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The Bulletin
of the
DEPARTMENT OF SECONDARY-SCHOOL
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THE COÖRDINATING FUNCTION OF THE MODERN
SECONDARY SCHOOL

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The transmission of the accumulated experience of the race has always been a dominant function of the secondary school as a social institution. The secondary school has also been the agency for the selection and development of leaders for the existing regime. When revolutions set up new regimes, the secondary school, either the existing institution or another better suited to the new order, became the instrument for raising up a new coterie of leaders.

The American public high school is unique among secondary schools only because the American conception of leadership is not limited to a select group. Leadership in a democracy is intermingled with the masses. Ideally every citizen is a potential leader in something, and it is the function of the secondary school to identify the potentialities of each youth and provide the appropriate opportunities for development. It is obvious that such an expanded concept of secondary education demands fundamental departures in educational program, institutional organization, administrative control, and community support.

This conception of American secondary education involves a modification of the traditional function of the secondary school in that it assumes responsibility for the selection and preparation of youth for service—social and vocational—as well as for leadership. It assumes that every leader is also a coöperator in numerous activities in the democratic community life. Such a conception of extended education for the masses of youth must recognize the need for radical departures from the program of secondary education traditionally pursued in foreign countries in the training for leadership of

highly selected groups. It must ignore aristocratic social forms and adapt itself to every level of human experience. It must recognize the tremendous variations in intellectual abilities and interests and discover ways of education now foreign to the traditional secondary school and its exclusive dependence upon formal instruction. These new ways of learning are essentially the oldest learning processes known to man—learning through direct personal experience in a variety of life situations.

SOURCES OF EDUCATION IN A COMMUNITY

Every modern secondary school serves a community which may be conceived as varying in its scope and influence from the neighborhood which surrounds it to a world-wide relationship. Most secondary schools, however, are limited in their interests and influence to the area from which they draw their pupils. For public schools this is largely the supporting unit, while for independent schools it is the region or in a few cases the nation with certain international relations. Most American secondary schools are concerned primarily with local and state relations since the local and state units are their supporting units. This discussion will be restricted to the consideration of the public secondary school with occasional reference to significant departures possible in the independent school that may, because of its greater freedom and the superior economic competence of its pupils, extend its contacts beyond its local environment into more remote areas through travel, exchange of pupils, and other similar procedures.

The major possibilities or sources of education outside the school itself are found chiefly in the normal experiences which are afforded by the general environment. Formal schools frequently ignore the fact that the human race is what it is because of its response to environmental conditions. The institutional forms and the tested solutions to life problems are the results of centuries of problem solving engaged in by the best minds of men. It is obvious that for some young people, a very select group, the experience of the race may be assimilated vicariously and may become in a measure their own experience. The proportion of the population that can learn most effectively from vicarious experience is small and consequently large numbers of young people when forced to engage in formal learning are going through mere formalities and are not having a real experience. They are not learning in a truly significant sense because they are not able to profit

to any important degree by generalized race experience as recorded in books.

The expansion of the democratic ideal has placed an added responsibility upon the American secondary school for meeting the needs of types of youth that have never, from primitive times to the present, attended any secondary school in any country. Every community affords, in its material environment and setting, many opportunities for education that formal school situations cannot duplicate. Geographical conditions, climate, temperature, weather conditions, geological formations, plant and animal life, peculiarities of physical phenomena—the whole natural environment provides an introduction to science that has a far greater educational possibility for the youth of limited intellectual competence and interest than the formal science of the classroom and laboratory. Even the youth of talent and interest in the scientific field is stimulated to original and creative thinking when the theory of the classroom and laboratory is approached psychologically from the practical personal experience of the learner.

The social environment with its variety of institutions provides the most extensive opportunities for informal education. In primitive societies and to a certain extent in more highly developed communities the essential social agencies—the home, the church, the occupations, governmental agencies, recreational and cultural institutions—all participate in definite ways in the induction of youth into membership in the community. In recent decades, there has been a strong tendency in America to transfer the responsibility for much of this valuable educational experience to the school. Unfortunately, the school has attempted to formalize this experience into standard patterns that have failed to keep pace with the changing character of social institutions. The result has been over-crowding of schools with educational activities that are artificial and poorly suited for application to actual life situations.

There is a great need for the extended development of school and community relations in order that the natural setting of the experience be maintained and properly coordinated with the necessary theory which the school must select and provide in appropriate ways. The school as a specialized social agency has for a long time served merely as an agency to supplement the educational experiences provided informally by chance contact with other social agencies. Its contact with and control over youth has been so limited in time that fre-

quently this supplementary education which it provides has little effect because there is little recognition of the influence of other social agencies. The two frequently work at cross purposes, leaving the unsuspecting youth helpless when he attempts to assume his place in the community. It is essential that the school become a general agency for stimulating the participation of other social agencies to recognize their educational responsibilities and at the same time for giving effective direction to each agency's participation. This function of the school is not new but it requires increased emphasis in modern education. No other community agency is in as strategic a position as the school to evaluate, supervise, and coördinate the educational resources afforded by community agencies.

The changing character of democratic society renders of little real value to youth much that the school provides in its formal program. The tendency of the school's educational program to remain fixed is too well-known. This very tendency, which has made of the school a stabilizing force in society, constitutes a serious problem in a democratic social order in which constant change is an essential characteristic. This condition is well illustrated in the current efforts of thousands of American secondary schools, public and independent, to meet the needs of increasing numbers of youth who have been forced to remain in or return to school because of lack of opportunity for employment. The formal educational program now available demands abilities and interests which the lower twenty to thirty per cent of youth do not have. The abilities and interests which they possess demand natural life situations for their development and enrichment. Although this group of low intellectual and vocational competence is at present a major problem for the school, there is also a large percentage of youth, perhaps thirty to forty per cent, requiring special vocational preparation; and, furthermore, there are many who need general social and cultural orientation, who would profit greatly by coöperative programs of education both vocational and general. If community agencies were utilized in the education of these young people who are at present poorly served by the conventional program of secondary education, the intellectual standards could be raised for those who have abilities and interests in the fields of general scholarship. For this intellectually gifted group the cultural agencies of the community have facilities for general cultural

enrichment not generally utilized by young people at the present time.

PECULIAR CONTRIBUTIONS OF COMMUNITY AGENCIES AND INSTITUTIONS

These contributions can be characterized in relation to the major areas of the program of secondary education: the mother tongue,—its language and literary elements,—the social studies, the natural sciences, mathematics, the foreign languages and literatures, the fine arts, the practical arts, physical and health education, and the preparation for vocations. It is easy to see that these fields of human learning have developed out of human experience and represent specializations which have resulted from scientific classification and organization of race experience. It is also obvious that human needs might be better expressed perhaps in terms of areas of life activity in which each individual may be expected to participate. The activities or experiences necessary to the education of the individual have been variously stated by educational philosophers. A convenient category would include:

- (1) Activities essential to the development of desirable physical and health conditions of the individual and the community.
- (2) Activities involved in the preparation of the individual for his life's occupation. This is of concern to both the individual whose livelihood depends upon his occupational efficiency and to society whose standards of service are of paramount importance to all members of society.
- (3) Activities involved in developing efficiency in civic and social life of the individual. It is obvious that these activities have as great a significance for the general social welfare as for the efficiency of the individual as a member of the community.
- (4) Activities concerned with the development of recreational and cultural interests of the individual. Although this area is, to a greater extent than any of the other activities a matter of prime importance to the individual, it has significant relationship to the general welfare of the community. Appropriate emphasis upon recreational and cultural factors represents enrichment of community life and unless the rising generation is constantly encouraged to develop such interests there can be little possibility of sur-

vival of such experience in the institutional life of the community.

It is comparatively easy for one to catalog the community resources that may be made to contribute to these several areas. The following will illustrate possibilities in these several areas: community playgrounds, clinics in hospitals and community centers, community-wide health and physical examinations sponsored by local physicians and dentists, sanitary surveys of the community with the coöperation of the local board of health and other agencies interested in the improvement of sanitary conditions represent possibilities in the area of health and physical development. Coöperative arrangements with the various employer and employee groups in the community in the development of a vocational education program, utilization of community occupational agencies as a means of occupational orientation and guidance, the development of non-competitive work projects as educational projects for youth finding it difficult financially to remain in school, the CCC Camp and other federal emergency agencies suggest the possibilities in the direction of vocational education. The various social agencies of the community and their programs for social improvement, the courts and other agencies for law enforcement, participation of older youth especially in planned programs of community service, numerous youth organizations concerned with the enrichment of the social life of youth—scouts, 4-H Clubs, and similar organized youth activities—would aid the school in making a program of citizenship vital and functioning. Libraries, museums, little theaters, organized sports, special organizations interested in developing the cultural opportunities for youth such as travel clubs, musical groups, agencies for the promotion of art interests are a few of the significant possibilities in this area. These types of agencies are in general suggestive with respect to the possibilities for the development of a broad and enriched community educational program that could be made to serve all the youth of the community.

IDENTIFYING AND COORDINATING COMMUNITY RESOURCES

If community resources are to be used effectively in the education of youth, it is essential that these resources be identified and their potential contributions made known to the school. The process of identification involves a detailed survey of the community. This survey should search not only for the organized resources but also for the unorganized resources

referred to in a previous section. Natural environmental factors and characteristics frequently offer many possibilities for the illustration and application of principles in science, mathematics, social studies, and the fine and practical arts. The agencies that may contribute to a vital physical and health program should be identified in each community. The general interest in improved health in the community demands constant attention on the part of all health agencies of the community. Perhaps the most fertile field for development is in the various occupations of the community. A vocational survey technique is already available and every community should develop a continuing survey of this area. A vocational survey should reveal at least three types of information: (1) the relative need for various types of qualified entrants, (2) the nature and standards of preparation required, and (3) the possibilities for utilizing existing occupational agencies in providing the educational program.

An area in which very little if any progress in the use of community agencies has been made is in the area of civic and social education. The procedures in the survey of this aspect of community resources have been developed to some extent and it is now possible for a community to attempt the identification of resources with excellent results. There are numerous organizations for youth now functioning more or less independently of the school which could be coordinated effectively with the educational program of the secondary school. Many of these organizations contribute largely to the recreational and cultural needs of youth. Complete dependence should not be placed upon existing organizations for youth to the neglect of other community agencies with which youth has constant daily contact. It is a general observation of any one acquainted with the work of youth organizations that they fail to reach a very large proportion of young people who need such opportunities most. The resources for civic and social education of the entire community should be identified by the secondary school. In this connection attention should be called to the possibilities of utilizing the resources of larger and more remote areas than the local community. This has been well demonstrated in the travel-group social study projects carried on in one of the Minneapolis high schools. Illustrations of these projects are the firsthand group study of the Hull House in Chicago, and a trip to a Canadian city in which an intimate acquaintance was made of the community life of the city. The annual Washington trip by the graduating classes

of many secondary schools has great possibilities in this connection. In foreign countries the study of community life in other countries is effectively promoted through travel clubs and school journey associations. These activities have great possibilities in the development of international understanding. Each secondary school should canvass as completely as possible these regional, national, and international resources for civic and social education. The recreational and cultural resources of the community have generally been neglected in most secondary schools except as individual teachers have attempted to utilize them. There are perhaps greater possibilities in this area than we realize. A complete survey of such facilities should be made in every community. Here again the larger areas—state, regional, national, and foreign—should be included. The possibilities of the use of the radio broadcast are not recognized in most schools. The recreational and cultural fields of music, the drama, the foreign languages, as tools for broadening the literary experiences of youth, illustrate the possibilities. In the local community such agencies as the little theater, musical organizations, physical recreation facilities of public parks and playgrounds, libraries, museums, and community groups for expression of public opinion provide a wealth of vital educational experience.

The survey proposed should be continuous and cumulative since growing communities are constantly developing new agencies to meet the complex problems of modern society. The next step is the development of experimental projects in which agencies willing to coöperate shall be selected. It is important that a community shall not attempt a program that cannot be properly coördinated. Typical projects might be a community health guidance clinic, a community work project for park improvement or slum clearance, a community sanitation study project, a community reading service, a juvenile crime study project, a program for older unemployed youth in which existing social agencies would provide leaders and necessary facilities. Many similar features might be suggested and developed as the program became adjusted to the needs of youth and the nature and demands of the community.

A PROGRAM FOR COÖRDINATING EDUCATIONAL RESOURCES OF THE COMMUNITY

In a program of the nature proposed it would seem to be necessary at the present stage to form a community council to serve as a general advisory group to the constituted educa-

tional authority—the board for school control. This council should include in its membership representatives of all important types of community agencies likely to contribute resources in any form. Through such a representative group direct contacts could be developed with all important agencies in the community. The members would also be useful as expert advisors in planning survey studies and in interpreting the agencies to the educational leaders.

