day that he may be free to do in the evening or on holidays what he wants to do. The gardener wants to cultivate his plants. He thinks of them as he labors through the day; he dreams of them at night. When he dresses in the morning he is refining the plans that he has made for helping them to grow better, rapidly and assuredly toward the perfection of their separate possibilities. More than most people, the teacher must develop several diverse personalities into which he can translate himself from time to time in order that he may himself have a well-rounded life, that he may be able to see his work in perspective, and that he may return to it with renewed enthusiasm and zest.

The gardener is a lonely person. He knows little of those who have created the seed or of those who have wrought lovingly, patiently, skilfully, or blunderingly before him. He is inclined to be suspicious and jealous of others who are at the same time influencing the plants for which he cares. He is concerned little with those who will take up the work when he leaves off. He has a supreme confidence in the importance of his own work, even in the superiority of it over that of all others. And so long as he works in comparative isolation that is quite as it should be. Without confidence in his own work and a sustaining faith in the ultimate certainty of beneficent results he too would become a drudge. But he is never satisfied. Always with a realization of "the petty done, the undone vast," he plans that he may work better in the future.

The gardener is a lonely person too, because just as he is becoming fond of his plants and proud of them the season is over. The hardest are transplanted to other plots to be tended by what he is inclined to think are alien hands. It is hard to give up one's children even though one knows that they

will grow better and achieve greater fruition when their roots extend in better soil and when others, for whom he must stifle jealousy, provide guidance and ministration. However hard he or they may try, the separation increases with distance and the continuing years. The gardener has to steel himself to adjust to this. But he never forgets and he never wholly loses the affection and the interests that have developed.

He gets his greatest comfort when he has the ability to look through the individuals to civilization itself. His vision must encompass the universe. Far down the vista he sees this one contributing beauty, that one nourishing food, and this other one leadership, each one serving according to his nature. Knowing the necessity of varied service in the great cosmos, he appreciates that each and every individual has a value. What that value is he may not always know. But deep in his heart there is faith, which vacillates from deadening doubt to supreme confidence, that somewhere at some time the fruition will be good.

From this and from experience the gardener gets renewed courage and strength, too, for working with the new plants that every year are delivered into his hands. The next season and the next there are new plants to tend, new characteristics to learn, new hopes to encourage, new discouragements to overcome, new procedures to try, and, thank God! new signs of expanding power. When that ceases it is time for him himself to enter a *Greisengarten* or even an *Alternheim*.

From time to time there come to the gardener reports of fruits that are garnered, of recognition and of praise of the plant that has justified its mission. Occasionally, alas, the reports are of plants that have disappointed and are in consequence uprooted, justly or unjustly. Some have withered and died because of lack of strength in themselves, some because the gardener had given them the wrong cultivation, some because they were transplanted to harsh soil, and some because the fruit or flower expected of them was by nature impossible. The people who want food may despise beauty, or wanting beauty may spurn the gift of food. How difficult and bitter it is for the gardener to charge himself with the blame, or for any part of it, when the report is of disaster. How easy it is for him to flatter himself by accepting more credit than he has earned.

Reports of fruition are gratifying, but they are not what causes the greatest joy to the gardener. That comes from learning of continued self-directed growth, which assures more abundant harvests as long as there is life—and perhaps beyond. The power to continue growth without the direction and encouragement of others is the supreme evidence of success, whether the fruit at the time is abundant or not.

I have long ago come to believe that nobody ever told anyone else anything of value. Most people would like to have authoritative direction as to what they should do in a specific situation at a given time. But there is no omniscience, especially about immediate, peculiar needs; and if there were, specific situations never recur exactly as they originally were. The help that was at first efficacious will later prove a dangerous pattern to follow when circumstances change. The only really important thing that one person can do for another is to inculcate in him an idea, to impart understanding of a principle which he assimilates so that having become a part of his being it constantly directs his thinking and his consequent action, or to reveal an ideal that becomes a constant guiding star. Most important is this help when the source of the suggestion is forgotten, when the idea becomes so wholly a part of the individual that he considers it original and peculiarly his own.

