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A NEW TYPE OF SECONDARY SCHOOL

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Three hundred years ago, the Boston Latin School was founded. This school has set the institutional pattern for secondary education in America for three centuries. In the public mind the high school has always been regarded as an institution designed to fit neatly into a perfectly planned educational structure, consisting of a system of elementary schools below and a system of higher education above. Professionally informed persons know that this concept of the Boston Latin School, or of any secondary school at the present time, is at wide variance with the facts. The secondary school in Europe, where it originated, was designed to give proficiency in Latin so that those who needed to do so could correspond and converse in a common language. By reason of its very function, its services were confined to scholars, to gentlemen of leisure, and to occasional merchants and innkeepers who found themselves involved in foreign trade.

This was the pattern of the Latin Grammar School which was transplanted to the American colonies, and which became the forerunner of the institution of secondary education that we have developed here. Someone has called it the people's school with the scholar's curriculum. The main difference between the American secondary school and the European secondary school was, if anything, that the secondary school in Europe actively served a larger proportion of the total population than did the secondary school in America. To correspond and converse in Latin, which remained to a large degree the function of the secondary school even after it was transplanted to America, was obviously of less benefit to gentlemen of leisure, to merchants, or to innkeepers in America than to those in Europe. The sole service was to scholars who were definitely preparing for the ministry or for other profes-

sional services. In fact, the whole purpose of the Boston Latin School was, as has been simply stated, "to prepare boys for college." Not only was it a college-preparatory institution, but its services were limited to boys only. In fact, the founding of Harvard College and the establishment of the Boston Latin School were part of the same action and may be considered as a single event historically.

It is not an exaggeration to say that the American secondary school was originally nothing more than a downward extension of an institution of higher learning and, as such, was not planned to articulate with elementary education below. Moreover, there is little evidence that the attitude of those responsible for its founding or its administration ever thought that the institution was democratic in spirit or that it could be utilized for the service of large numbers of American youth. Its attitude was aristocratic, its clientele was limited, its curriculum narrow, and its spirit distinctly undemocratic.

Almost a century passed before new social and economic conditions attained sufficient momentum to bring about a change in the educational pattern. By this time, a well-to-do middle class was demanding educational opportunities for larger numbers of children than the old Latin School was prepared to serve. The academy, well known to most of the older generation, was the partial answer. The purposes of the new institution, as stated by one of its boards of trustees, were: first, to give the youth an opportunity to receive a good education at home, and be under no necessity of going abroad for it; second, to qualify a number of natives to bear magistracies and to execute offices of public trust; third, to qualify a number of the poorer class to act as schoolmasters and teach children reading, writing, arithmetic, and the grammar of their mother tongue. Here we see the beginning of the movement to universalize general education. The academy, however, reflected to a large degree the spirit of the old Latin School and could not shake itself free from the hampering traditions which, even up to this time, have surrounded secondary education. Evidence of this condition is easily discernible in any study of the curriculum of these academies, or in any survey of the student body served by them.

The third movement in secondary education was the establishment of the well-known American high school, the first example of which again is found in Boston, in 1821. It is interesting to note that the founders of this new institution

again stated its function in very simple language. They said that this institution would give the parents of a child an opportunity "to educate him for active life." That is, the American high school was designed to serve all parents and all children; its purpose was to educate for the whole of life rather than for a narrow and restricted phase of it. Strangely enough, even though the function of the institution was democratically stated and its services were contemplated as being available for all children, strict entrance requirements were set up, and policies were established, with respect to scholastic requirements and a curriculum, which seriously tended to limit those whom the institution might serve.

Some attempt was made to relate this new institution to the lower elementary school. In some cases, graduation from the elementary school was required for entrance. Little thought, however, was given to bridging the gap between the content of the elementary school and the content of this new secondary school. In so far as curriculum content was concerned, the newly established American high school looked entirely to institutions of higher learning and not at all to the needs of pupils nor to the offerings of the lower schools. It was dedicated wholly to literate education, to the mastery and recitation of knowledge. It concerned itself little, or not at all, with the needs of the individual outside the scholastics.

This, in brief, has been the genesis of the institution which we have been struggling for the last century to develop into an agency which would make education free and acceptable to all American youth. It is not necessary for me to recite the long struggle against legal, religious, local, state, and even national forces which the American people have been forced to make in their effort to establish a truly free system of public education.

For more than thirty years, to my personal knowledge, the administrators of public-school systems, both elementary and secondary—but more particularly the principals of secondary schools—have struggled with the deficiencies of the established American high school. At one time, it has been a problem of entrance requirements to institutions of higher learning; again, it has been a problem of admission, or of bridging the gap between elementary and secondary education. All along there have been problems of acceptable scholastic achievement, of vocational education, of curriculum content, of method, of extra-curriculum activities, and of a thousand and

one problems too numerous to mention, but all indicative of the fundamental fact that the secondary school in America, as we have attempted to administer it, is not adapted to the needs of present-day American youth and cannot be made to serve acceptably the needs of the American people.