The board of education, or other authority responsible for the community educational programs, should provide some agency for the study of the needs of the total youth population and the identification of the educational resources provided by the community. In a community with one secondary school the problem is reasonably simple but in the larger community or metropolitan center due consideration should be given to the homogeneous areas or communities which constitute the larger community. Each of these smaller communities should become the unit for the development of the community educational program. In this manner a close contact can be maintained with the coöperating agencies, and the dangers of remote control are eliminated. The central administrative agency becomes an expert advisory agency for each smaller school community and can serve largely as an agency for stimulation and general coördination. In large population centers there are likely to be many overlappings in contributing agencies and this condition is a problem for adjustment by the central administrative authority. In the initial stages in large cities, it would appear highly desirable that centers for experimental projects be developed in such manner as to avoid undesirable overloading of a few community agencies.

In the typical American community the public secondary school is rapidly becoming conscious of at least three groups of youth for whom essentially different types of educational provisions must be made if they are to obtain profit from their educational efforts. One of these, the youth of superior intellectual ability and interests, will profit most from the formal program and should be stimulated to his highest attainments by challenging his efforts to high standards of excellence. For this group, community agencies present real stimulation to leadership in meeting successfully the problems of American life. Another group of youth, sometimes of superior but more frequently of average ability, have definite practical interests, particularly along specific vocational lines. This group will profit most from coöperative educational programs to which

the various vocational agencies may make distinct contributions. The third group consists of a rapidly increasing number of youth who are for various reasons continuing in or returning to the secondary school. For this group the only hope for effective further education lies in the direction of more extensive utilization of community institutions and activities. Although the secondary school may be able to provide types of formal education that will improve reading skills, certain vocational skills, and other fundamental abilities needed in normal life activities perhaps the most important need is the ability to cooperate with others in the solution of community problems. Instead of placing major emphasis upon formal education the school shall develop programs of guidance and coordination of the educational opportunities provided by other community agencies.

HIGH SCHOOLS IN CONSERVATION

FRANK JONES CLARK

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No matter in what part of the country a school may be located, conservation problems are to be found. It may be soil erosion in one part of the country, protection of birds and game in another section, the conservation of fish, the protection of wild flowers, the cultivation of roadside beauty, the protection of streams from pollution, or a half dozen other types of problems. Public short-sightedness and its cousin, public apathy, are largely responsible for the seriousness of conservation problems.

Now as never before there is an imperative need for a better understanding of these problems by the masses. Because the effect of the conservation movement is far-reaching, we believe some emphasis should be given to it by secondary schools. The millions of boys and girls of high-school age are at the time of life where the development of attitudes is most important. Their interest, understanding, and support of public conservation policies should be secured. Furthermore, through them vast numbers of parents and older people can be reached. It is a challenge to schools to concern themselves with material things of the environment as well as the attitude of boys and girls toward that environment, even if traditional practices must be sacrificed. It is possible to supply boys and girls with information concerning conservation, and to direct them into conservation activities which will make a distinct impression on them and their parents and result in civic attitudes of importance in the protection and use of our natural resources.

The following three points of attack upon the problem of conservation in high schools are proposed:

1. Let us at once go over our curriculums and supply a few units dealing with conservation for study or investigation. Select this curriculum material as much as possible from local situations, but at the same time keep in mind that many of these problems are national in scope and should be so considered.

2. Stage campaigns each year which will help establish an interest in the problems of conservation. Get in step with National Conservation Week or other local or state programs.

3. Set up school activities dealing with conservation to serve as an up-to-date medium through which proper civic attitudes can be developed.

These proposals are not without precedence and may be found in some form in certain secondary schools. Wisconsin, for example, has embarked on a complete program of conservation this year. Its state law may have been a little too inclusive and somewhat premature, but it does provide that every boy and girl in the state shall be taught something about conservation.

Pennsylvania is undertaking a survey of its great resources which it will use as a basis for further curriculum additions or reconstruction. They have already done some excellent work in teaching conservation. Virginia, Maryland, New Jersey, North Dakota, Michigan, California, and Delaware have made progress in the field, and other states are getting ready to enlarge their meager beginnings.

A number of schools have observed national conservation programs each year, usually during the spring. California, Delaware, Virginia, Washington, and New Jersey have issued state department bulletins to assist in the observance of Conservation Week. Some of these have been very elaborate and have had good results. Tremendous interest and enthusiasm is always shown by our youth in such programs. As far as we know, only a few schools have carried on such activities, but we hope they may be increased by the hundred this year.

A club of boys in Roosevelt High School, Seattle, Washington, has been planting trees for five years on some of the logged-off land of the state under the supervision of state and national officials. This club studies the question of conservation in some of its bi-weekly meetings. Its project of tree-planting is planned far in advance each year. An advisory committee of local men representing the United States Forest Service, the State Forestry Department, the University of Washington Forestry Department, the State Forest Fire Association representing private interests, and the local improvement and civic clubs, back the project.

As a part of the emphasis on the study of conservation, this club sponsors the observance of National Conservation Week. During this week emphasis is placed on the conservation of birds, flowers, game, forests, fish, and camp areas. Assemblies are held, pictures shown, exhibits set up, and bulletin material prepared for use on the part of the whole school. A

tree-planting ceremony is staged on the school ground, and rhododendrons, the state flower, are planted.

Other schools in the state of Washington have decided to secure areas for reforestation. The boys of one school have already developed another project—assisting the state game commissioner in re-stocking some of the inaccessible lakes.

Another school group reforested its city's watershed area, working under the direction of the state fire warden of that district. The trees they planted are now ten years old and bear living testimony to the civic-mindedness of the boys in that school.

OBJECTIVES IN CONSERVATION EDUCATION

W. P. BEARD

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This country appears now to be awakening from a long period of indifference to the importance of conservation. Conscientious efforts are being made for the first time in conservation education in the public schools. Some states are rushing laws through their legislatures to make such teaching mandatory—unfortunate, in my opinion. Teachers and course of study committees are seeking materials. Considerable and strenuous effort is being made by a strange assortment of interests, as is usually the case with an awakening of this nature, to climb on the band wagon.

As with all new movements there is much trial and error procedure. There is evidently much misunderstanding of what conservation means or implies. An example of this appeared in a recent excellent educational publication. A section on forest conservation was headed, "Woodman, spare that tree." This misleading caption is characteristic of too much of the thinking on conservation. It unduly emphasizes the emotional.

Let me propose the first objective of conservation education—to *replace much of the sentimentalism about conservation with facts and understanding*. The emotional attitude expressed in "Woodman, spare that tree" comes from the past of the conservation movement. Its history is one of shifting emphasis. First was the concern for fuel in the early colonial days with their inadequate transportation. Then the patriotic concern for abundant supplies of timber and naval stores for our young navy. Next, emphasis shifted to deploring forest destruction because of the supposed influence on climate, particularly rainfall, certainly wishful thinking if not emotion. When that interest passed, Arbor Day enthusiasm followed, accomplishing a good work; but hampered by much sentimentalism, it was ineffective against the current devastation of the forests. Even the sound virile program of Gifford Pinchot and Theodore Roosevelt stressing the economic and social importance of conservation could not shake off the old sentimentalism which the movement had inherited. I might mention here that it was during the administration of these men that the conservation movement was enlarged from the previous primary concern for forests to include the conservation of all natural resources. When conservation was revived re-

cently, this same weakness appeared. Now a certain amount of emotion is necessary to stir people to action, but once in action a solid backing of facts is needed.

This suggests the second objective—to develop the realization that conservation must be considered as dependent upon natural laws. While I realize a discussion of physical science is out of place here, I want briefly to point out the relation of this field to the social problem. Possibly I can best explain it by comparing conservation to a tree rooted in science but fruited in the social and economic realm.

These natural laws the sentimentalist calls Mother Nature. A certain scientist recently indicated that we would get farther in conservation if we realized that Nature was much more like a mother-in-law or even a step-mother. The law of survival of the fittest is one of tooth and claw. The hydrologic cycle, or the circulation of water in the atmosphere and on the earth, is one of continual attacks on the soil resource, especially when man has removed the protective covering of forest and grass. What we call the balance of nature for want of a better term is a fundamental in conservation. This balance is not static—rather a swinging balance—sometimes swinging violently. When the balance approaches a static condition, we have what ecologists call a climax. An example is a forest consisting of an association of plants and animals that is so well adapted to the locale that invaders are resisted and excluded for a long period of time. Catastrophes such as earthquakes, tornadoes, fire, or man's carelessness destroy a climax and set up a violent swing. Then follows a long period of successive plant and animal associations working toward another climax.

This brings us to the third objective—a knowledge of the kinds of activities in which man engages in conservation. As I see it, no matter what kind of renewable resource with which we deal, there are seven major activities: research, inventory, protection, utilization, regeneration, substitution, and coöperation. These, with the exception of regeneration or renewal, apply also to the non-renewable or fund resources. For these the term reclamation may well be substituted for regeneration.

Research is necessary because only through this activity can man determine the laws under which he may use natural resources without suffering the penalties sure to follow violation of the rules. It is through research that we must decide whether or not to shoot the sap-suckers and how to offset the shipworm attacks.

Inventory activities not only provide information as to how much of a resource there is but also show something of its quality and availability. We have heard the "wolf, wolf" cry of timber famine. A general timber famine never has occurred and probably will not. Timber shortage is a local matter when it exists. Transportation facilities appear to be the main factor in timber supply of a locality.

Protection was the first conservation activity historically. Too many people are still in this stage in their thinking. It was the emphasis on protection that probably led to much of the sentimental support of the conservation movement. Forests need protection from fire and insects. Soil needs protection from wind and water. All our natural resources need protection from certain destructive human activities. Protection is highly important, but we need to move on from the idea that protection is the whole program. It was to get away from the preservative idea that the name forest reserves was changed to national forests.

Utilization is the activity that gives a resource value. It is through utilization that man lives. Forests support communities,—people and their schools, churches, business, and recreation. Trees, grasses, and wild life grow, reach maturity, and die. Man might better use them than allow them to waste. To deny use means loss to the human resources. After all, it is the maintenance of human resources that makes conservation of natural resources important.

Restoration, in the case of the renewable resources, may be either a costly activity or sound planning. Forests may be harvested in a way to leave an occasional seed tree so new growth will replace the old and protect the soil resource. It might be brought out here that wild life should be looked upon as a farmer looks upon his herd of cattle or hogs. A yearly increment is used or sold, but a breeding herd is maintained. Restoration implies that these resources are crops rather than mines.

Substitution of one resource for another is an important activity when some renewable resource needs time for recovery or a fund resource approaches exhaustion. The idea that substitutes should be used for wood has often done more harm than good. It has meant that certain forest communities have had their incomes reduced. Possibly, however, some communities producing the substitutes were the gainers. At least substitution as a conservation activity needs no special em-

phasis at this time. The law of supply and demand may be entrusted with this activity.

Coöperation is the most important conservation activity. This is partly due to the fact that the different resources are in competition with one another. Groups of people have become sponsors for one certain resource. When those who want more beaver begin activities, they come into conflict with those who want more trout. It is only through coöperation that such cross purposes may be coördinated.

The fourth objective may be stated—to realize that *conservation implies some sort of public control*. Time does not permit a discussion of the relative merits of the different possible types of such control. Whatever type, coöperation must be a characteristic. Those who have given the problem consideration see three main controls,—state or federal ownership, state or federal regulation, and government coöperation with private owners. Possibly the latter will be the solution in most cases, since the great bulk of the resources is in private ownership.

Conservation is largely a problem of land use. Our blundering land policies of the past wherein land resources were pushed into private ownership are now coming home to roost. The story has been about as follows: A land resource is devastated under private ownership to the point where the land no longer yields a profit. It is then allowed to revert to the public, usually the county, because of tax delinquency. Ordinarily the county reluctantly accepts it because it means a tax loss and added expense of administration. It is this process on large areas that has caused many counties to go into a financial tail spin, sometimes so many counties in a state being in the predicament that the state has been carried along. Only a strong governmental unit can stop the process.

While devastated land may be unprofitable to a private owner, it may be a good investment for the public. Private payrolls cannot be met by watershed protection but a city may well invest in such land for a water supply. A state may be in a position to profit from conservation, where a county may not and the nation may likewise profit when a state may not.

Since natural resources do not conform to man's boundaries, their effective conservation usually means control by a large governmental unit or a high degree of coöperation among all concerned.

How this will be worked out in a democracy is impossible to forecast. Probably some cases will be solved entirely by

private enterprise; but we may expect that it will largely be the result of government ownership, government regulation, or government coöperation with private ownership. By government I mean any unit.

Thus four general objectives for conservation education have been presented: (1) that sentimentalism must be reduced, (2) that conservation is dependent on natural laws, (3) that conservation embodies certain activities, and (4) that some form of public control based on coöperation is necessary. With this background of understanding a teacher should be better prepared to develop a better understanding of the difficult problems of conserving our natural and human resources.

PUPIL SELF-GUIDANCE IN SECONDARY SCHOOLS

A. Y. MAYNARD

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Are high-school pupils as a result of the guidance programs so widely adopted in recent years making wiser choices than formerly in respect to vocations and the kind and amount of education to be acquired? The Committee on Orientation of the Department of Secondary-School Principals states in its report, *Functions of Secondary Education*:¹ "Recent studies seem to prove the validity of the results from guidance pertaining to school choices, but afford no very tangible evidence that vocational guidance, in the strict sense, has borne much fruit." The kind and amount of education is so closely related to vocation that it would seem that educational guidance would be considerably handicapped by ineffective vocational guidance. Both kinds of guidance are merely aspects of the same problem.