It has been stimulatingly pleasing when from time to time there have come from the field expression of appreciation and gratitude. But, if within the bounds of courtesy it may be said, that is not important. The gardener may get some temporary elation from the expressions, but better than others he should know the mistakes he has made; happily neither he nor anyone else knows the opportunities he has failed to seize. And he knows that for every conspicuous achievement there has been much labor in vain. While rejoicing in the reported success, he is saddened by a recognition of what he has failed to do. If he has perspective, he knows that the credit to him is exaggerated. He may have watered the drooping plant or loosened the constricting soil about its roots or pruned away disease or trained a sagging stem to grow upward; he may even have fertilized it with nourishing food. But the growth was in the plant itself. The credit belongs to its innate characteristics, to its assimilative power, and to the growth that

came from within. Only as it learned to stand by itself and to develop the genes that nature gave it is there real success.

As I stand here this evening and look into the faces of scores to whom I have ministered and who are now ministering to others I should like to flatter myself that even a small part of the credit for your success or mine. But deep in my heart I know that what I have done is small in comparison with what I hoped to do and of little significance when compared with what your own genius has enabled you to do. What you or I have done is of small importance anyway. The paramount thing is what we are going to do. And what we are going to do depends in largest measure on principles that we have assimilated or developed, on their soundness, on their consistency with each other, all together making our philosophy of life and our philosophy of education; what we are going to do depends also on the consequent ideals which never attained always lead on, not an ignis fatuus but a pillar of cloud by day and a pillar of fire by night. A man is proved by his increasing faith in his principles and his ideals. You have seen many a wreck because the pilot allowed his eyes to wander from his guiding star. Intoxicated by progress and by praise, he lost his course, and the very momentum of assumed success plunged him into the mire of failure. "It is not what man does that exalts him, but what man Would do." He may do mightily or ill. "Our deeds are dreadful because our minds are dark;" they become beneficent and glorious only as our minds are cleared by a pragmatic and at the same time an idealized philosophy.

I should be among the last to discredit accomplishment. Only the impotent dreamer can be satisfied with wishful thinking unaccompanied by action. I am merely emphasizing that action without the direction of ideals and without the foundation of principles is the most dangerous thing in the world. The hope of education and the hope consequently of civilization lies in the high ideals that you have and in the consistency with which you keep them uncompromised as you do your necessary tasks to-day always looking to them as a guide to what you hope and strive to do to-morrow. Ideals determine principles, and principles are the foundation on which every one who aspires to leave a contribution to the ever growing structure of civilization must build.

THE FUNCTIONS OF SECONDARY EDUCATION

The following paper was presented before the Department of Superintendence at New Orleans:

WHAT SECONDARY SCHOOLS SHOULD DO

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Criticizing secondary education is one of the commonest of indoor sports. Anyone can play, for the sport requires little information, and the high schools have been hammered so much that conscious of their own deficiencies, they seldom fight back so as to embarrass their critics.

One peculiarity of this sport is that the player confines himself to criticism, seldom feeling an obligation to propose with any degree of practical definiteness what the secondary schools ought to do. Ideals of vague generalization—like preparation for citizenship, the inculcation of culture, and teaching youth how to think—are stated as if they were original and novel, whereas high-school teachers have from time immemorial professed these same ideals and have with varying degrees of skill attempted to achieve them.

Another peculiarity of this sport is that it is apparently enjoyed even by the teachers who are indirectly criticized. They applaud the eloquence of those who condemn the practices of high schools, attributing blame for conditions to the public, to requirements of state departments and of colleges, to the students themselves, and to other teachers. They may at times feel a certain sense of personal responsibility and of resentment; but they have heard the criticisms many times before and they know that they do not need to do anything about them. Everybody criticizes, but nobody follows up the criticism with insistent and effective pressure that radical changes in the program be made.

It is only fair to recognize that thousands of principals and teachers have been and still are continuously trying to im-



prove the practices of really educating American youth. Their efforts have borne fruit, too, as anyone can see who will visit modern schools and observe the work that is being done. There is an immense amount, of course, that is conventionally wooden, manifesting nowhere evidence that anyone—teacher or students—is aware even of the original justification of what is being presented. But this prosaic drudgery is lightened in innumerable instances by skill in instruction, by concreteness, and by illuminating application to current life that justifies a belief that even the teaching of conventional topics is better than it was one or more generations ago and that progress is on the way. Secondary education to-day may be less thorough than in the past for the few, but it has other virtues that the old teaching seldom even sought.