You are all aware of the unrest and dissatisfaction that exists to-day with respect to our high schools. The National Educational Policies Commission made some attempt to survey the movements that are now under way, having for its purpose the improvement of some aspect of secondary education. A perfectly astounding number of proposals, recommendations, committees, agencies, and experiments were catalogued, ranging from minor proposals, affecting limited areas of curriculum content and method, to major institutional reorganization. We are all familiar with the influence of the newly instituted junior high school at the lower level of the secondary school, and, while somewhat less familiar with the movement, we are aware of the significant implications of the junior college as an upward extension of the public high school, and with those of the general college as a downward extension of the university.

I call these examples to your attention to press upon you the consciousness that the long-accepted pattern of secondary education is, in fact, breaking up; that we in America must shortly accept change and innovation in this area; and that we must, therefore, as those charged with the responsibility for educational administration, supinely accept a new pattern of organization for secondary education, or assume responsibility for the formulation of this new pattern, direct its form, and determine its characteristics. May I point out that historically we have never been able to adjust an institutional pattern in secondary education to changing social and economic needs. We gave up the Boston Latin School and founded the academy; we supplanted the academy with the public high school; and it is my opinion and my thesis that we must now abandon the high school as it exists in practically every community in America to-day, and establish in its place a new institution, designed specifically to perform functions and render services which, thus far, the American high school has not been able to offer.

Specifically, after all has been said that may truthfully be said in defense of the high school, the fact remains that within it we have made little or no progress in vocational education. We have made a sorry farce out of our efforts to meet individual needs and to make adjustments to individual differences

within the curriculum limits of our high school. If evidence of this defect is needed or desired, and I am sure it is not, the necessity for the establishment of the CCC camps a few years ago and for their present continuance is ample.

Some of the specific difficulties and obstacles to meeting pupil needs in secondary schools as they are now administered may interest you.

1. *English*, as now taught in the American high school—with its emphasis on formal grammar and the mastery of the classes—is a positive barrier to pupil adjustment. The substitution of a fine reading program, therefore, and the integration of the whole program would go far toward removing this serious barrier.

2. *Mathematics*, particularly algebra, is an insurmountable obstacle to many children. The group taking mathematics, as now taught, must be limited, and a course of more practical mathematics should be provided for general consumption.

3. Languages, as now taught, cause insuperable trouble for many children. Obviously, the difficulty here is one of content and method.

4. Formal and meaningless courses, such as are now characteristic of typewriting, of work in shops and laboratories, and of physical education, are ineffective as learning experiences and thwart any approach to pupil need or interest.

5. *General science*, when taught as an abstract sampling of the fields of science, is non-functional and makes trouble in efforts at pupil adjustment.

6. The present endeavors in such fields as music, wherein all pupils are required to seek self-expression in this one medium, with no option, produces a great amount of disturbance and dissatisfaction.

7. The absence of adequate and continued guidance service leaves innumerable necessary adjustments neglected and ignored, with accompanying inflexibility, lack of recognition of individual differences, and serious loss to students and to society.

8. The continuing stress upon subject matter to be included upon scholastic standards to be met, special assignments to cover work missed or not covered by the regular instruction, insistence upon homework, and other pressures tend to defeat the purposes of the school as they relate to individual growth and development.

9. Teacher-pupil friction is a factor of major importance. Particularly in the early years of the secondary school, the widespread prevalence of this condition indicates a lack on the part of the teacher of that understanding of child nature which is essential to the satisfactory meeting of child needs.

10. The needs of children for a feeling of security, for a sense of belonging to the group, and for the consciousness of

serving the group acceptably are not met. In fact, the pressure for formal compliance with *adult-imposed* standards of behavior and response destroys such reactions. The depreciation by the faculty and by adults of the informal contacts of students with students and with teachers and of the enlarged social program outside the school is a serious barrier to meeting these needs.

11. There is wholly inadequate attention given to the matter of how to study and what to study, and to the effective use of new devices of education, such as radio, motion pictures, sound pictures, the press, current literature, and forums.

12. There is serious question as to whether the present program of physical education builds enough muscular to offset the emotional disturbances occasioned by many of the situations developed.

13. The present basis of and reasons for required courses needs reinterpretation.

14. Pupil participation in the formulation of school policy seems advisable, at least to the extent necessary for some rationalization of the involved situations. Pupil understanding of school policy is necessary for a satisfactory acceptance of these policies by the student.

15. Finally, there is need for an interpretation of school for students; a personalization of the educative process to the end that the growth and development of students along socially creative lines shall be furthered. If this is not done, the school is to that degree non-functioning.