However, educational guidance has no doubt done much to keep the choice of courses and curricula in line with the abilities of pupils. It has contributed to the reduction of failures. It is difficult to say how effective educational guidance has been in helping pupils to choose those courses and curricula best adapted to meet their most fundamental needs.

It is the contention of the writer that there is a decided weakness in both the educational and vocational phases of guidance. Too many pupils make vocational choices with little reference to their interests or abilities, or the demand for workers in the vocations for fields selected. Too many pupils choose courses and curriculums with little thought of the inherent value but merely because the course or curriculum leads in the direction of a vocation, the choice of which is too often unwise. Too many pupils make their educational and vocational choices on the basis of whim or the advice of some other person and consequently fail to assume any responsibility for the choices or to identify themselves with the program mapped out.

¹*Functions of Secondary Education*—Report of the Committee on Orientation of the Department of Secondary-School Principals, Bulletin No. 64, Chicago, January, 1937, (The guidance function is stated by the Committee as follows; *To guide students on the basis of exploratory and revealing courses and of other information gathered from personal 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.*)

Such conditions exist chiefly because the pupil is not prepared to participate intelligently in making necessary choices and in dealing with the vocational problems which he must meet. The weakness of guidance is that it does not prepare pupils to assume their proper responsibility for choices.

Most high schools have some sort of guidance program. These programs are intended to help pupils make wise choices. It is agreed by all that the choice must be the pupil's own. Yet, the emphasis is nearly always placed on the learning activity of the teacher and counselor rather than the pupil. An elaborate system of gathering and recording data about the pupil is set up to help the teacher and counselor advise him. The counselor is expected to have at his command the most essential information about his pupils and the educational and vocational opportunities open to them. This is necessary if the counselor is to be effective. But the test of the guidance program comes in the conference between pupil and counselor. There it often happens that only one party to the conference, the counselor, is prepared to deal intelligently with the problem under consideration. The counselor may present his facts; but if the pupil has no adequate background for their interpretation, he obviously cannot contribute much to the solution of the problem. The pupil is likely to accept blindly the counselor's interpretation of the data, thus renouncing both his right and obligation to choose for himself, or else fall back upon some preconceived plan formed by himself or his parents without adequate information or thought. Unless choices are anticipated and prepared for, the pupil is not likely to be ready when a decision is required.

Popular misconception of the order in which decisions should be made and the desirable approach to the more important decisions is unfortunate. Most pupils and their parents seem to feel that the first problem is to decide on a vocation—or at least whether or not the vocation shall be one calling for a college education—and the next to choose a kind and amount of education in keeping with vocational plans. This is not surprising when one considers how fundamental in every life is the problem of vocation. A little thought, however, indicates clearly enough how completely such an approach prevents effective guidance.

It rarely happens that the pupil is prepared during the early years of secondary education to make his more important vocational choices. The pupil's education at the secondary level should gradually prepare him for his choices as they be-

come necessary. As interests are discovered and developed and abilities revealed, the path to more advanced work becomes clearer. Educational choices should depend throughout the secondary school largely on interests, abilities, and the needs other than vocational. Whenever the pupil is prepared to make sound vocational choices, he is probably justified in choosing the curriculum and courses best adapted to further his vocational plans.

But what constitutes satisfactory preparation for the part which the pupil is expected to play in making his choices and decisions? The guidance program is not likely to be more effective than the curriculum as a whole. If the school performs satisfactorily each of its generally recognized functions, the pupil should be prepared. Schools cannot prepare young people to make intelligent educational and vocational choices by providing them with scraps of information in regard to various occupations, brief descriptions of courses, the curriculum offered by the school, and a little information in regard to colleges and their entrance requirements. What is needed is not a special course to prepare pupils to make their most important decisions wisely, but a high-school education which undertakes to deal realistically with the fundamental needs of pupils. Probably the most fundamental need of every adult is work that is in keeping with his interests and abilities. The high school should discover and develop these interests and abilities as they apply to gainful occupation. This does not mean that avocational interests and abilities should be neglected, but that fundamental needs should be recognized and given their proper emphasis.

If children are to be prepared to make their choices wisely, the whole school must help. Guidance cannot be considered as something independent of the rest of the school program. Attempting to function in a sort of compartment to itself, guidance is doomed to failure. While it is itself a function of the greatest importance, it depends for success on the satisfactory performance of the other important functions of secondary education. Exploration and revelation are rarely given adequate emphasis as bases of guidance. Pupils need to be made more definitely aware of their interests, abilities, and aptitudes that have significance in regard to their career objectives. In the study of most school subjects, organized as they are to-day, information and understanding of great vocational significance can be secured.

The expression "vocational choice" as used in this paper should not be thought of as always meaning the choice of a specific vocation. It refers rather to all choices having to do with a career objective.

CONSUMER EDUCATION

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I should like to make one point clear at the beginning—that I do not presume to be an authority on consumer education. In fact, I doubt if there are any authorities on consumer education—yet. What I shall attempt to do is merely to give a brief sketch of the development of consumer education and to present some of the questions that naturally arise in the mind of any thoughtful teacher, which must be satisfactorily answered before we are likely to see further development. To understand the why and wherefore of the present agitation for consumer education, we must go back into ancient history. During the centuries that Greece and Rome controlled the civilized world, business was conducted on a rather low plane. Every imaginable deceit was practiced by Greek and Roman merchants. Food was adulterated, wine was watered, sharp practices were the order of the day, and bargaining ability was the chief factor in the success of the merchant.

With the downfall of Rome and the coming of the Middle Ages, business remained on the same low plane. Partly for this reason, partly because of the belief that war and religion were the only laudable pursuits, business was looked down upon, distrusted, and despised. Throughout the Middle Ages the rule of *caveat emptor* held sway. For centuries, the buyer had to beware. For centuries it was considered good business to take advantage of the buyer's ignorance. The one safeguard for the consumer was the fact that his wants were few and the goods that were available were simple in nature and easily identified. Even in our own country in Colonial days, our good ancestors did not hesitate to take advantage of one another in matters of trade, especially when trading with citizens of another colony, or better still, with colonists of a different religion. And all alike, the New England Puritan, the New York Dutchman, the Pennsylvania Quaker, the Maryland Catholic, and the Virginia Cavalier, considered it highly commendable to outwit and to cheat the uncivilized Indian.

During the past century, however, and especially during the last fifty years the standards of business have changed considerably. John Wanamaker, the great Philadelphia merchant, introduced the idea of one price for all and that price plainly marked on merchandise. His competitors prophesied his ruin;

but instead, the step he took in the interests of the consumer became an important factor in his ultimate success. Early in the present century the Federal Food and Drug Act helped to eliminate adulterated foods, and in some parts of the country consumer-coöperative stores kept down prices for the consumer. A few years later Advertising Clubs of the World, and Better Business Bureaus began agitation in favor of "truth in advertising," and private organizations such as Good House-keeping Institute began to look after the consumers' interests in a haphazard sort of way. Within the past decade, The Consumers Union came into existence to give consumer information to a small group of subscribers who were able and willing to pay for that information, the Government started publishing its *Consumers' Guide*, and several other periodicals and books devoted to consumer information appeared on the market.

But in spite of these attempts to raise business standards, to give consumers legal protection, and to disseminate consumer information, we still spend our money foolishly. We still buy food which gives us neither a balanced diet nor a balanced budget. We still buy cotton and pay for wool; we still buy rayon and pay for silk; we still buy insurance policies that do not fill our needs, and stocks and bonds that do not give us an income; we still buy automobiles that use too much gas, patent medicines that do not cure, and books that aren't worth reading. And so we turn at last to that great American panacea for all social ills—education—this time in a new form—consumer education.

To-day the majority of educators accept the general idea of a need for consumer education. But, and this is a very large *but*, while we are almost unanimous in expressing our belief in consumer education as an abstract theory, we have almost as many views as to the concrete form which consumer education should take as we have individuals interested in it. These widely divergent views result from our attempts to answer six questions. Suppose we take up each of these questions in turn.

First, what materials, information, or principles should be considered as consumer education? An examination of printed opinions about consumer education shows that no two writers have exactly the same concept of the nature of the materials to be taught. Historically speaking, probably the first agitation for a training which in any way resembled what we now term consumer education was the rather mild agitation by

a small group for a course in purchasing. A few teachers are still to be found who argue that the need for consumer protection comes from dishonest advertising and high-pressure selling, and that what we should do is to offer a course in purchasing which will enable the buying public to protect itself against unethical marketing methods. In examining the pleas for teaching purchasing, however, I have not been able to find a single definite statement or suggestion as to what should be included in such a course.

A second group of teachers agrees with the first group that the problems of the consumer may be traced to the door of the distributive occupations. This group believes, however, that what is needed is not so much to train consumers to protect themselves against unethical advertisements and high-pressure salesmen as to raise the ethical standards of those who advertise and sell.

A third and probably the largest group of writers believes that consumer education should be confined to the imparting of information about consumer goods. Those who hold to this idea believe that students should be taught the fundamental differences between various raw materials and the relative merits of finished products that are now on the market. They stress the use of the publications of the Consumers Union, especially the *Consumers' Digest*, as well as the use of the *Consumers' Guide* published by the U. S. Department of Agriculture. Unfortunately, the number and variety of products used by consumers is so great that it is almost a hopeless task to give students information except about a comparatively few articles.

A fourth group believes that the term consumer education should be made to apply not so much to the study of consumer goods as the study of consumer economics. This group would stress the economic information needed by consumers, such as insurance information, investment information, banking information, and transportation information. They believe that information regarding coöperative buying, installment buying, price fixing, and similar matters is vastly more important than a great number of facts about individual articles, many of which will disappear from the market in a short time.

The second question that naturally arises is: *If consumer education is to consist of information about consumer goods, how shall we prevent propaganda in favor of or against certain articles from creeping into the course?* It would be

very easy for an unethical instructor to use the course to advertise certain makes of goods which he favors. Even if the teacher is perfectly honest and conscientious, he may, because of insufficient knowledge of goods, give undue and undeserved publicity to certain brands. There is also the danger of unscrupulous manufacturers or retailers putting pressure upon wholly conscientious and truthful teachers to advertise their merchandise. To prevent such dangers the course in consumer goods should be taught by a teacher who is unusually well-trained; who has been directed to teach the general principles of materials rather than to drill on special brands; and who is protected by teacher tenure so that he will not be in danger of pressure which might be placed upon him.

The third question is: *Should consumer information be taught as a separate course, or should it be considered as a by-product of the teaching of other subjects?* Although many teachers believe that we should have a definite and separate course in consumer education, either one semester or one year in length, there are probably just as many teachers who believe that such a course would be impractical and that it would merely mean the adding of another subject to our already overloaded program of studies. They argue that much information about consumer goods can be given while teaching the materials of commerce in a course in commercial geography; that similar information can be given in teaching such topics as textiles in retailing; and that the most important principles of consumer economics can be presented incidentally while teaching business law, salesmanship, retailing, general business, and general economics.

The fourth question which is causing much confusion among those favoring consumer education is: *Who shall study consumer education? Shall it be confined to commercial students or shall it be required of the entire student body?* We must admit that commercial students will have no monopoly on the buying and consuming of goods. Lawyers, doctors, farmers, plumbers, baseball players, and above all, housewives, buy and consume clothing, food, automobiles, lawn mowers, books, and insurance, just as much as do businessmen and women. It would seem logical, therefore, to say that if consumer education is desirable at all, it is just as desirable and as necessary for non-commercial students as for commercial students.

And now we come to the fifth question: *If a separate course in consumer education is to be offered, who shall teach it?* Thus far, three departments have been suggested as be-

ing fitted to teach consumer education: the commercial department, the social-science department, and the home-economics department. Those who favor consumer education being in charge of commercial teachers argue that buying is a business act, that business teachers already have a knowledge of general economics and of the business procedures that must be used by consumers, and that they already know something about consumer goods from having taught commercial geography and retailing; hence, they are better prepared to teach a course either in consumer goods or in consumer economics. But, say those who oppose consumer education being taught by commercial teachers, business is primarily interested in production and distribution, that is in manufacturing and selling, whereas consumer education belongs in the third great field of economics—consumption. They may quote the definition of commercial education given by Dr. Monroe of Columbia University twenty years ago, that “commercial education is education expressed in terms of production, rather than in the ordinary cultural terms of consumption.” Moreover, they argue that there are vastly more people such as housewives, farmers, and laborers, who are engaged in non-commercial pursuits, than there are commercial employees, and since all these people are consumers, consumer education should not be treated as a commercial subject, as it will be if taught by commercial teachers.

The two non-commercial departments laying claim to consumer education are the social-science department and the home-economics department. It is difficult to see any good reason for the social-science department attempting to give a course in consumer information. Few social-science teachers are trained in even the most rudimentary business procedures used in buying. Moreover, since the social sciences deal primarily with relationships between people, and not with materials, it is difficult to see how social-science teachers would be qualified to give information about concrete materials such as would be necessary if the course stresses consumer goods.