There are also other commendable evidences of effort to improve the efficiency of secondary education through plans for reorganization, provisions for students of differing interests and abilities, and enrichment of the curriculum, to say nothing of the supplementary activities that have been introduced without the lure of formal credit.

All of these efforts we should recognize and give generous credit. The more ingenious they are, the more likely they are to contribute to progress. The more numerous they are, the more readiness is evidenced to participate in preparing the new program and to work intelligently toward making it practically effective.

The weakness in the attempts to improve the practices of secondary education lies in the fact that there exists no generally known and generally approved outline of a program that should be developed. When every man does what is right in his own sight, often skilfully overcoming the obstacles of tradition, he is feeling his way in a fog rather than intelligently contributing to the erection of a structure for which comprehensive plans have been made. In *Sea Lore* Stanley Rogers writes that "When a ship is rolling down to her scuppers in a heavy gale her passengers grow nervous and begin to regret their past sins, but when the same ship is groping her way slowly through a thick fog the passengers go to bed and sleep soundly. Yet, paradoxically enough, the greatest peril at sea is the fog. It has been the cause of more disasters than all the storms that ever blew."

The greatest peril at sea is the fog. And the greatest peril in education is the fog of uncertainty in which we move. In it destinations cannot be seen; activities must be largely uncoordinated; progress can be only guessed at rather than known. However uncomfortable it might be for administrators and teachers alike, far better would be a storm of criticism that blew away the fog and forced every member of the crew to put forth his best efforts toward developing cooperatively a comprehensive program for the care and the education of youth.

It is a plan that is needed, based fundamentally on the soundest of principles of society as well as of education, and sufficiently comprehensive to provide for the care of all youth as well as for their education. A program for secondary education can never be satisfactorily developed unless it includes provisions for boys and girls who are outside the formal schools and unless it articulates harmoniously with the programs for the care and education of children, on the one hand, and on the other, of the young men and women who have advanced beyond the provinces of the secondary schools. Such a plan must provide for every individual. In a democracy there is no one who is not educable.

The main foundation stones of the new program already exist in current ideals of education. There have been three obstacles to the effectiveness of our philosophy of education. One is that seldom has it been stated so simply that all who are expected to apply it to practice can understand what it means. There is nothing important in education that cannot be stated in words of one syllable. Turgid and mystifying language usually evidences a lack of clarity and completeness in thinking; it certainly evidences a failure to realize an obligation to influence others. A second obstacle is that much of our philosophy is presented in isolated units with the result that few practitioners acquire understanding of and devotion to a comprehensive and harmonious set of ideals that together must constitute the foundation for any sound building. And the third obstacle, probably the consequence of the first two, is that there has never been developed among American educators a conviction that they should constantly and consistently build on such foundations as they understand and of which they have professed approval. Much of the blame for this nega-

tive attitude must be attributed to teachers of education, who have confined their efforts mainly to exposition and abstract evangelicism and have neglected to work out coöperatively with prospective administrators and teachers ways in which the principles can be applied in practice.

It would be unfortunate if the proposed fundamental and comprehensive program were considered final and restrictive in nature. We shall never be ready to approve a program that cannot be amended and extended so as to provide for changes in civilization and also for changes in social ideals. But a tentative program developed in outline would indicate the directions in which we should go and would give significance to any unit of procedure, which could then be seen in relation to the whole and thus be evaluated. Nothing has meaning in isolation. Significance is indicated only when a proposal is seen in relation to other means of achieving a clearly perceived objective.

The Committee on the Orientation of Secondary Education of the Department of Secondary-School Principals has in its reports presented no comprehensive, well-rounded, and fundamentally justified program for the care and education of youth, but it has attempted to make two contributions of materials out of which such a program can eventually be built. A year ago it presented its report on the Issues of Secondary Education,* the ten unresolved conflicts between theory and theory or between theory and practice, a report that has been widely read and discussed. The hope is that as a result there will not be only a greater unity of professional opinion regarding the desirable alternative of each issue but also that there will emerge consciousness of an obligation to develop practices that are indicated by the several positions taken.