The discussion of the obstacles to an effective program of public education, adapted to the needs of all children, might be extended indefinitely. No effort has been made to produce a complete, or even a representative list. The ones mentioned were culled at random from core studies made of failing students. They are symptomatic of deep-seated defects in the present secondary school. They are to be found in every secondary school in America. The tragedy lies in the fact that so many secondary-school administrators, supervisors, and teachers are oblivious to them.

My city has broken with tradition. It has abandoned the traditional American high school entirely. The high school, as you know the institution, has been supplanted by an eight-year secondary school, beginning at the seventh grade and terminating with the fourteenth grade. It is organized into two four-year units. The lower unit consists of grades seven, eight, nine, and ten; the upper unit consists of grades eleven, twelve, thirteen, and fourteen. You would blind yourselves to the salient features of the setup if you thought of the lower unit as a typical junior high school or the upper unit as a typical junior college.

The lower unit is now definitely a preparatory unit, not a terminal unit. No student contemplates leaving school at the end of the junior high school, and none do. The average pupil completes this unit at about sixteen years of age—two years of enforced school attendance are still before him, and he necessarily enters the upper unit. I do not need to point out to you the holding power of the situation. Despite the fact that the student at the end of the lower unit has for all practical purposes completed the required courses, or their equivalents, of the traditional high school he must face the choice of one of two programs and pursue it for at least two years. At the end of that time, he finds himself at the mid-point in a four-year course—within two years of graduation and with a diploma from an institution having a prestige equal to, if not greater than, that of most of the smaller four-year colleges.

If the student selects a program of general education such as one entering a four-year college must choose, he will, at the end of two years, have entered upon several fields wherein major interests are likely to have developed. Few students voluntarily abandon college at the end of the sophomore year, and far fewer leave our upper secondary school at the end of the sophomore year, which corresponds to the twelfth year in the traditional high school. The percentage of our secondary students now graduating from our fourteenth year compares favorably with similar percentages for the twelfth year under the traditional organization. If, as is the case with more than sixty per cent of our students, they elect technical rather than general education, and plan that after graduation they will enter upon employment, they are far less liable to leave school at the end of the twelfth year, half prepared for employment, than if they had elected general education and had contemplated college or university experience. The integration of student life and the educational program in these two four-year units of secondary education has to be seen to be appreciated. The vast difference between the traditional educational program and the students' experience with that program is convincing evidence that reorganization was clearly indicated and that this particular innovation has intriguing possibilities. The most basic concept of this plan, usually called the six-four-four plan, is the frank recognition of the fact that the needs of youth cannot be met in a four-year secondary school which embraces grades from nine to twelve, inclusive. Further, there is

an equally frank recognition of the fact that the thirteenth and fourteenth years, those now included in the two-year junior-college movement, are in reality secondary in character and, therefore, they logically belong to the high school and not to the college. They should, therefore, be attached to and organized as a part of the public-school system and not as a part of the system of higher education.

President Hutchins of the University of Chicago has stated the case for this organization as follows: "We have already noticed that the high school cannot be regarded as merely preparatory to college. Economic and social developments prevent it from being any longer regarded as terminal. The period of public education for the ordinary youth must be extended by at least two years, since he will not be able to go to work until about his twentieth year!"

You now have the description of a pattern for the organization of public education that differs entirely in philosophy, purpose, and method of attack from either the high school or the college. The proposal is not that the high school shall take over two years of college work, but, rather, that the period of secondary education shall be raised from six to eight years—beginning with the seventh grade and extending through the fourteenth; the extension in time being made to permit the American public school to meet fully the educational needs of youth between the ages of twelve and twenty. You have, then, the picture before you of a continuous institutional pattern for secondary education which covers eight years and offers the opportunity to do an educational job on a wholly new basis and with unlimited possibilities for devising real solutions for some of the problems reported above. More than sixty per cent of these students are definitely not going further in their schooling. Their education is to be effected and completed within one situation, one school system, one supervisory unit, one curriculum prescription.

All issues of entrance requirements, gaps, duplications, repetitions, poor preparation, and badly selected or badly mastered fundamentals are eliminated. There are to be no more excuses. Either we can serve these children and meet their needs or we cannot. Time does not permit me to discuss economy of operation, maintenance, and administration. It may be said in passing that we have achieved the lowest per capita cost per unit in California, and with that statement this phase must be dismissed. From the standpoint of public support and ap-

proval, it must suffice to say that the community has spent over five million dollars for plants and equipment, over two million of which was voted at the height of the depression. Enthusiasm for the plan is most gratifying. From the standpoint of the students, it can only be said that eight hundred come from outside the district and more than three hundred come from outside the state, although no dormitory facilities are provided and no effort is made to house, supervise, or in any way encourage such attendance.