On the other hand, the domestic science department has some very strong arguments in its favor. According to reliable statistics, seventy-five per cent of all merchandise is bought by women. At least ninety per cent of all food is bought by housewives and well over half the clothing is bought by women who buy all their own clothing, practically all the clothing of children, and some of the clothing of men. Since housewives do so much of the buying, and since domestic

science teaches them how to use the materials they buy, there is considerable logic in the plea that the domestic-science department is the proper agency to teach consumer goods.

The sixth and last question that I raised naturally follows the preceding one: *How shall we get teachers—whether commercial, social-science, or domestic-science—who are qualified to teach courses in consumer education?* I wonder how many teachers who are now attempting to give such courses have been specially trained to teach them. How many teachers who discuss consumer goods of a chemical nature know anything about chemistry? How many teachers know anything about the methods of manufacturing the projects which they teach? It is true, of course, that any teacher can get a certain amount of information from a textbook, but after all, what would we think of a bookkeeping teacher who knew no more about his subject than is found in the high-school text; what would we think of a Latin teacher who knew no more about her subject than is found in a high-school Latin text? Yet, at the present time, we have teachers of consumer education who have no knowledge of the products they pretend to teach beyond that which they read in the books or periodicals used by their students as well as by themselves. This is not a problem that affects teachers in service only, but one that affects teachers in preparation as well. I wonder how many teacher-training institutions in the United States are actually preparing teachers to give courses in consumer information. I suppose there are some. But if there are any, they have not come to my attention.

Thus we can see that at the present time consumer education is in a somewhat chaotic condition. To stabilize and standardize consumer education I believe we must answer the six questions I have proposed. I do not believe that any one person has all the answers, but answer them we must. Perhaps we can more easily find the answers if we will set up a set of aims for consumer education, and a set of guiding principles for the teaching of it. I believe that such aims and principles can best be compiled by some recognized authority representing all groups of interested teachers, commercial and non-commercial alike. I believe that even though commercial teachers may not be the only ones interested in consumer education nor the ones who will eventually teach it, yet they can take the lead in having a set of aims and a set of guiding principles adopted. And finally, I believe that in the future, society will not countenance any form of commercial education

which is antagonistic to the interests of the consumer. Hence, regardless of who eventually has charge of consumer education, we may as well make up our minds that in the future, every commercial subject which is capable of being taught from the consumer viewpoint must be taught from that viewpoint, or we shall have to give an accounting to our employers—the consuming public.

W A R N I N G

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

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

NEW FEATURES OF THE SCHOOL AID PROGRAM

RICHARD R. BROWN

Deputy Executive Director, National Youth Administration

Before entering upon an explanation and clarification of the new features of the 1937-38 School Aid Program, I should like to express the National Youth Administration's appreciation of the splendid job which the secondary-school officials of the country have performed during the last two years in administering this program. Its success has been almost wholly the result of your efforts.

Many of you will be interested, therefore, to know that in April, the peak month of the past academic year, over two hundred ninety-five thousand students were aided through your work in the schools. This present year, unfortunately, NYA appropriations have been drastically slashed so that the number of school students who can be assisted has been reduced by approximately one-third. This in large measure accounts for the new features of this year's program.

Since fewer students could be aided, it was necessary to tighten up the regulations governing their selection. Hence the introduction of NYA Form 23—the student application. It was also considered essential to insure the selection not only of the neediest students but also of the most practical and useful work projects. For this reason there was drafted NYA Form 22—the proposed work plan. A supplementary reason for issuing these new forms was a desire to make a study of the students' financial background as well as of the types of work which they perform. Heretofore, we have had only information on these important aspects of the School Aid Program.

Many reports which have been sent in by state directors mention the fact that the school authorities find the school application form most helpful to them in determining the needs of students. Information which previously had to be ascertained by the supervisors in charge of NYA aid is now supplied by the students. All that is now required of the supervisors is a reasonable check on the truthfulness of the information which has been given. Obviously, in determining a given student's need, a rather complete knowledge of the family's financial status must be obtained. If no one in the family is employed and most of the children are in school, the chances are that very little money will be forthcoming with which to

meet the expenses incidental to a secondary-school education. A further check on this situation is secured through a listing of the sources of present and anticipated income and the requirement that students' monthly expenses be specified.

One state has already reported, "The vast majority of families represented seem to fall between five hundred and eight hundred dollars annual income." To the students from such families which make every cent go just as far as possible, the average monthly wage of about five dollars inevitably makes a great deal of difference in their ability to attend school and perform satisfactory work. No normal student can be expected to keep abreast of the rest of the class if he is undernourished, for example, or has had to walk a long distance to school. Up to this time we have known only in the most general way that NYA school students came from low-income families. And critics of the School Aid Program—there have been critics, as many of you know—have not been satisfied with the vague answers which they have received in reply to questions concerning the students' need for a "mere" five or six dollars a month. The continuation of this program is thus in no small measure dependent upon being able to answer such criticisms specifically.

Another criticism leveled at the School Aid Program has dealt with the usefulness of the students' work. It has yet to be proved conclusively that the students are or are not "boondoggling" or making a little easy money. The proposed work plan form was prepared with this criticism in mind and the information compiled from this form should prove to be most valuable. Too, it is believed that the formulation, in advance, of a work plan will counteract any tendency towards laxness that has existed in the past.

Past experience has shown us that the work done by the students can be logically classified under twelve major categories; and reports from the states show that many school officials have found this classification, as well as the proposed work plan, very useful to them. These categories are, however, not meant to restrict the variety of projects that can be initiated but have been designed simply to make easier the task of compiling information. The categories are broad enough to include any projects which are socially and educationally useful to students. Nevertheless a review of the work plans that have already been sent in to certain state directors reveals a tendency for the school work plans to adhere strictly to the outline, with no breakdown, under the categories describing

individual projects. Apparently, careful attention has not been given to the heading at the top of the form which calls for a listing not only of the major categories but of the individual activities under each of these. It is to be hoped that school officials have not felt an obligation to make their work programs as rigid and formalized as the proposed work plan might, at first glance, seem to require.

One word of caution concerning the assignment of students to jobs is probably still necessary. Every NYA bulletin from the beginning of the program has laid down as one of the general regulations that students shall not be assigned to regular classroom instruction or to any work which comes within the regular budget of the institution and which would result in the displacement of workers paid from other funds. Particularly, at first, was it found that some schools were assigning young people to janitorial work and to such tasks as cleaning up the washrooms. Even though it is realized that school budgets have been pared to the bone, resulting in the elimination of many necessary services, the NYA has felt that jobs of this type come within the minimum regular work of the school. There are many other jobs under the heading of ground and maintenance—such as the repair of furniture and other equipment, the painting of classrooms, and the beautifying of school grounds—which, while useful and necessary, are at the same time not usually performed day in and day out during the school year. These jobs are supplemental to the minimum amount of work necessary to keep a school in operation, and therefore come within the scope of the general regulations.

In conclusion, let me stress the fact that the changes in the regulations governing the 1937-38 School Aid Program will in no way affect its administration on a broad, decentralized basis. The determination of the eligibility of the students receiving aid is still the function and responsibility of the school officials. These officials are still responsible for the assignment of students to suitable work and for the supervision of this work, except where the authority has been delegated to a joint faculty-student committee.

You who have seen at firsthand how the School Aid Program has been operated will testify that not once since the commencement of the program has there been any attempt by NYA officials to interfere with the affairs of the school. As Aubrey Williams, Executive Director of the NYA, recently declared, "It has been our consistent position from the start that

we would not ourselves, nor would we permit any of our local officers, seek to influence one iota the content of the curricula nor the administration of the schools or colleges. We submit that after two years we have proven our good faith, and I reaffirm that position for the future."

SAFETY AT EVANSTON TOWNSHIP HIGH SCHOOL

EDGAR LEACH

Evanston Township High School, Evanston, Illinois

Accident prevention has become a national problem. There are potential accident hazards in every field of human activity and in every individual act. Disorder in the home and improper driving on the highways affect our daily living in a very real sense. Prevention of accident casualties demands the combined efforts of children, high-school boys and girls, and adults. Consequently, it has become apparent that the public schools must accept responsibility by marshalling all possible aid in solving the accident problem.

Several years ago soon after the organization of the Adult Safety Council, the Township High School of Evanston, Illinois, became interested in the safety problem and organized a safety school council. At first, this Council was looked upon as just another club; faculty members were generally skeptical and the students were merely passively interested. But to-day the Council is a going concern, and the many safety projects which it sponsors have increasingly met with the coöperation and active interest of the students.

Our school has the large home room or house plan of two hundred fifty or more pupils per unit. Each home room has its own executive council which appoints a properly qualified member to the Central Safety Committee of the Safety Council. The home room director also appoints another representative to the Committee. These appointees and the duly elected officers constitute the Executive Board of the Safety Council. Each home room has its own safety committee which operates under the direction of the two home room safety appointees to the Central Committee. The Council elects the usual club officers. There are a number of standing committees, each one responsible for directing respective phases of the safety work.

The Safety Council is an all-school organization. Its activities are financed by the home rooms. Every pupil in school is an *associate* member of the Safety Council, and every pupil who takes an active part in carrying on the safety program becomes an *active* member. Members of the Central Safety Committee are representative members.

One of the most significant projects of the Safety Council is the series of illustrated safety talks given by pupils of the school each semester to the entire student body in groups of

about six hundred. Slides for these talks are made from charts furnished by the Travelers Insurance Company. The talks given are based upon an outline also furnished by the Travelers, and the speakers are coached by the instructor of public speaking.

One of the first major safety projects sponsored by the Council was a school for instruction in safe driving. Many high-school pupils had recently become drivers or were soon to become drivers of automobiles. High-school students are close to the traffic problem—both as drivers and pedestrians. A program of publicity was carried on by means of speeches by pupils, stories in the school paper and local press, and daily announcements in the school bulletin. All pupils registered in advance for the course, which consisted of four regular meetings. Experts in the fields of safety engineering and law enforcement were obtained to speak on special topics. Regular illustrated lessons were given on qualifications of a safe and competent driver: driving safely at and between intersections; regulations relating to signs, signals, and parking; and care of the car, and automobile mechanics. A question box was also an interesting feature of each meeting.

Attendance was checked through admission tickets, and certificates of attendance were issued. An objective highway test was given at the conclusion of the course.

The drivers' school has proved not only valuable as an educational instrument, but it also has served to increase the pupils' interest in other safety projects. The drivers' school is now held every other year alternating with a series of driver tests—tests made with devices measuring acuity of vision, range of vision, reaction time, etc. These tests are open to all pupils of the school. After a pupil has finished the battery of tests, he confers with the director of the tests in regard to the significance of his own accomplishment and received suggestions on possible ways of correcting any deficiencies discovered. The machines are furnished free of charge by the Chicago Motor Club.

Although not one of its special activities, the Safety Council coöperates with the school in offering a practical course in automobile driving. A dual-control car which is so equipped that the instructor sitting beside the driver may take control at any time, is used. Pupils taking the course are given instruction in the actual manipulation of the car under regular driving conditions. Classroom work is also given to supplement the road instruction. At the conclusion of the

course, each pupil is given a road test in coöperation with the local police department and certificates are awarded to those who pass the examination.

The Council also coöperates with the school in the auto parking and driving permit project which requires that all pupils driving cars to school register them at the school office. Two forms are used—one filed alphabetically by last name of pupils and the other serially by state license number. The school has a large parking area in the rear of the building and pupils driving cars to school are expected to park them in this space according to a designated plan. The parked cars are checked periodically. If a car is found for which a license number is not on file in the office, the driver of the car is asked to show reason why a permit has not been filled out. Names of owners of such cars are obtained through coöperation of the local police department. The auto permit system affords an effective way of obtaining data on reported traffic violations and other matters pertaining to student drivers.

There is also a well-defined traffic route for incoming and out-going cars. More than three hundred cars are parked regularly, and in inclement weather more than five hundred cars pass through the driveways before school in the morning.

A Traffic Patrol supervises the parking areas before and after school for about thirty minutes during the time of heaviest traffic. Traffic marshalls are stationed at each entrance and exit and at other strategic points to encourage all drivers—both parents and pupils—to drive with care. Pupils guilty of reckless driving are reported to a student Traffic Court. The Patrol is directed by the boys' club of the school with the coöperation of the junior-senior home room executive councils. All assignments are made through these home room councils, and each boy may serve on the patrol for only a few days each school year.

The Traffic Court is composed of a representative from each of the twelve home room executive councils and a representative from the Safety Council.

The local police department sends to the principal of the school a copy of all arrest slips issued to any student involved in traffic violation. The Traffic Court in coöperation with the administration may decide on whatever school discipline seems wise. In extreme cases, the student's driving permit may be revoked for a stated time, in addition to other penalties.

More than three hundred, or about one-quarter, of our boys and girls own bicycles and ride them to school in good weather.