The Committee this year is presenting in Bulletin 64 of the Department of Secondary-School Principals another contribution, *The Functions of Secondary Education*. Briefly stated, the ten functions are as follows:

1. To continue by definite program, though in a diminishing degree, the integration of students on an increasingly intellectual level until the desired common knowledge, appreciations, ideals, attitudes, and abilities are firmly fixed.
2. To satisfy the important immediate and probable future needs of the students in so far as adolescent maturity per-

mits, guiding the behavior of youth in the light of increasingly remote, but always clearly perceived and appreciated, social and personal values.

3. To reveal higher activities of an increasingly specialized type in the major fields of the racial heritage of experience and culture, their significant values for social living, the problems in them of contemporary life, the privileges and duties of each person as an individual and as a member of social groups; to make these fields satisfying and desired by those naturally gifted for success in them, and to give information as to the requirements for success in their fields and information as to where further training may be secured.

4. To explore higher and increasingly specialized levels of interests, aptitudes, and capacities, looking toward the direction of students into avenues of study or of work for which they have manifested peculiar fitness.

5. To systematize knowledge previously acquired or being acquired in courses in such ways as to show the significance both of this knowledge and especially of laws and principles, with understanding of wider ranges of application than would otherwise be perceived.

6. To establish and to develop interests in the major fields of human activity as means to happiness, to social progress, and to continued growth.

7. To guide students on the basis of exploratory and revealing courses and of other information gathered from personnel studies, as wisely as possible into wholesome and worthwhile social relationships, maximum personality adjustment, and advanced study or vocations in which they are most likely to be successful and happy.

8. To use in all courses as largely as possible methods that demand independent thought, involve the elementary principles of research, and provide intelligent and somewhat self-directed practice, individual and cooperative, in the appropriate desirable activities of the educated person.

9. To begin and gradually to increase differentiated education on the evidence of capacities, aptitudes, and interests demonstrated in earlier years. Care must be taken to provide previous to and along with differentiation as balanced and extended a general education as is possible and profitable.

10. To retain each student until the law of diminishing returns begins to operate, or until he is ready for more independent study in a higher institution; and when it is manifest

*"Issues of Secondary Education," Report of the Committee on the Orientation of Secondary Education, Bulletin 59, Department of Secondary-School Principals, 5835 Kimbark Avenue, Chicago.

that he cannot or will not materially profit from further study of what can be offered, to eliminate him promptly, if possible directing him into some other school or into work for which he seems most fit.

Some of these functions as stated will seem to you controversial and others will seem obvious. That is quite as it should be. But it is not sufficient to say that this or that stated function is open to question; the challenge after recognizing the need of the formulation of statements of functions of special emphasis is to decide what each function ideally ought to be. The arguments for the recommendation may not convince you, but they should at least be thoroughly considered. Only then will a reader be in a position to propose an amended or a substitute statement that he thinks sound by his educational philosophy. Nor is it sufficient to agree with the functions as presented. Merely to understand or to restate the functions is not enough. They must be used. The several more important uses to which they may be put will not be stated.

These ten functions are not all peculiar to secondary education. Several may in varying degrees begin in the elementary school and continue beyond the junior college. Each one, however, the Committee believes, is important, one of the most important, for the school that has responsibility for the education which normally begins about the age of twelve and continues for some six or eight years. Reiterating its belief that education should be "a gradual, continuous, unitary process," as argued in its discussion of Issue Ten, the Committee recognizes that for practical purposes of administration an educational system will be divided into units of organization, and it maintains that such units can be logically determined and effectively planned only when there is recognition of the functions that are peculiar or at least of peculiar emphasis in each division. Decision as to the groups that should be taught together should be made in terms of the special educational responsibilities rather than of administrative convenience. One value, then, of agreement on the special functions of a period of education is to enable us to decide logically what the administrative units ought to be.