May I conclude with a brief reference to the educational program in these new secondary schools. It is not too much to say that the philosophy and the patterns of these schools vary significantly from those of the typical secondary school. The most significant of these differences is in the point of view of administrators, supervisors, and faculty. For the first time in the writer's experience the approach is genuinely in terms of the growth needs of the individual. There is, without question, an acceptance of the democratic, social philosophy which demands that the program be based on the possibilities, the potentialities, and the effectiveness of the individual in solving social problems. To this end and for these purposes the goal of the whole secondary program is the best possible growth of the individual in every aspect of his development. In these two fundamental concepts you have the solution to thousands of vexing problems of personal adjustment for pupils and a sound basis for guidance with respect to curriculum content and selection.

*Add to this the acceptance by the staff of a psychology of learning that recognizes that:

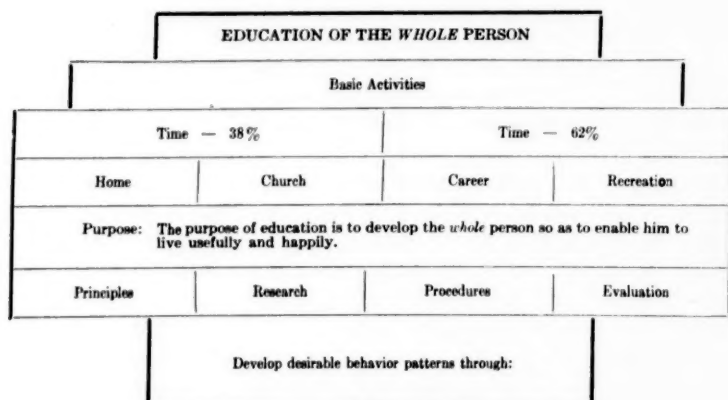
1. The individual student is a growing, developing being, bringing into each situation, new or old, a unique and complex personality, with which an effective adjustment must be made.

2. Training or adjustment takes place most effectively when the individual is purposefully engaged in working toward self-determined goals related to individual problems, interests, and needs.

3. Unsatisfied needs result in emotional blocks that prevent effective learning. Unhappy, thwarted, insecure, and troubled students do not achieve satisfactory results either in school or out of it. Unless satisfactions are experienced by an individual he will not and cannot make the progress he should toward desirable goals.

*Study by Dr. Margaret E. Bennett, Director of Guidance, Pasadena City Schools, Pasadena, California.

A major portion of the time of the staff in our secondary schools is devoted to the study of the growth needs of children, evaluating the curriculum in terms of its contribution to the satisfaction of these needs and in guiding pupils toward those experiences which are most likely to satisfy their requirements. Our slogan is, "Develop the *whole* persons." We attempt to guide every individual toward the acquisition of be-



I	II	III	IV
Physical Arts	Cultural Arts	Civic Arts	Occupational Arts
Healthy Individual	Intellectualised Individual	Socialized Individual	Vocationalised Individual
1. Health Problems. Diet Colds Sleep Breath control. Voice Carriage Sex relationships. 2. Games Tennis Golf Badminton Handball Wholesome recreation. 3. Dancing Grace Poise 4. Swimming 5. Automobile driving.	1. Home Relationships. Mathematics Economics Sociology Psychology 2. Home Art. Landscaping Interior decorating. Personal adornment. 3. Home Music. Radio programs. History and appreciation of music. 4. Survey of Literature Standards for making discriminating appraisals. 5. Survey of Sciences Scientific standards, values, and attitudes. 6. Survey of Social Sciences. Application of scientific attitudes to human affairs. 7. Foreign Languages. More sympathetic understanding of foreign civilizations.	1. Governmental Structures and Functions. Rational understanding of both. 2. Duties, Rights, and Responsibilities of the Citizen. More efficient in discharging national, state, and local civic obligations. 3. Contemporary Affairs. More intelligent interpretation of public affairs. Panel and forum discussions.	1. Modern Industrial Order. Vocational information. Educational and vocational counseling. Social security. Taxation. 2. Technical Training for Specific Occupations. Better preparation for gainful employment. 3. Training in skills for Specific Occupations. Better preparation for gainful employment. 4. Placement and Follow-up. More advantageous entrance to gainful employment. Better opportunities for careers in specific occupations.

havior patterns which are so meshed and geared together that they function freely and effectively—without friction. We seek to avoid the Dr. Jekyll and Mr. Hyde type of split personality—the individual who sometimes exhibits one set of behavior patterns and sometimes another. We attempt to eliminate mental travail and worry due to the thwarting, the insecurity, and the lack of unification of mental life by developing social habits and affiliating the individual with the group; thus enabling him to share with others the purposes, goals, and results of the school. It becomes his school. He helps to determine its purposes; he contributes to its program; he cooperates in its conduct; he is identified with its autonomy.