There are separate bicycle entrances and separate paths to their special parking areas. These paths are so constructed that no automobile traffic lanes are crossed. At the opening of school each year, all bicyclists are given a sheet containing certain regulations for bicycle riders and a map of the bicycle lanes and parking shed. A bicycle committee sponsored by the Safety Council is responsible for all special bicycle publicity. Each fall a meeting of all bicyclists is called at which time the president of the Council discusses with them the rules governing the use of bicycles on the streets and highways and the school regulations.

Another phase of the safety work at E. T. H. S. is the accident report system devised by the National Safety Council of which the school is a member. When pupils receive personal injuries at school or elsewhere which require the attention of a physician or cause an absence of at least a half day they are asked to report the accident on an accident report card. Both pupils and teachers are encouraged to coöperate in obtaining the greatest possible coverage of such injuries. No names are published with the data compiled for local safety publicity and for statistical studies by the National Safety Council. An accident spot map is maintained in the school covering student accidents at home, in sports, at school, and on the streets and highways.

During Fire Prevention Week, the Council sends student speakers to the home rooms. Special fire posters are placed about the building. There are also special fire drills, and inspection by the city fire marshal and a citizens' committee. A number of pupils are also used as school fire marshals to help conduct the drills and to coöperate in any emergency.

Special committees of the Council make investigations of conditions about the building, grounds, and school environs. Reports and recommendations are sent to the authorities involved.

The Junior Red Cross, in coöperation with the Safety Council, conducts a first-aid course yearly for beginners and for advanced students. Certificates are awarded by the Red Cross Society to those who pass the course.

In addition to these projects which are regular activities, some special safety features may be mentioned. The following list is suggestive: highway safety tests, safety essay contests, special safety publications, safety films, home safety questionnaire, and safety displays.

In order to maintain and to stimulate interest in safety

endeavors, the Safety Council has worked out a point system for competition between home rooms. Each safety activity is rated a certain number of points and these ratings are publicized in the home rooms yearly. The safety representatives to the Central Safety Committee are responsible for soliciting and securing pupil participation in their respective home rooms. Safety shields designed by the art classes and made by the students in woodshop are awarded on a yearly basis to the junior-senior and freshman-sophomore home rooms participating most actively for any single year.

Our safety program includes other safety activities which are not directly administered by the Safety Council. Mention has already been made of the Junior Red Cross, Traffic Patrol, and Traffic Court. Units on safety are now a part of the regular first-year civics course. Public safety, home safety, and fire-prevention units are incorporated in the text material. In addition to these regular units, discussion forums are held monthly on special safety posters supplied by the National Safety Council. An outline which accompanies the poster is used as the basis for discussion. During the course a home-safety questionnaire is taken home by each pupil and filled out with the coöperation of the parents and returned for tabulation and discussion of the findings. Such an inspection blank tends to make both pupils and parents aware of accident hazards in the home. A highway safety test concludes the safety work in the civics course. Here again the results are tabulated and answers to each question discussed. Some classes also keep a safety scrapbook—many of which have been most interesting and attractive.

Safety material is also presented in the shops, general science, physical education, English, biology, and the household-arts classes. In an elective course in hygiene open to sophomores, juniors, and seniors, a special unit in safety is offered. The principles of first aid are studied and demonstrated in the course.

For a number of years the Adult Safety Council of Evanston has been very active. This council has at all times coöperated with the safety efforts at Evanston High. The School Council is represented in the adult organization. Through its safety activities, the E. T. H. S. Safety Council plays an important part in the safety program of the community. The City of Evanston may well be proud of the excellent reputation which the school has developed in the field of safety education.

THE JUNIOR HIGH-SCHOOL LIBRARY

PAUL A. REHMUS

Principal, High School, Grosse Pointe, Michigan

Any discussion of the unique function of the junior high-school library must necessarily be based on the philosophy of the junior high movement which emerged out of the recognition that the old eight-four plan of organization was not meeting the needs of adolescent boys and girls. The transition from the general education on the elementary level, involving reading, the understanding of the fundamental arithmetical processes, and some geography and history, to the technical, specialized fields of the old high-school curriculum was so complicated that thousands of children were each year meeting disaster.

Whereas the function of the elementary school is to provide children of appropriate ages with integrating experiences, the junior high school is obligated to provide children appropriate exploratory experiences. The broad, general, unspecialized, exploratory nature of the junior high school is basic to the whole junior high philosophy, and out of this point of view the need for a distinct junior high library was evolved. The junior high library as a different institution has come out of this development of the theory of the junior high school itself. As such, in the process of library evolution, it has not come from the senior high-school library as the latter has from the university library. In most cases, the real junior high school has been the outgrowth of the elementary-school library. If we bear this fact in mind we will recognize why junior high-school library needs and functions differ from those of the senior high school. In what way then, does the junior high-school library differ from the senior high and what are its own distinctive functions?

The junior high-school library should contribute to a great many varied and extensive interests. At the junior high age there is an avid desire to read and browse widely. The student often reads indiscriminately; so it is wise to place much material of a varied nature before him. It seems to me that a big service the library gives at the junior high level is the stimulus to the normal taste in good reading which has been developed in the elementary school. Failure to make appropriate reading contacts will soon cause the desire to atrophy—just as an unused organ or muscle atrophies.

The service of the library on this point cannot be underestimated, for here the child either forms or fails in the development of permanent literary interests. The adolescent age is characterized especially by the formation of life-long habits and literary tastes. If they are not formed, the chances are not good for their later development.

The first point presupposes a second, which is that the junior high library must have a well-rounded collection to meet a variety of interests and needs. The child's natural curiosity to read widely is chiefly responsible for the development of browsing rooms in so many of our better libraries. If browsing rooms are advisable, then the library must be looked upon not as a place where the pupil has to get his lessons and where he has no access to library materials until his lessons have been completed, but as a place to which he can come with joy. And more than this—periods should actually be scheduled for free reading each semester. But free reading without purpose has merit to only a degree, and that is where the librarian enters as a skilled technician. She should wisely but unobtrusively guide those whose tastes she knows, and also to aid those who do not know how to find free reading material suited to their tastes. In this way the understanding librarian helps shape the cultural side of the child's education as well.

And at this place I might well give my concept of a librarian. I believe a librarian should be a part of the school—a real, vital, dynamic part. She should know more about books than any teacher. She is distinguished from a teacher in that the teacher is interested in the fact; the librarian in the ability to find the fact. She is similar to a teacher in that she must know how the school functions, and also that her primary function is to teach boys and girls. She should be called the library teacher—just as we speak of the music, art, or English teacher—and in that capacity be a full-fledged member of the school organization. She will instruct teachers, as well as pupils to use the library for the problem of the blind teacher leading the blind pupil is still too acutely with us. I agree with Justice Rosenbloom of the Wisconsin Supreme Court that the difference between a library and a warehouse where books are stored is the librarian. I conceive her as “not the collector of books, but the fountain head for the distribution of books.” She will be the delicate mainspring keeping the intellectual and literary beat of the school in balance. She will be the director of integration, for in the library of the future she and the library will be the heart of the school.

A third function of the junior high-school library will be supplementing the work of the classroom in an ever enlarging manner. The better schools already have many books for it is not intensive reading of one textbook, but broad reading in many that "maketh the full man." The part of the librarian in this movement is as obvious as it is significant. Some librarians already seeing the implications of this new movement have arranged to have small groups rather than the whole class come to the library. This plan seems to offer advantages especially where the material is limited or the library apt to be overcrowded. Material is gathered on many subjects, and students use the library for background in English, speech, dramatics, general science, art, and language classes. In other cases the material is gathered and sent directly to the classroom and there used by the students. Where particular interest is shown, small collections of professional books, pamphlets, and magazines are made.

In some schools alert librarians are now visiting classrooms and conferring with teachers about their future library needs. Some clever librarians are actually inviting department heads to hold their meetings in the library, an approach which has served to gain increased respect for the librarian and her usefulness, especially among the former non-users and non-readers on the school staff. Librarians have found time to do less policing and study-hall supervision and more time for the real part of their jobs by organizing library councils which promote good spirit between the home room and the library by collecting fines and interpreting the library to the pupils. Many librarians make their unit more functional by initiating projects in the appreciation of books. Some study magazines, others develop story telling classes, others encourage pupils to write book reviews, others serve the various school clubs—photography, art, science, debate, aviation, puppetry, etc., by arranging corridor displays. Dozens of such schemes are used to integrate the work of the library with the curriculum and so-called extra-curriculum activities. Nor will this work lessen. For as new curricula develop, librarians more than teachers will be looked upon as the final authority on a subject. The very nature of the new education tends to pull the librarian more and more into the center of the picture and will make her position more important.

A fourth distinctive function of the junior high-school library is in teaching the students how to use the library and the books. At present, even the average small library is a

mystery to the adult. Various studies in universities show the students there do not have even an elementary knowledge of the rudiments of the card catalog or the Dewey Decimal System. This is in large part due to the failure to give instruction in library usage as children go through school.

Where possible, classes should be formed under the librarian rather than the English department and work given through the entire three years of the junior high school. This work might be organized along the following lines: In 7B, general library rules, classification of books, the card catalog and its use, and the parts of the encyclopedia could be taught. Use of reference books might also be taught here. In 7A, the use of atlases and gazeteers might be stressed. In the 8th grade, instruction in the use of almanacs and yearbooks might be considered. The Readers' Guide, use of an unabridged dictionary, and more detailed information on the card-catalog file might be taught in the 9th grade. Specific lesson sheets for the use of the library and its tools have been worked out in Providence, Denver, Omaha, Los Angeles, San Antonio, and other places. The important fact to keep in mind here is that some type of instruction be given, for there is at present a serious lack in the training of pupils to use the library. One may well wonder just how seriously this lack of ability to use library tools has affected reading tastes, interests, and actual support for library extension service.

These, then, I conceive of as the four chief and distinctive functions of the junior high library. First, the creation of a love for fine literature by catering to the natural, varied, and extensive interests of the growing child. Second, the provision of a well-rounded collection to meet this great variety of interests and needs. Third, the supplementing of the work of the classroom in an ever-enlarging manner. Some day the library will be the center of intellectual life of the school, but since that day is not generally here, the immediate function of the library will be to aid in ever-increasing ways the work carried on in all classes of the school. The fourth function will be the teaching of the essential tools and skills necessary to use a library to the utmost.

In the whole process the librarian is the central figure and the success or failure of a library will largely be dependent upon her training, understanding, and wisdom. Of all the qualities for a successful librarian, none is more important than the consideration of each child as an individual. Librarians have too often been accused of being cold or unsympathetic.

PUPIL PARTICIPATION IN CALIFORNIA HIGH SCHOOLS

HARVEY J. HOLT

Principal, Santa Barbara, California, High School

In modern educational practice the values of student participation, wisely supervised, are seldom questioned. Educators have learned that leadership cannot be developed without practice in the solution of problems that require the use of leadership traits. A genuine citizenship will not take root and grow in the life of the boy or girl without opportunities to do laboratory work within his own community and school life.

Meaningful and purposeful character growth has its foundation in the wholesome exercise of actual participation in the solution of problems connected with the welfare of his group as well as with his individual well-being. High-school principals and teachers everywhere testify that student participation in the affairs of the school and the community, when the activities are properly planned and adequately directed, give immeasurable aid in the development of the following attitudes, traits, and abilities:

1. A genuine regard for school welfare.
2. An appreciation of the requisite qualities for efficient leadership.
3. A reasonable respect for constituted authority.
4. An awareness of the need for organization in an age of "associational" arrangements.
5. A wholesome community consciousness.
6. A greater respect for the rights of others.
7. The need for good sportsmanship in all situations.

Reports from many schools in California indicate rapidly growing practice in the state of enlisting student participation in such classroom activities as the building of units; planning and executing field trips; outlining plans for the study and discussion of civic and social problems; and student coöperation in the vitalizing of subject matter.

Typical of what is being done in many schools is the following extract from a report made by a teacher in whose classes student participation are encouraged. "The Social Living Class has an organization with officers and committees. The most important of these committees are current events, radio-theatre, trips, social government, and social problems. At least once every four weeks (new officers are elected each four weeks) the heads of these committees meet, as an executive committee with the instruc-

tor outside of regular school time to plan carefully the program for the ensuing four weeks. The objects of study and activity are determined by the real interests of the individual and the group."

Other important activities organized for the purpose of community and civic service as well as for the development of student leadership are the student forums and the community contact councils. Outstanding in this respect is the work being done at Abraham Lincoln High School in Los Angeles. A paragraph taken from a report of the work done there follows:

"In their extra-mural work, through the Community Contact Council, the students render assistance in branch library control; they endeavor to enrich the program of the city playgrounds; they teach Sunday-School classes; they sponsor Boy and Girl Scout groups in the elementary schools of the district; they furnish materials to the local newspapers; they conduct elementary-school orchestras; they direct dramas in playground assembly halls; they coach elementary sports and officiate at elementary-school play days and playground centers; they establish a closer relationship between the school and community; they present to the community programs representative of the work done in school; and they share in the cultural and recreational enterprises of their community. So you see these boys and girls can be guidance officers of no mean ability. Their youth, their energy, their desire to serve are equalled only by their sincerity and the goodwill they engender. This year also they originated and sponsored eighteen Girl-Scout troops."