A second value of agreement on the functions of special emphasis in any administrative unit is that it makes possible

the preparation of a real program of articulation. Everyone familiar with educational practices is aware that many inarticulations at present exist, and that the efforts to remove them by the various proposed devices have been only in part successful. Most of the inarticulations that have caused misunderstandings, duplications, conflicts, and uneconomical practice have been caused chiefly by a failure to agree on the peculiar responsibilities of each administrative unit. On the one hand, secondary schools have suffered from demands that they adjust themselves to the work of the elementary school below and to that of the college above, and on the other they have often been arrogant in demanding that all adjustments should be made to their conventional practices. Obviously both demands are bad in that they neglect consideration of education as a gradual, continuous, unitary process toward which each administrative unit should be planned to contribute. It is impossible satisfactorily to articulate units that are independent in purposes, or indefinite and variable. Ideally a program for the whole of the educative process should be worked out first. But that has not yet been done with any degree of practical satisfaction. Pending achievement of the ideal and contributing to it, this report proposes the special responsibilities of secondary schools. Similar proposals should be made of functions for special emphasis in the lower and in the more advanced schools. Only when there is agreement on the distribution of educational responsibilities can an articulated program for the entire educational process as presented by separate administrative units be prepared.

A third value of the proposed functions is that they will stimulate the profession to clarify its philosophy of secondary education. That every teacher, to say nothing of principals and other leaders, should have a philosophy—that is, an organized and consistent body of principles fundamental to clearly formulated social ideals—is a truism. It is impossible for one to go far toward the development of such a philosophy without considering such matters as the proposed functions. The Committee in its report has given some reasons why the definitions and ideals that it advocates should be accepted, but it has all the time consistently recognized that other points of view, other ideals, and other philosophies may cogently lead to somewhat different conclusions. The most important profes-

sional desideratum is not agreement, especially thoughtless agreement with an "official" recommendation, but a stimulus to each worker to recognize his individual responsibility thoroughly to consider these fundamental matters and thus to come to such conclusions as will result in a more nearly complete and better rounded philosophy, which, in turn, should stimulate and direct the development of definite and justifiable programs of action.

A fourth value of the proposed functions is that when they are understood and approved, with such modifications as may seem wise, they will furnish criteria by which the practices of any secondary school may be evaluated. We are altogether too prone to judge details of practice without consideration of the entire program and of the principles underlying it. "How," asks H. G. Wells in *The Anatomy of Frustration*, "can we know whether a part of a living body is functioning properly or needs treatment or correction until we have something like an idea of the general physiological process?" The value of any detail of practice is found only in its contribution to one or more functions of the institution. If the detail cannot be justified by its direct or indirect contribution to the proposed functions, either it should be eliminated or the functions should be revised.

The fifth and final value of the special functions of secondary education is that they will give direction to the formulation of new programs of organization, administration, curriculum reconstruction, and methods of learning. The important phases of the new program of secondary education cannot be formulated and soundly based without reference to some such functions as are stated as directive of the roads to desired goals. Great waste and disappointing proposals have resulted from the failure to begin reconstruction by clarifying the special functions of the period of education for which a program was to be made. Untold economies and more assuredly sound programs are probable only if the functions to be emphasized are soundly established and convincingly popularized before detailed programs are attempted. If the functions as stated are not satisfactory, they should be modified or replaced by those that seem better.

These ten functions are proposed by a representative committee who devoted itself assiduously to its responsibility

through three years. In addition to attending six meetings of each of approximately a week in length, the members have contributed much time generously granted by their employers or unselfishly drawn from their own leisure. The committee has profited from the advice of many others whom they consulted, and especially from two expert representatives of the field of elementary education. Several members adequately represented higher education. But the Committee wishes to emphasize that the report has no official sanction. It is not desired that it should have. It presents an ideal that should be worked toward, not a series of proposals that should receive legislation before the profession first and then the laity understand and are ready to support them. The purpose of the report is to arouse a consciousness of the need of the formulation of statements of the functions that should receive special emphasis, to stimulate discussion that leads to agreement, and finally to furnish some degree of direction for the preparation of a more comprehensive and soundly based program of secondary education than now exists.