At a recent conference a committee faced realistically the problem of setting up an educational program designed for the education of the *whole* person. The report of this committee is briefly presented as an example of our approach to the curriculum problem in secondary education.

Such a program, if attempted, will demand new principles of evaluation. Any attempt to remake secondary education which is accompanied by the continued use of present-day rules, as measured by the existing standardized tests and evaluated in terms of college entrance and success, is doomed to failure from the outset. Time does not permit the discussion of this problem of evaluation, nor am I competent to develop the subject. May I conclude with a plea for a concerted drive to evolve and apply more humane standards in our evaluation of pupil experience in our secondary schools. The tragedy of failure at this stage of the individual's life is one of the most alarming aspects of the whole problem of maladjustment in our modern society—wherein there is admittedly a tragic amount of maladjustment and thwarting of all those factors essential for the happiness of our people.

I have no quarrel with subject mastery, with exact and ample knowledge, with adequate skill and effective technique of scholarship. These are needs as well as interest for a portion of our people. They do not, however, satisfy the needs of all. They are not the sole needs of any individual or of any group. It is, therefore, for the enrichment of the secondary school that I plead—for its extension as an agency of service to an increasing number of youth—in a hope, or as some even now declare, a necessity for all who are to live and to contribute to the economic prosperity and to the cultural advancement of a truly democratic society.

THE SCHOOL PRINCIPAL AND MODERN SUPERVISION

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DEVELOPMENT OF THE PRINCIPALSHIP

The high-school principalship is the oldest administrative position in education, as it antedates both the superintendency and the elementary-school principalship.

While the rise of the elementary-school principalship does not extend backward in point of time as far as does the high-school principalship, it began to emerge about a century ago. Due to the rapid growth of cities after 1830, school enrollment multiplied so tremendously that school superintendents, after they had been appointed, were unable to give time to the administration and supervision of the increasing number of grade schools, which, as a group, were growing rapidly.

By the middle of the Nineteenth Century, the characteristics of the principalship in large cities is described by Pierce¹ as follows: "(1) A teaching male principal as the controlling head of the school, (2) female and primary departments with women principals under the direction of the male principal, and (3) prescribed duties which were limited largely to discipline, routine administrative acts, and grading of pupils in the various rooms."

Gradually the principals were relieved of teaching duties, and the possibilities of supervision of the school by the principal were seen by the professionally minded.

At times in the past there has been doubt in the minds of many as to the person responsible for supervision. In large cities supervisors from the central office called at the schools as itinerant teachers, as subject-matter specialists, or as general supervisors. Sometimes they assumed administrative authority in connection with their supervisory activities which resulted in unfortunate relationships between the local principal and the central office supervisors. Present-day theory of school administration makes the principal the responsible head of the school; the person who is accountable for every phase of school work in the local building; the representative of the superintendent of schools; and the interpreter and executor of his policies with the local teachers. Under this plan of organi-

¹Pierce, Paul R. *The Origin and Development of the Public-School Principalship*. University of Chicago Press, 1935. P. 9.

zation, supervisors are staff officers connected with the central office on call by the local principal. Quite rightly, a principal who failed to take advantage of the available supervisory service and whose school was deficient should have an embarrassing and difficult time to explain to the superintendent's office why he did not use supervisory aid; nevertheless the decision whether or not to use it is his.

Reavis¹ has found, in a study of the relationship of the principal to the central office in eighteen large cities, that the approved relationship exists, and he characterizes it as "one of the most successful developments in city-school administration."

WHAT SUPERVISORS DO

Of the many plans drawn up for principals or other supervisory officers to follow, all of them have stressed classroom visitation to some extent. Concerning the value of such visitation, there is disagreement of opinion. In general, the elementary teachers have been more kindly disposed to classroom visitation than have the secondary-school teachers.

Melby,² in his study of supervision in a number of city school systems, found that principals were quite certain that classroom visitation was of great value, but the classroom teachers did not share this belief.

The National Survey of Secondary Education³ concludes, in connection with classroom visitation, "The main approach to the problem of improving classroom instruction is no longer the classroom visit with its inevitable ensuing conference. That approach is still an important one, but in outstanding schools supervisors are realizing, as never before, the potential aggregate benefits which may accrue from many methods of supervision proceeding simultaneously."

In theory, class visitation is always to be followed by a conference in the office of the principal.

Hughes and Melby⁴ found that the teachers reported that

¹Reavis, W. C. *Relations of School Principals to the Central Administrative Office in Large Cities*. Bulletin No. 66, Department of Secondary-School Principals of the N.E.A., 1937. P. 364.

²Melby, E. O. *A Critical Study of the Organization and Administration of Supervision—a Study of Current Practice*, Northwestern University Contributions to Education, 1929. Public School Publishing Co.