Reports from many schools indicate an expansion of coöperative enterprises in which student initiative is stimulated. What small schools with limited facilities can do in such activities is shown by the report from Linden Union High School:

"Our most successful coöperative enterprise last year was our school operetta. The plot was planned by a student committee working with the Glee Club director. The students suggested and wrote part of the dialogue which was completed by the Glee Club director. Music was selected to fit the story by a committee of students, plus Glee Club and Orchestra directors.

"During the period of preparation, probably 80% of the students and all the faculty participated. The shop teacher and boys built the scenery which had been designed in the art department and which was painted by the students of that department after school. Costumes were made by the sewing teacher. The physical education department coached some dances and specialty numbers.

"After the commercial department had mimeographed the programs, the art department put on decorations by hand. Tickets were handled by the student council but sold by a large committee. Student ushers with a faculty supervisor seated the largest crowd we have ever had at a high-school entertainment.

"We have no school auditorium so we had to use a make-shift church hall. The science department worked with the school janitor to build equipment to handle varied lighting effects.

"All ensemble numbers were orchestrated by the orchestra teacher to fit the abilities of a rather inadequate student group. Orchestra and Glee Club practiced together frequently to get proper balance of volume. Special small group practices were held at noon, before and after school, during study periods, and finally during other class periods. The result justified the trouble, so we are doing it again this year."

DISCUSSION GROUPS FORMED IN SEVERAL STATES

WALTER E. MYER

Director of the Discussion Group Project

The work of organizing discussion groups among administrators of secondary schools is proceeding with considerable rapidity. The office which the Department of Secondary-School Principals established last summer at the National Education Association headquarters, Washington, D. C., is organizing the activity in the various states. Coördinators have been selected in forty states. The coördinators select regional directors and divide the states into areas suitable for discussion groups. In some cases the county is the unit, while in the case of more sparsely populated states, several counties are combined into a discussion group area. The work of regional and local organization is going forward.

The purpose of the discussion group project is to encourage a systematic, sustained, and coördinated attack on the vital problems affecting secondary schools. State coördinators act in coöperation with the national headquarters. General lines of study and discussion are worked out; then the coördinator, in conference with his regional directors, maps out programs which the local groups may follow. It is understood, of course, that these local groups may have problems of their own to which attention must be given. It is felt, however, that a part of their time may be devoted to the larger educational problems, and that good results will come from the coördinated study of these outstanding issues.

An important effect of the formation of a national program of discussion groups will be the development of machinery whereby any important report or study may be given immediate and wide-spread attention and interpretation. If these groups are functioning throughout the country, discussion of vital materials bearing upon secondary education will be more probable. For example, in several states curriculum revisions are now being made and are subjects of state-wide study. Such studies as this may find a natural channel for quick and sustained consideration, as soon as the administrators are organized into groups which carry on regular, organized discussions.

A good example of the way the organization of a state may be affected is to be found in Indiana. The coördinator, Mr. M. L. Knapp, Principal of the Isaac C. Elston Senior High

School, Michigan City, has appointed nineteen regional directors, each of whom is responsible for the formation of suitable local areas in his region. Mr. Knapp met with these regional directors at the State Teachers Association at Indianapolis, October 21-22. The Director of the Discussion Group Project was present and spoke to the Indiana Principals Association. The state organization was perfected, and the regional directors proceeded with the work of local organization.

A similar procedure is being followed in Iowa. Mr. B. R. Miller, Principal of Marshalltown High School, Marshalltown, is the coördinator. He met with his regional directors at a meeting of the Iowa Principals Association and again at the State Teachers Association at Des Moines, November 5. The movement is now well under way in Iowa.

A beginning was made with the Missouri organization at the Secondary-School Principals Conference held in Columbia, October 1-2. The plan was explained by the National Director, and Mr. Fred Dixon, Principal of Columbia High School and coördinator for Missouri, appointed regional directors and arranged a meeting for them at the next session of the Missouri Principals Association which was held at St. Louis, November 19.

A conference composed of principals and superintendents in Kansas and Oklahoma was held at Winfield, Kansas, October 8-9. The National Director was present and also representatives of the organizations of Secondary-School Principals of both Kansas and Oklahoma, together with representatives of the state educational institutions. Mr. W. N. Van Slyck, Principal of the Topeka High School, Topeka, Kansas, made preliminary arrangements for the organization of Kansas. In many other states, regional directors have been appointed by the coördinators and local areas are being marked out.

At the same time that discussion groups are being formed among administrators, many principals are instituting the study of the *Functions* and *Issues* in their own faculties. The outlines prepared by the Washington office have been requested by several hundred schools. The first printing of ten thousand copies is exhausted and another edition is ready for distribution. One high school in New York City is using four hundred copies of the outlines and other schools throughout the nation have asked for from a dozen to two hundred or more.

This outline contains a summary of each of the ten *Issues* and *Functions*, together with related questions or topics suitable

ble for the use of discussion groups. The topics are so prepared as to focus attention upon local problems. Copies may be obtained without charge by addressing the Discussion Group Project, Department of Secondary-School Principals of the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

THE BOOK-OF-THE-QUARTER CLUB

Early in the school year of 1936-37 the Department started the Book-of-the-Quarter Club. This club is composed of leaders in the secondary field who desire to keep abreast of the times. The club is based on the idea that every wide-awake administrator should read at least four of the outstanding books in his particular field. From the many and varied volumes issued each year on every phase of education, it is sometimes difficult for the busy administrator to know and secure the best professional books issued in his field.

The Reviewing Board, composed of leaders in the secondary field, of the Book-of-the-Quarter Club selects for the members the best professional book of each quarter. The personnel of this Board are: Charles H. Judd, Chairman, University of Chicago; Francis L. Bacon, Superintendent, Township School, Evanston, Illinois; Grayson N. Kefauver, Stanford University; Leonard V. Koos, University of Chicago; and Joseph Roemer, Peabody College for Teachers.

The books selected by the Board are sent to members of the Club, who are billed each quarter at twenty-five per cent off to dues-paying members of the Department and twenty per cent reduction to others. An additional dividend, reckoned on the Rochdale plan, is paid during the summer quarter to dues-paying members. Books are sent postpaid to members of the Club.

During the first year membership in the Club grew to approximately four hundred. That these members look forward to the selection of the most outstanding book of each quarter is evidenced by letters received by interested members.

The four books selected during the first year of the Club are:

December 15, 1936: Rugg, Harold. *American Life and the School Curriculum*. Ginn and Co.

March 15, 1937: Beard, Charles A. *The Unique Function of Education in American Democracy*. Educational Policies Commission.

June 15, 1937: Judd, Charles H. *Education as Cultivation of Higher Mental Processes*. The Macmillan Co.

October 15, 1937: Brinks, W. G. *Directing Study Activities in Secondary Schools*. Doubleday, Doran and Co.

December 15, 1937: McKown, Harry C. *Extra-Curricular Activities*. The Macmillan Co.

The Department believes that the Club can render a valuable service to secondary-school administrators. In the interest of professional growth, it is glad to extend an invitation to principals to take advantage of this service. Those interested may send their applications for membership to H. V. Church, Executive Secretary, Department of Secondary-School Principals, 5835 Kimbark Avenue, Chicago, Illinois.

Selections of books will be announced during 1938 on the fifteenth of each of the months of March, June, September, and December. In sending applications for membership in the Club, please indicate the quarter in which you wish your membership to start.

THE STUDENT PUBLICATION OF THE DEPARTMENT

In October of this school year the Department of Secondary-School Principals began the publication of a magazine for secondary-school students called *Student Life*.

The new publication incorporated *Student Leader*, a magazine of student activities and projects, which had been published for three years as the organ of the National Association of Student Officers. *Student Life* is designed to serve both the National Honor Society and the National Association of Student Officers. Since the range of interests and projects of these organizations is almost without limit, the scope of the magazine includes all student activities in secondary schools.

For a number of years there has been a feeling that some publication should be issued for the National Honor Society. In the annual report of chapters covering the school year, 1935-36, this question was inserted, "Should members of your chapter be interested in a publication devoted to the activities of student leaders and to chapter activities of the National Honor Society?" Approximately eighty-five per cent of the replies were affirmative. The Committee on Publications of the Department later developed plans for the proposed magazine. In April, 1937, a referendum vote was taken to find out if members of the Department were in accord with these plans. The fact that about eighty per cent of those who returned their ballots favored such a publication, convinced the committee that a student publication should be undertaken.

Student Life is published under adult guidance, and at first most of the contributors are faculty advisers rather than students. But interest in the new magazine is developing rapidly and adult contributors will soon be in the minority.

Following the publication of the first number, encouraging comments came from principals of secondary schools, students, faculty advisers, and others interested in young people. Those who have assumed the responsibility in this new venture are very appreciative of the support which members of the Department are giving it.

The single subscription price of *Student Life* is one dollar per year. In clubs of three or more, all mailed to the same address, it is one dollar and fifty cents. There is a special price of fifty cents a year to members of the Department, sponsors of the National Honor Society and of the National Association of Student Officers.

All subscriptions, contributions, and requests for prices for club rates with other magazines should be directed to *Student Life*, 5835 Kimbark Avenue, Chicago.

THE ATLANTIC CITY MEETING

The twenty-second annual convention of the Department of Secondary-School Principals, which will be held at Hotel Traymore, Atlantic City, February 26-March 2, should be one of the best in recent years. According to the plans which are being developed by President McClellan G. Jones, the program will be built around new movements in secondary education. Eminent authorities on secondary education will appear on the program to interpret the significant developments of the year. Among the topics which will receive consideration are: tendencies in curriculum revision, evaluation of school standards, organization of discussion groups, and studies of youth problems. Provision is also being made for panels and round-table discussions on various problems of current importance. Committees which have been working on various projects will submit reports at one of the sessions.

The highlight of this year's meeting will be the dinner session, Saturday, February 26, in honor of Dr. Charles H. Judd. From the founding of the Department in 1916 to the present day, he has been an invaluable friend of the Department and has been actively connected with many of the pioneer enterprises which the Department has originated. Dr. Judd, who is on leave of absence this year from his post as head of the Department of Education at the University of Chicago, is doing special work for President Roosevelt's National Resources Committee as chairman of the Committee on Survey of Governmental Relations to Research. Members have come to depend on his wise counsel at the annual meetings and on his stimulating contributions to the *Bulletin*. He has recently been appointed consultant to the Department's Committee on New Materials of Instruction, and his address at the dinner session will deal with the scope of this committee.

The guest speaker at the dinner will be President Robert M. Hutchins of the University of Chicago. His topic will be *What Secondary Education Should Not Be*. Principals everywhere will be interested in President Hutchins' piquant views on this topic. In view of what Dr. Hutchins has had to say recently about higher education in America, his opinions on secondary education should be of much interest to the many administrators who are in the process of revising their programs.

PROGRAM

DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS

GENERAL SESSION

DINNER

SATURDAY, FEB. 26—5:30 P. M.

In honor of Dr. Charles H. Judd. Presiding, M. F. McDaniel, Past President of the Department, Principal of Oak Park and River Forest Township High School, Oak Park, Illinois.

GENERAL SESSION

Group A

MONDAY, FEB. 28—2:00 P. M.

Presiding, Paul E. Elicker, Principal, Newton High School, Newtonville, Mass., and First Vice President of the Department of Secondary-School Principals.

Outcomes of the Coöperative Study of Secondary-School Standards.

GENERAL SESSION

Group B

MONDAY, FEB. 28—2:00 P. M.

Presiding, John E. Wellwood, Principal, Central High School, Flint, Michigan, and member of Executive Committee of the Department of Secondary-School Principals.

GENERAL SESSION

Group A

TUESDAY, MAR. 1—2:30 P. M.

Presiding, M. C. Jones, Principal, Huntington Beach Union High School, and President, Department of Secondary-School Principals.

GENERAL SESSION

Group B

TUESDAY, MAR. 1—2:30 P. M.

Presiding, Virgil M. Hardin, Principal, Pitkin and Reed Junior High School, Springfield, Missouri, and member of Executive Committee of the Department of Secondary-School Principals.

GENERAL SESSION

LUNCHEON

WEDNESDAY, MAR. 2—12:00 M.

Presiding, Willard N. Van Slyck, Principal, High School,

Topeka, Kansas, and member Executive Committee, Department of Secondary-School Principals.

Brief report dealing with *National Association of Student Officers*.

Dr. Willis Sutton, Supt. Atlanta Public Schools, Atlanta, Georgia.

Brief reports by Committee Chairmen.

Business Session.

Report of Nominating Committee.

Election of Officers.

GENERAL SESSION

WEDNESDAY, MAR. 2—2:00 P. M.

Presiding, K. J. Clark, Principal, Murphy High School, Mobile, Alabama, and member Executive Committee, Department of Secondary-School Principals.

Reports on significant findings to date in state and national studies:

"School and College Relations in Pennsylvania."

T. Bayard Beatty, Principal, Radnor High School, Wayne, Pa., and President of Pennsylvania High-School Principals Association.

"Improvement of Instruction Program in Kansas."

Miss Dale Zeller, Curriculum Director, State Department of Education, Topeka, Kansas.