You leaders of public education are urged first of all to familiarize yourself with the reports on both the Issues and the Functions. The constant pressure of problems of administration and of public relations is recognized, but they can never be so important as to absolve you from the more fundamental responsibility for leadership in education. It is your responsibility not merely to take care of the machinery and thus to make the running of the schools possible, but also to lead your subordinates to the understanding and approval of fundamental principles and to the building on them of soundly based programs of procedure. These reports furnish you material for educational leadership. You should initiate consideration of both reports by the staffs of your secondary schools and challenge them first to evaluate their present practices by the conclusions reached and then to propose a well-rounded new program that will look toward making the secondary schools the effective social agency that everyone recognizes they should be. Out of local discussions and proposals will eventually come pressure for a state-wide or even a national program.

The reports of the Committee on the Orientation of Secondary Education are, as previously stated, only a contri-

bution to the comprehensive and fundamental program that should be prepared for the care and education of all youth. This program will be a part of the larger program for the care and education of all individuals in our society, whatever their age, abilities, maturity, or environment. The formulation of such programs are a challenge to this most powerful organization of educators in the last great democracy. Unless you accept this challenge there is no assurance that even this democracy will endure. The laying of foundations is not spectacular; it offers no opportunities for oratory; not leading to immediate direction for detailed changes in practice, it is not popular; and it is exceedingly difficult and tedious. But what prospect for an effective educational structure can there be without it? Leaders are far-sighted and must envisage the whole from the foundation upward. You have been entrusted with leadership, and I have faith that sooner or later the Department of Superintendence will provide committees of its ablest minds furnished with all necessary resources to undertake this most important responsibility, the foundation of the outlines of a comprehensive and fundamental program for education in our nation.

EIGHTH ANNUAL SCHOOL ADMINISTRATORS CONFERENCE

George Peabody College for Teachers

June 10, 11, and 12

The eighth annual School Administrators Conference will be held in Nashville, Tennessee, at Peabody College, June 10-12, according to announcement by Drs. Dennis H. Cooke and Ray L. Hamon, professors of school administration at this institution.

A number of leading educators from over the South will take part on the program which has as its general theme, "New Administrative Philosophies for Schools in a New Social Order." Superintendent Nicholas Bauer, New Orleans, Louisiana, will be principal speaker at the closing banquet on the night of June 12.

Other eminent school officials scheduled to deliver the main addresses include: Dr. E. W. Knight, University of North Carolina; Superintendent J. A. True, Council Bluffs, Iowa; Mrs. L. W. Hughes, president Tennessee Congress of Parents and Teachers, Arlington, Tennessee; Dr. William H. Bristow, general secretary, National Congress of Parents and Teachers, Washington, D. C.; Superintendent Edward D. Roberts, Cincinnati, Ohio; State Superintendent Clyde A. Erwin, Raleigh, North Carolina; and Dr. Louis Stanley, Chief of Bureau of Home Economics, Washington, D. C.

Panel discussions will be led by many educators in which an attempt will be made to find solutions to the most significant problems facing schools in the South to-day.

CONFERENCE OF ADMINISTRATIVE OFFICERS OF PUBLIC AND PRIVATE SCHOOLS

During the week of July 19-23, 1937, a conference of administrative officers of public and private schools will be held by the Department of Education of the University of Chicago in the Club Room of Judson Court, College Residence Halls for Men, for the discussion of important problems in school organization, administration, and supervision. The morning programs will consist of lectures by members of the Department of Education and visiting instructors and the afternoon programs of separate round-table discussions for superintendents and principals. Programs of the conference will be mailed to anyone applying to Professor W. C. Reavis, Department of Education, University of Chicago.

Room and board will be provided, to the extent of the available capacity, in Judson Court for the week, Monday to Friday, for sixteen dollars. Reservations may be made through William J. Mather, Bursar of the University of Chicago.

The conference is open without fee to students registered in the summer quarter and to administrative officers of public and private schools who desire to attend. The general theme of the institute is "Improvement of Instruction." The complete program follows:

MONDAY, JULY 19

Through the Mobilization of the Potential Abilities of the Entire Teaching Staff

"The School Principal and Modern Supervision," Paul B. Jacobson, Principal, University High School, University of Chicago; Assistant Professor of Education; Assistant Dean of the College.