³Engelhardt, Fred, Zeigel, W. H., and Billett, R. O. *National Survey of Secondary Education*, Monograph No. 11. U. S. Department of the Interior, Office of Education, Bulletin No. 17, 1932. P. 140.

⁴Hughes, J. M., and Melby, E. O. *Supervision of Instruction in High School*, Northwestern University Contributions to Education, No. 4, 1930. Public School Publishing Co. P. 32.

conferences were held following only thirty per cent of the visits, arrangements for such conferences were casual, and only about one-third of the teachers felt that they had received help from the conferences.

Clearly, then, the conference following the class visitation, which every principal will make as one of his supervisory activities, can be a much more meaningful one than it has been if the principal takes the time and effort to make it so; especially if he has a supervisory program which deals with such vital problems as the curriculum and methods of teaching.

FACULTY MEETINGS

Faculty meetings have long been ranked with classroom visitations as one of the chief sources of supervisory stimulation. Melby¹ found that general faculty meetings ranked high in value in the opinions of principals but low in the opinion of teachers. This is quite understandable when one considers how many general faculty meetings degenerate into discussions of pupils' personalities which are irksome to individual teachers not directly concerned with these pupils, or how frequently the principal rehashes administrative detail, which, if it must be presented to the entire corps of teachers, can more conveniently be placed in a bulletin.

In one of the large schools near here the principal assigns teachers to committees for which they have shown preference. The committees investigate problems relating to school work and report back to the faculty, where the matter is discussed at some length if necessary. Most of these committee reports have been adopted as a part of school policy, to be carried out by everyone. One specific change which has been inaugurated is the hour period with supervised study rather than the forty-five minute period which had been the custom before.

GROUP MEETINGS

In the judgment of the principals, small group meetings are of greater value than general meetings, but their practice does not follow their belief.² Here is another case where principals could easily make practice follow the belief of both their teachers and themselves. Certainly in large faculties where a representative group, say of intermediate grade teachers or social science teachers, can be assembled for a professional,

¹Melby, E. O., *op. cit.*, p. 112.

²Melby, E. O., *op. cit.*, p. 112.

prepared meeting to discuss common problems, there is opportunity for an intellectual leadership on the part of the principal which is not now utilized.

DEMONSTRATION TEACHING

Demonstration teaching is ranked high¹ by elementary-school teachers as a way of improving methods of teaching, but high-school teachers are, at best, lukewarm in their response to it. High-school principals, also, are not enthusiastic about demonstration teaching. The survey of secondary education points out that demonstration teaching is, indeed, a rare procedure in secondary education. There seems to be abroad the notion that elementary-school teachers can profit from demonstration lessons, but that high-school teachers cannot. With this viewpoint I disagree entirely.

I shall content myself with one illustration from the secondary-school field. Perhaps all of you were present in St. Louis in 1936, when Mr. Roy Hatch taught a demonstration lesson in social studies for the Department of Superintendence, now called the American Association of School Administrators. Several thousand school administrators saw the lesson and came away with definite ideas to inaugurate in their local systems. It seems to me that a series of such lessons, taught by master teachers, would be far more helpful than many of the papers I have listened to at state and national meetings.

CURRICULUM

Many writers on supervision have urged curriculum preparation as being one of the most effective supervisory methods, and many of our larger cities have used it extensively.

In a metropolitan high school, situated in one of the poorer areas of a large city, the principal is working diligently to stimulate the faculty to revise materials for teaching purposes or to prepare new materials which will function in the lives of the boys and girls who enroll in the school. An illustration of how the general science course for this school was prepared must suffice. From a sampling of the mental abilities of the pupils enrolled, it was found that the average mental age was two years below the chronological age. Data on reading ability revealed that many pupils were not prepared to read the material presented in standard general science texts. In order to determine how well children understood the meaning of commonly used scientific terms, a test was devised, on which the

median score was about fifteen per cent correct responses. A questionnaire to pupils showed that three-quarters of the parents were foreign-born and possessed a meager educational background. Sixty-eight per cent of the homes were stove-heated. Other commonly accepted comforts were found to be absent in similar proportions. Eighty-seven per cent of the children had home duties, such as "getting wood," which in that district means bringing home anything combustible in the neighborhood which was not securely fastened. Cleanliness was a habit which these pupils had not acquired or were unable to practice at home, as running water was not available to many of them. From these facts it seemed clear to the principal and teachers that instruction regarding food, clothing, and personal hygiene was more important than a study of transportation and communication. Knowledge in regard to heating, ventilating, and proper lighting, as well as the causes, prevention, and cure of disease was more important for these children than that of astronomy, weather forecasting, or electric motors. Therefore, the principal and teachers of this school built a course, adapting from textbooks where possible, supplemented by material written by the faculty and mimeographed for the children. The result is a course which functions in the lives of the pupils. They recognize it as of worth to themselves. Among the items which have been considered in evaluating the course are the establishment of home workshops, reports by social workers of increased participation in wholesale community recreation, and improved habits of personal health and cleanliness.¹ ² Of course, the revision of the general science course in this high school is not complete . . . it will never be finished as long as an alert principal provides professional leadership to a growing corps of teachers.