"Coöperating Schools in State of California."

Dr. F. C. Wooton, Department of Education, Claremont Colleges, Claremont, California.

"Secondary-School Curriculum Study in Michigan."

Robert Koopman, Coördinator of Curriculum and Instruction, State Department of Public Instruction, Lansing, Michigan.

"Evaluation in the Eight-Year Study of the Progressive Education Association."

Dr. R. W. Tyler, Ohio State University, Columbus, Ohio.

For further information about the program for the Atlantic City meeting and for instruction in regard to making reservations for the dinner session, see the February number of the *Bulletin*, which will be issued about January 25.

NEWS ITEMS

PROGRESS WAS MADE DURING 1937 in practically every phase of education, according to the annual report made by the Office of Education to the Secretary of the Department of the Interior. At the high-school level increasing attention is being given to the needs of young people who have dropped out of school, whether at the end of the compulsory school age, before completion of the high-school course, or after being graduated from high school. The facilities for their future education most often involve some plan for part-time education, such as night school, part-time day school, coöperative classes, correspondence instruction, and programs combining work and study. In the past year adult education has shown tendencies to regard educational provisions for adults as part of a regular continuing program for the preparation of individuals for full participation in modern society. Conservation education is gaining ground throughout the country, the report states. Other phases of school work which made marked progress during 1937 were: radio, public forums, CCC, and the accomplishments of vocational education in agriculture, trade and industrial education, home economics, and vocational rehabilitation.

TRENDS IN THE EDUCATION of girls and women to meet present needs was the theme of a recent conference of Illinois High-School Deans of Girls. The conference concluded that the pendulum is swinging toward more domestic training for women and less academic and business. Experimental courses, designed to make education more practical, which are being conducted in Illinois high schools were discussed. A course in one high school which has become exceedingly popular with the entire cross section of the student body was introduced in the Deerfield-Shields High School, Highland Park, Illinois, and is called "Problems." "In this new course we take up practical problems in politics, juvenile delinquency, the sit-down strike, and other current interests," said Miss Emada Griswold, dean of girls in the high school. "We use no textbook, but get our information from magazines and newspapers and the students become intensely interested in threshing out the different phases of each subject. In another high school "consumer education" has been introduced in which the pupils analyze advertising material, watch legislation, and discuss things pertaining to good purchasing. In Collinsville, Illinois, an experiment is being tried out whereby the freshmen are not required, as is the usual custom, to take a course in English. Instead, the other teachers discover in what particular way each student is deficient in his written and oral English. He is then sent for six or eight weeks to a class dealing only with that particular phase of English which he (particularly) needs.

MANY REQUESTS FOR INFORMATION about college entrance requirements have been received by the Department of Secondary-School Prin-

cipals. Elsewhere in *The Bulletin* is an announcement of a forthcoming publication of the National Education Association which deals with this topic. One of the best references on college entrance requirements is entitled *American Universities and Colleges* and is published by the American Council on Education, 744 Jackson Place, N. W., Washington, D. C. This covers all institutions of higher education in the country and gives the details of their entrance requirements. An article in the December, 1937, number of *The School Review*, "Status and Trends of College-Entrance Requirements," contains information on the variances and changeability of requirements. A number of colleges require entrants to pass examinations prepared by the College Entrance Examination Board. For details of these examinations address the College-Entrance Examination Board, 431 West 117 Street, New York, N. Y.

THE AVERAGE HIGH-SCHOOL STUDENT prefers longer school hours and shorter home-work assignments, according to a "survey-at-random" made at East Technical, East, and Lincoln high schools of Cleveland, Ohio. Although home-work is decreasing in grade schools, it is still the nightmare haunting the upper gradesmen. A majority of students at the three schools surveyed said they would be willing to stay longer at school and there complete their home-work if long week-end assignments and night work were eliminated. A National Youth Administration survey of eight hundred parents showed that the average student studies one and thirty-nine hundredths hours at home. Parents requested home-work assignments to be made one and seventy-one hundredths hours long, the survey disclosed.

A NEW MAGAZINE for use in English classes, *Everyday Reading*, is being published by the American Education Press, Inc., Columbus, Ohio. The magazine utilizes the results of nation wide reading research as the basis for selection of stories and articles and for guiding study and improving reading abilities of secondary-school pupils.

IN VIEW OF THE INTEREST in the teaching of conservation in the high schools, the following references and sources of information might be helpful: *Conservation in the Education Program*, U. S. Department of the Interior, Office of Education, Washington, D. C.; *Teaching Conservation in the Wisconsin Schools*, Department of Education, Madison, Wisconsin; *Rural School Leaflets*, Department of Rural Education, Cornell University, Ithaca, New York; *Outlines for School Courses in Conservation*, Educational Conservation Society, Laurel Hill Blvd., Woodside, Long Island, New York.

ORIENTATION OF HIGH-SCHOOL FRESHMEN is a problem in every school. At the Paseo High School, Kansas City, Missouri, a new method of orientation of freshmen has been tried. An impressive ritual for the induction of freshmen has been developed in order to acquaint newcomers with the ideals of citizenship and personal conduct which have become traditional in the school. The ritual is entitled "Remember Who You Are," and is the result of eleven years of cooperative experimentation and planning by the students and faculty of Paseo High. The ceremony serves a real purpose in the school and is approved unanimously by parents, according to the Paseo Principal, Mr. B. M. Stigall.

TO SUPPLEMENT HOME TRAINING and to develop the social and personal growth of girls, a fashion clinic has been organized at Fairview Youth School, Dayton, Ohio. "To make all Fairview girls 'grooming conscious' and to show them how to look and behave acceptably, and how to appear natural, unaffected, confident, and pleasing are the aims of the new organization", says Miss Charlotte Farrell, sponsor. Personality, character, and the part which personal appearance plays in both are topics for future consideration.

THE CIRCULAR OF THE NEA Educational Research Service for November, 1937, is devoted to salary schedules for school principals in eighty-four cities of over 100,000 population. In the eighty-four cities reported in this study, the range of maximum salaries paid elementary-school principals extends from \$1,700 to \$7,000. Junior high-school principals in fifty-nine city systems have maximums varying from \$2,535 to \$7,500. In seventy school systems reporting the salaries paid senior high-school principals, the maximums range from \$2,850 to \$10,000. Medians of the maximums for the three levels, respectively, are \$3,591, \$4,322, and \$4,951.

THE '37 SENIOR CLASS of the Missoula County High School, Missoula, Montana, donated an \$185.00 eye-testing apparatus to the school. The telebinocular tests how well the two eyes work together. It discloses the need for glasses and many causes of poor reading. It also discloses inability to judge distances.

THE CHAPTER OF THE NATIONAL HONOR SOCIETY at West High School, Aurora, Illinois, has inaugurated a plan whereby the attention of the student body is focused upon its senior members during class day, baccalaureate, and commencement exercises. New senior members are inducted into the chapter as a part of the class day exercises which usually precede baccalaureate and commencement by several days. Upon induction into membership a badge of distinction known locally as "honor cords" is awarded to new members of the society. This badge, which is worn only with academic costume, consists of two white silken cords about three-eighths of an inch in diameter suspended from a padded disc covered with white silk piped in gold. The emblem of the National Honor Society is embroidered in scarlet upon its face.

THE SOUTH SIDE TIMES, student newspaper of South Side High School, Fort Wayne, Indiana, gives an account of a new kind of club. It is called "The Fifteen-Hundred Club" and consists of those students who have worked on one of the school publications until they have attained 1,500 points and are awarded a bronze pin. When 3,000 points are earned, a silver pin is awarded. A gold pin is issued at 5,000 points and a gold-jeweled pin at 10,000 points. The pin cannot be bought but must be earned by journalistic work.

A SURVEY AT CENTRAL HIGH SCHOOL, Cleveland, Ohio, showed that sixty-seven per cent of the students enrolled there were employed during the summer months. Some of the most unusual jobs held were nurses' aid at a hospital, dancing professionally, teaching dancing, reading to blind persons, selling fishing worms for bait, and working in an Arizona copper mine.

TO ENCOURAGE PEACE, to promote friendliness and sociability among the students of various nationalities, and to increase appreciation of various nations, is the purpose of the Cosmopolitan Club organized this year at Phoenix Union High School, Phoenix, Arizona. Each of the ten charter members of this club represents a different nationality. The group is trying to get a representative of all nationalities to be found in the high school.

JUNIOR SCHOLASTIC, a companion magazine to *Scholastic*, the American High-School Weekly, was distributed early this year throughout classrooms in the United States and Canada. Maurice R. Robinson, for seventeen years editor and publisher of *Scholastic*, is also the editor of *Junior Scholastic*. The new publication is intended for use principally in the junior high schools, and especially in classes of English and social science. It employs a simplified vocabulary and a large and legible type. The text of the new magazine is profusely illustrated with pictures and drawings.

A COMMUNITY CALENDAR is a project of Abington High School, Abington, Pennsylvania. The calendar is made up of all Gates and other information concerning dinners, card parties, dances, musical and dramatic performances, and other events of the social, scholastic, and civic world. All local organizations in Abington Township send in information for this calendar regularly.

NINETEEN FOLK-HIGH SCHOOLS were held in rural sections of Louisiana during the past summer. Workers in many fields including teachers and administrators, doctors, bus drivers, and county agents participated. Each school offered instruction in agriculture, business, civics, home-making, and fine arts, with emphasis on the problems confronting the men and women enrolled.

THE 1937 REPORT of the Superintendent to the Cleveland, Ohio, Board of Education states that home-economics courses in the high schools are designed to: (1) teach the individual and family to develop and conserve health; (2) develop ability in buying food wisely and in preparing and serving wholesome, palatable, and attractive meals; (3) create interest in the intelligent management of money through budgeting and lessons in consumer education; (4) select clothing which will be becoming, satisfactory, and durable, according to budget allowance; (5) develop good housekeeping skills and standards; (6) create an understanding of the social and economic functions of the home as they contribute to individual growth, as well as to the improvement of the family; (7) study proper methods of child training; (8) arouse a strong desire on the part of young people for the right kind of homes; and (9) develop desirable personal traits.

A CLASS IN LANDSCAPE GARDENING has been offered at the Patterson, California, Union High School for the past six years. The first class was popular with girls as well as boys, and interest soon became so contagious that large classes, under the auspices of the night school, were organized for parents and adults. A by-product of the work is a flourishing garden club.

A SABBATICAL LEAVE BILL was passed by the General Assembly of Pennsylvania at its last session. This bill provides leave for school employees once in seven years, with no loss in tenure or retirement rights, and with remuneration at half the regular salary.

THE SCHOOL NEWSPAPER of Burbank, California, High School has for over two years carried review columns written by students dealing with radio, the movies, and the press. Reading materials in these fields are made accessible to students, and their thinking is directed to some extent by class discussion. A class in the drama department broadcasts a weekly program called "The Brewster Family." The script depicts student life in Burbank Schools.

THE NATIONAL EDUCATION ASSOCIATION has completed arrangements with the Columbia Broadcasting System for a series of coast-to-coast current events broadcasts. The new programs, entitled "Exits and Entrances," are broadcast Mondays at 2:30-3 p. m., EST, as a feature of the American School of the Air. They are intended especially for secondary-school students of the social studies.

YOUTH IN A MODERN COMMUNITY is the general theme of the 1937-38 Radio Forum sponsored by the National Congress of Parents and Teachers. The programs over the *blue network of the National Broadcasting Company*, last thirty minutes each and will continue weekly through April 13, 1938. Nationally-known leaders have been scheduled to head the various programs presenting P.-T. A. activities which are designed to aid young people in becoming useful members of society.

HELP FOR UNEMPLOYED HIGH-SCHOOL GRADUATES who cannot afford to attend college is planned by the Department of Education of New York State. The Department recently announced that tuition-free courses two years in length had been arranged for such persons by the various agricultural schools. These courses are designed to prepare young persons for junior-technical positions in business and industry.

THE DEPARTMENT OF AGRICULTURE recommends hearty school lunches as a sure aid to improving scholarship and attendance. Specialists in home economics from the Department suggested menus along this general pattern: First, a hearty hot dish; once a week, eggs in some form. On the other days, a meat or fish and vegetables, dried beans and peas, or a substantial milk soup. Twice a week, tomatoes in some form. Milk daily, to drink, and also on some days as the chief ingredient in soup, sauce or hot beverage. Fruit daily as the dessert, now and then plus a cookie.

EXCHANGE TEACHERS FROM HAWAII are at work this year in secondary schools of the following cities: Hayward, California; Wilmette, Illinois; Rochester, Minnesota; Albany, California; Tucson, Arizona; Portland, Oregon; Oakland, California; Rochester, New York; Santa Fe, New Mexico; Lexington, Kentucky; Verona, New Jersey; LaCrosse, Wisconsin; New Haven, Connecticut; Sausalito, California; San Diego, California; Fullerton, California; Omaha, Nebraska; Seattle, Washington; Hastings-on-the-Hudson, New York; Banning, California; Madison, Wisconsin; San Mateo, California; San Dimas, California; Santa Barbara,

California; Wyckoff, New Jersey; Eugene, Oregon; and Linden, New Jersey.