"Faculty Mobilization for the Improvement of Instruction," Wesley E. Peik, Professor of Education, University of Minnesota, Minneapolis.

"The Central Office and Modern Supervision," Ben G. Graham, Superintendent of Schools, Pittsburgh, Pennsylvania.

TUESDAY, JULY 20

Through the Improvement of Instructional Materials

"The Development of Special Units of Curriculum Material," Charles H. Judd, Professor of Education; Head of the Department of Education, University of Chicago.

"The Contribution of the Administrator to the School Curriculum," William C. Reavis, Professor of Education, University of Chicago.

"The Enrichment of the Curriculum through the Wider Use of Library Materials," Rollo L. Lyman, Professor of the Teaching of English, University.

WEDNESDAY, JULY 21

Through New Types of Supplementary Aids to Instruction

"Use of Pictures, Maps, and Graphic Material in Instruction," Edith P. Parker, Assistant Professor of the Teaching of Geography, University of Chicago.

"Use of Guide Sheets and Workbooks in Social Studies," Rolla M. Tryon, Professor of the Teaching of History, University of Chicago.

"Use of Motion-Picture and Sound Films," (Illustrated), Frank N. Freeman, Professor of Educational Psychology, University of Chicago.

WEDNESDAY EVENING, JULY 21

Program arranged by the Educational Policies Commission of the American Association of School Administrators.

THURSDAY, JULY 22

Through the Efficient Selection and Use of Equipment and Supplies

"Improved Methods of Selecting Equipment and Supplies," Robert W. Hibbert, Director, Books-Supplies-Equipment, Department of Instruction, St. Louis Public Schools, St. Louis.

"Stimulating the Teaching Staff to Make a Better Utilization of Equipment and Supplies," John A. True, Superintendent of Schools, Council Bluffs.

"Efficient Methods of Administering Supplies in City School Systems," Nelson B. Henry, Associate Professor of Education, University.

FRIDAY, JULY 23

Through the Refined Measurement of Pupil Ability and Achievement

"A Program of Refined Measurement for City School Systems," Paul T. Rankin, Supervising Director, Department of Curriculum and Research, Detroit Public Schools, Detroit.

"Measurement in Progressive Secondary Schools," Ralph W. Tyler, Professor of Education, Ohio State University, Columbus.

"Clinical Study of Pupils with Learning Disabilities," William S. Gray, Professor of Education; Executive Secretary, Committee on the Preparation of Teachers, University of Chicago.

COMMITTEE REPORT ON PUBLICATIONS

The following report of Committee on Publications, approved by the President of the Department, McClellan G. Jones, is submitted to the members of the Department. Please fill in your response and return promptly.

To the Executive Committee

Department of Secondary-School Principals:

The committee appointed by the President to submit plans for the publications of the Department submits the following report:

1. We recommend that the *Bulletin* of the Department be published eight times during the school year, October to May, inclusive.
2. With the exception of the March issue, which should contain the proceedings of the annual meeting of the Department, the *Bulletin* should be an organ of the Department, to advance secondary education.
 - a) Scope of the *Bulletin*:

To cover the entire field of secondary education with emphasis especially on administration.
 - b) Special features of the *Bulletin* are sections devoted to:
 - (1) Study and discussion groups.
 - (2) News and short items about organizations, schools, projects, events, and the like.
 - (3) Books and materials for administrators and teachers.
 - (4) Adult education in the secondary field.
3. We recommend that the Department take over the magazine now being published under the title *Student Leader* to encourage the development of better practices in student activities in the member schools. This

magazine is to be published eight times during the school year.

Scope of the magazine should include all basic student activities in secondary schools.

Respectfully submitted,

COMMITTEE FRANCIS L. BACON

H. V. CHURCH

W. C. REAVIS

Chairman

Detach and Return to

H. V. CHURCH
5835 Kimbark Avenue
Chicago, Illinois

4. Questions for referendum of membership:

- a) Do you favor increasing the number of issues to eight a year?

YES ☐ NO ☐

If answer is "NO", send letter of constructive criticisms.

- b) Do you favor the publication of the student magazine proposed by the Department?

YES ☐ NO ☐

If answer is "NO", send letter of constructive criticisms.