TESTING

It is certain that some form of evaluating pupil learning, teacher effectiveness, or suitability of the material in the course of study should be made regularly and systematically. Probably the most effective way is to use the best testing instruments available.

In the Survey of Secondary Education³ the following conclusion is reached: "although comparatively few supervisors are using tests as a means of evaluation, nevertheless

¹Pierce, P. R. "Major Steps in Reorganizing a High-School Curriculum," *School Review* 44: 655-66.

²McCalmont, J. K. "The Instructional Background of General Science Pupils in a City Community," *School Review* 44: 291-97.

³Engelhardt, Fred, Zeigel, W. H., and Billett, R. O., *op. cit.*, p. 163.

a large majority of those employing them estimate the results as very successful."

Satisfactory instruments were first available for mental testing, followed by achievement tests at the elementary-school level, and only recently, at the high-school level. Certainly any school which makes a pretense of adequate and cumulative records must include both mental and achievement testing in its program. The variety of excellent group tests for mental ability makes the choice of one of them difficult, principally because of their general excellence. In the secondary field there are at least two satisfactory achievement tests series: The Coöperative Tests, available with both independent (private) and public-school norms for nearly all high-school subjects, and the Iowa Every Pupil's Tests, which furnish splendid regional norms for public schools of the middle-west in most of the subject matter fields. Giving a series of achievement tests and considering the results carefully represent an excellent basis for beginning the supervisory program. Certainly one should compare the achievement of a school for which he is responsible with that of similar schools—in the light of the abilities of the pupils. Similarly, one would wish to inquire why the pupils in a specific grade ranked, say, in the highest quarter of achievement in English mechanics and in the lowest quarter of achievement in mathematics, or why one teacher secures consistently high achievement records in a subject, while another teacher obtains much lower achievement records in the same field. Perhaps in the latter case there are differences in the abilities of the pupils. Perhaps there are additional values, not measured by the test, which are taught by some teachers or in some subject matter fields. At any rate, the testing program furnishes objective data with which to begin the program of supervision.

I cannot leave the topic of testing without a plea for a reading test, to be given annually, since reading ability is the basis of successful schoolwork at any point in the school system. A reading-test record in connection with the mental ability of the class might well explain why one class or group was above or below the achievement of other pupils similarly classified for instructional purposes. And such test data furnishes the basis for a remedial program. Considerable has been learned and published about remedial reading at the elementary-school level. Most of this is readily applicable to the deficient readers at the secondary level by anyone who will take the time to read

the professional literature and to apply it. The fact that large numbers of deficient high-school readers respond to and profit from such instruction makes it imperative that more principals accept the obligation of caring for the defects in reading just as readily and promptly as they would carry out their administrative duty in furnishing lunch to an indigent child. There is abundant evidence available that remedial instruction in reading, either undertaken with individual pupils, or in group work, will prove as profitable for retarded readers in the high schools as it has proved for elementary-school children, and there is some evidence, too, that the effect of the improvement is relatively permanent.

SUMMARY

In concluding this paper, which has dealt with the problems of a principal in a modern system of supervision, I wish to make the following summary:

1. The principal is the person responsible for the improvement of instruction in a local school.
2. The wise principal will concentrate his major emphasis on a *few* activities and will see that satisfactory results are accomplished.
3. The provision of fresh and vital material to illustrate or supplement classroom instruction is one of the most promising supervisory activities a principal can undertake.
4. Such a program can, and will, include testing, classroom visitation on call and at irregular intervals, and planned and unhurried conferences when they appear advisable. It may and probably will result in some remedial teaching, and there will be group and general faculty meetings for which there is a purpose.

WARNING

The National Honor Society has met with such great success that imitations are springing up in different parts of the county. These pseudo honor societies seem to have largely a commercial objective to plan the exploitation of scholarship for financial ends. Members of our department are warned to beware of any society that offers 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.

A STUDENT EXCHANGE PLAN

ROGER HILL

Todd School, Woodstock, Illinois

The past year has found many of us at the inspiring business of reviewing once more the life and writings of Horace Mann. It is, of course, completely unfair to skip lightly over the amazing perspicacity, sagaciousness, and advanced pedagogy of this intellectual giant and to dwell on those overstatements he sometimes made when offering his social cure-all of universal education. Probably we should realize that it is we who have failed rather than he who erred when we read prophecies such as the following:

Were we to hear that some far-off land had been discovered where . . . falsehood, detraction, and perjury were never uttered; where all the obligations growing out of domestic relations were sacredly kept; where the office always sought the wisest and best men for incumbents; where witnesses were true and jurors just; in fine, where all men were honest in their dealings and exemplary in their lives,—were we to hear of such a realm, who that loves the peace and the happiness that comes from security and order would not wish to escape from the turmoil and the violence, the rancor and the mean ambitions of our present sphere, and go there to dwell and die. And yet it is the opinion of our most intelligent, dispassionate, and experienced teachers, that we can, in the course of two or three generations superinduce substantially such a state of society upon the present one.