THE LOS ANGELES SCHOOL JOURNAL reports many progressive activities which are being carried on in the schools of the city. Among these are the following: (1) opening of four new junior and three senior high schools, (2) partial restoration of salaries for teachers and principals, (3) rating system and salary schedule for secondary-school principals to go into effect in February, 1938, (4) adoption of local retirement system for teachers and administrators, (5) new-type promotional examinations, and (6) an administrative guide, sometimes referred to as the "Principal's Bible."

AT THE BALBOA HIGH SCHOOL, San Francisco, Mrs. Maud Oakes Volandri has worked out an ingenious questionnaire to be filled in by seniors. The questionnaire assembles in convenient form the names of collegiate institutions to which the students expect to go; the information thus secured enables the counselor to learn plans for securing employment; it permits the school to prepare lists of those desiring employment; and it supplies data upon which recommendations to employers can be made. A summary of the information provided by the last class of seniors indicated that one hundred fifteen out of three hundred sixty-four graduates did not expect to go to school and did not have definite jobs in mind.

IF THE DANGERS IN THE USE OF VARIOUS CHEMICALS were taught in high-school and college chemistry courses some of the forty thousand annual accidents from this source in the United States might be avoided, J. O. Frank, Wisconsin State Teachers College, told the 1937 convention of the American Chemical Society. Burns from using chemicals in the home, the breathing of carbon monoxide and other poison gases, food poisoning, and the mistaking of wood alcohol and other poisons for medicines are among the commonest of such accidents, he said. Yet no high-school textbook on the market now deals with the topic.

PERSONS INTERESTED IN COLLEGE SCHOLARSHIPS will want to examine the revised pamphlet on *Scholarships and Fellowships Available at Institutions of Higher Learning* issued in May by the United States Office of Education. It is listed as Bulletin No. 10, and may be obtained by sending fifteen cents to the Superintendent of Documents, Washington, D. C.

THE FIRST BLIND PERSON who was taught to read and write, Laura Bridgman, was admitted to what is now Perkins Institution at Watertown, Massachusetts, one hundred years ago, October 2, 1837. This year, the Works Progress Administration produced 15,000 talking-book machines, using a new recording process, for the 80,000 blind people in the United States who can not read Braille, the system of raised figures which the blind, with their sensitive fingers, identify as words.

A COÖPERATIVE TWELVE-YEAR PROGRAM of curriculum study and revision in the public secondary schools was started this year by the Michigan Department of Public Instruction. Present plans indicate a division of the study into four segments: (1) a review of the potential contributions from previous and current studies throughout the United States, the

maturing of plans for the twelve-year period, and the introduction of variant practices in many high schools (one year), (2) experimental trial and evaluation of the immediate results of variant practices (four years), (3) transfer and extension of practices of evident merit (four years), (4) summarization and appraisal (three years).

VOCATIONAL COUNSELORS WILL BE INTERESTED in the recently announced public-relations program of the National Industrial Advertisers Association which includes plans for an Industry Week to be held next spring. During this week "open days" at industrial plants will provide pupils with an opportunity to be shown through many manufacturing concerns formerly inaccessible to the public.

ONLY ONE-TENTH OF THE GRADUATES from the high schools of Louisville, Kentucky, were found to be either unemployed or staying at home, according to a survey recently made by the University of Louisville. The majority of these employed were store clerks and stenographers. Others were preparing for office work, married, attending college, or employed at one of fifteen miscellaneous occupations. In considerable contrast to the occupational placement of the graduates who did not attend college were the occupational aims of the college freshmen; a strong trend towards the professions was indicated, with business administration, medicine, and teaching in the lead.

AN INTERESTING PLAN OF CHARACTER DEVELOPMENT is reported by the public schools of Birmingham, Alabama. The board of education each year adopts a slogan for character development to be emphasized in the schools. To date twelve such slogans have been in effect for twelve consecutive years. They have concerned the development of character through health, sportsmanship, work, the love of the beautiful, thrift, courtesy, the study of nature, the worthy use of leisure, wonder, service, cooperation, and self-reliance.

THE SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS, through its recently created Commission on Curricular Problems and Research, has launched a plan of curriculum study designed to produce an educational program suited to adolescent boys and girls. The plan is proceeding on the assumption that the secondary school in modern industrial society has a special obligation to provide a suitable form of instruction for those pupils who cannot or will not adapt themselves to the demands of the present program of instruction. It is further assumed that an adequate program can best be developed through experimentation conducted in a wide variety of situations. Each participating school is expected to originate and work out its own experiment, receiving only as much supervision from the Commission as will give a general direction to the work and assure usable results.

OKLAHOMA HIGHWAY COMMISSION has issued the following suggestions for greater comfort and safety on the school bus: don't stand in road while waiting for bus; don't talk to the driver while bus is in motion; don't get on or off moving bus; don't stick your head or arms out of the bus window; don't cross the road after getting off bus until you are certain no car is approaching, then cross in front of bus; don't hitch on or try to ride on outside of bus; and don't forget that the bus driver

has the same authority as a teacher, and the same rules of conduct apply in the bus as in the classroom.

THE ASSOCIATION OF AMERICAN RAILROADS has prepared a list of one hundred fifty books, booklets, and periodicals suitable for boys and girls, ranging up to advanced high-school age. This list covers every conceivable subject relating to railroad transportation, past and present. A free copy will be sent to any superintendent, teacher, or librarian, if he will write the Association of American Railroads, Transportation Building, Washington, D. C.

A FIFTY PER CENT CUT IN FAILURES in the St. Louis high schools has been effected in the past few years. This sharp reduction has been accomplished without a corresponding lowering of scholarship standards, according to Superintendent Henry J. Gerling, who has introduced two changes to cut down high-school failures. One of these checks the mental maturity of an eighth-grade pupil for algebra, Latin, and other high-school work. For three years, two types of eighth-grade certificates have been available. One sends the pupil directly to high school; the other admits him to a special preparatory class giving an extra year between the eighth and ninth grades. The second change has inaugurated two types of high-school diplomas allowing a pupil more liberal electives during his high-school course.

DURING THE SPRING OF 1937, teachers in the Greeley, Colorado, secondary schools attempted to discover the best methods of evaluating student growth. They believe that a single-grade symbol is a very inadequate means of evaluating accomplishments of students and effectiveness of teaching. The procedure used consisted in making out for each student a sheet upon which were listed the outcomes for each curriculum area. Traditional type tests were used for measurement of facts and skills. Many new-type tests were tried out in an attempt to measure such outcomes as understanding of principles and ability to solve problems. Observation techniques were used to determine the status of students in regard to outcomes which could not be measured by paper and pencil tests.

OHIO SCHOOL STANDARDS, prepared in 1937 under the direction of G. H. Reavis and issued by the State Department of Education of Ohio, is the result of a cooperative undertaking by secondary-schools and institutions of higher learning. A number of county and regional conferences on the subject were held. In the preface, E. N. Dietrich, State Director of Education, says, "The purpose of these standards is to provide general guidance and direction for the high schools of the state in harmony with a basic democratic philosophy of education. They aim to articulate harmoniously the school's activities with the objectives of higher and lower schools and with the interests of the community."

CALENDAR OF PROFESSIONAL MEETINGS

- Progressive Education Association, Washington, D. C., January 14-15.
- International Council for Exceptional Children, Buffalo, New York, February 17-19.
- American Council on Guidance and Personnel Associations, Atlantic City, New Jersey, February 23-26.
- Department of Secondary-School Principals of the National Education Association, Atlantic City, February 26-March 2.
- American Association of School Administrators, Atlantic City, February 26-March 3.
- National Council of Teachers of Mathematics, Atlantic City, February 25-26.
- National Society for the Study of Education, Atlantic City, February 26.
- Society for Curriculum Study, Atlantic City, February, 26-28.
- Department of Vocational Education, Atlantic City, February 26-March 3.
- National Federation of State High-School Athletic Associations, Atlantic City, February 28.
- National Association for Research in Science Teaching, Atlantic City, February 27-March 1.
- Department of Rural Education, Atlantic City, February 28-March 2.
- National Association of High-School Supervisors and Directors, Atlantic City, March 1.
- American Camping Association, Inc., Hotel Pennsylvania, New York, March 3-5.
- American Association of Junior Colleges, Philadelphia, Pennsylvania, March 4-5.
- Columbia Scholastic Press Association, New York City, N. Y., March 10-12.
- Junior High-School Conference of the Middle Atlantic and Northeastern States, School of Education, New York University, March 11-12.
- Southern Association of Colleges and Secondary Schools, Adolphus Hotel, Dallas, Texas, March 31-April 1.
- Association for Childhood Education, Netherland-Plaza Hotel, Cincinnati, Ohio, April, 1938.
- National Occupational Conference, New York City, N. Y., April, 1938.
- Northwest Association of Secondary and Higher Schools, Spokane, Washington, April 4-6, 1938.
- North Central Association of Colleges and Secondary Schools, Stevens Hotel, Chicago, Illinois, April 6-9.
- American Council on Education, Mayflower Hotel, Washington, D. C., May 6-7.
- National Congress of Parents and Teachers, Salt Lake City, Utah, May 15-20.
- American Library Association, Kansas City, Missouri, June 13-18.

BOOK NOTES

The Challenge to Education. By the Stanford University Education Faculty. New York: McGraw-Hill Book Co., 1937. Pp. xiv+471. \$3.00.

This volume is an introduction to education and is intended to give prospective teachers an insight into the profession. Part of the book is devoted to the opportunities offered new teachers in such rapidly developing fields as adult education, guidance, instruction of backward or handicapped children, etc.

Kiesling, Barrett C. *Talking Pictures.* Richmond, Virginia: Johnson Publishing Co., 1937. Pp. xi+332. \$1.40. (\$1.05 wholesale.)

At the suggestion of the U. S. Office of Education, Mr. Kiesling has prepared the first textbook dealing with talking pictures. It contains a history of the motion picture industry, explains how pictures are made, gives criteria for evaluating pictures from the point of view of education, and other information which the author thinks is essential for an appreciation of talking pictures.

Kierkendall, Lester A. *Factors Related to the Changes in School Adjustment of High-School Pupils.* New York: Bureau of Publications, Columbia University, 1937. Pp. viii+90.

The factors related to changes in school adjustment were studied in their relationships to selected factors in the home environment. No relationship was found when the pupil population was studied as a group. The study emphasizes the importance of building a good home environment for the child in his early and formative years, the importance of dealing with the adolescent as a personality, and the need of coöperation between home and school.

Knight, Pearl E., and Traxler, Arthur E. *Read and Comprehend.* Boston: Little, Brown and Co., 1937. Pp. x+233. \$1.28. (Paper.)

In the average high school from ten to twenty-five per cent of the pupils are so seriously handicapped in reading that they cannot do efficient school work, according to evidence presented in this book. The authors have attempted to present materials and ideas for use as a guide in improving instruction in reading.

Newson, N. William, and Long, Forrest E. *Problems of the Teacher in the New Secondary School.* New York: Inor Publishing Co., 1937. Pp. vi+202. (Paper, Revised Edition.) \$1.55.

Intended as a workbook containing previews and guide sheets for the study of the extra-instructional activities of the secondary-school teacher, much of this book deals with the personal growth and community relationships of teachers.

Rand, Helen, and Lewis, Richard. *Film and School.* New York: D. Appleton-Century Co., 1937.

This is a handbook in moving picture evaluation for classes, units, and clubs, especially designed for correlation with different departments—English, social studies, science, art, etc. It is published for the Com-

mittee on Standards for Motion Pictures and Newspapers of the National Council of Teachers of English.

The official high-school debate question for 1938 is: "Resolved, That the several states should adopt the unicameral system of legislation." The following publications dealing with this topic have been prepared for use by debate coaches and students:

Buehler, E. C. *Unicameral Legislatures*. New York: Noble & Noble, Inc., 1937. Pp. viii+331. \$2.00.

Hallett, George H., and Hoag, Clarence Gilbert. *Proportional Representation—The Key to Democracy*. Washington, D. C.: The National Home Library Foundation, 1937. Pp. xiii+177. \$0.25.

Heath, A. W. *Unicameral vs. Bicameral Legislatures*. Waverly, Illinois: Forensic Press, 1937.

Pelsma, John R. *Essentials of Debate*. New York: Thomas Y. Crowell Co., 1937. Pp. x+168. \$1.00.

Smith, Everett Phoenix. *The Unicameral Legislature*. Turner Center, Maine: Turner Center Debate Bureau. Pp. 231.

SEND CONTRIBUTIONS TO THE BULLETIN

The Bulletin is interested in receiving from the offices of principals and others connected with secondary schools accounts of outstanding activities and accomplishments in the field. Items about significant developments in schools such as curriculum revisions, group studies, experiments, new courses, unique activities, problems and methods of solution, are appropriate for the news section. Many individual schools are making important contributions to educational progress. If your school is one of these, you can secure the educational recognition which it deserves by sending an account to the Committee on Publications, Department of Secondary-School Principals, 5835 Kimbark Avenue, Chicago.