Yes, we smile. But should we not, rather, blush? Few groups are as smug as are educators. Few groups have as little right to be. The high hopes planted a hundred years ago have blossomed into anemic posies. Every child attends school for eight years. Nearly every child attends school for twelve years. An unconscionable number of children attend for from sixteen to twenty years. And while radio waves clutter up the ether, thought waves have not multiplied appreciably. Political ballyhoo is still maudlin. The hand that writes the propaganda is the hand that rules the nation.

Our elementary schools have taught a nation to read, but our secondary schools have made almost no beginning on the job of teaching a nation to think. Literacy has, to all practical

purposes, merely shifted the nature of our dupedom. For the past few generations we have received our propaganda from the printed page rather than from the political platform. And now, as a final ghastly joke, the scientists have given us a new gadget which nullifies literacy. The voice of the radio is heard in the land. We have ceased thumbing pages; we thumb dials. Once more we can sell the nostrums and dupe the sucker without the aid of the printing press. The political spellbinder is back on the platform. The old medicine show (almost unchanged) returns to the American scene.

All this has been retold until it is trite. And so, to the cure-all! Every article with such a preamble must inevitably conclude with the answer. Well, I have none. At least, if I think I have an answer, it is not the purpose of this discussion to promulgate it. I do think, however, that I have one new technique to offer which is genuine, vital, and eminently pragmatic. Briefly, it is to take a chapter from the book of international student exchange and apply it to our own union of states and to our own vast and varied social complexion. Our high schools are to offer not only a cafeteria assortment of knowledge but at least one significant socializing experience each year. This is to be done simply by exchanging students. For example, a class from a metropolitan high school (say Chicago) will for one month of its freshman year visit and go to school in a small-town high school in (say) cornbelt Iowa. These students travel with their social science teacher, but, upon their arrival, they attend classes under the Iowa instructors. Their own teacher meets them one period a day for orientation and interpretation of their new surroundings, but for the rest of the day this teacher becomes a guest instructor in the Iowa social science classes. Metropolitan Willie Jones becomes a house guest on the farm of Johnny Smith, sharing for one month his every experience. He drives daily with Johnny to and from school in the Smith flivver, stopping each morning at the milk plant to unload the six cans which constitute about half of the Smith income. He listens to Johnny growl a bit about the dollar and fifty-six cents a hundred, currently received, and, after having that translated into three cents a quart, is inclined to join the dirge. He offers to help with the milking the first night, but finds this a highly specialized skill, and compromises by helping get down the feed.

"They git alfalfa and silage at night," the hired hand explains. "The alfalfa's in the east bin. You'll havta climb over

the soybeans, but you can fork it down through a hole in the mow near the corner."

Then a climb to the eerie heights and pungent vastness of the silo, and the peculiar joy of dropping half a ton of shredded material down a forty-foot shaft. On Saturday corn must come in from the field.

"There's six hundred shocks in the south forty," says Mr. Smith, "and we gotta get them in before the snow starts drifting too heavy. Johnny, you take the bay team over to Mengs' and borrow their rack. We'll hook old Dick and Dolly onto our wagon, and they'll be safe for Willie to try his hand drivin'."

Two weeks later Willie is husking corn like a—well, if not like a veteran, still he's using the hook on the husking mitt and not peeling the ear like a banana. He is amazed at the bushels those hogs in the feed lot consume at a crunching and is inclined to agree with Johnny that you can not hope to get rich feeding seventy cent corn to hogs even if they are bringing eight dollars on the market.

"We'd be getting a real price for 'em," says Johnny, "if it weren't for the government going crazy with reciprocity and letting all the foreign beef and pork into our country."

It will be a year or two before Johnny's class visits the cotton and the tobacco belt and learns that this oft-condemned tariff policy has enabled the southern farmer to recapture some of his lost foreign market and has kept him from bankruptcy.

Before that time, however, in fact, this very year, Johnny's class will return the visit of the Chicago boys. He will now be the guest of Willie, who will open up to him new vistas which will broaden the horizon of his thinking for life. Possibly he plays in the band in his own school, and the fifty cent popular concert of Conductor Stock will be his first conscious esthetic experience. Just the ride on the bus through Lincoln Park and along the Lake Shore Drive will be a thrill. If his teachers have discussed architecture with him (and they should be spanked if they have not) he will, perhaps for the first time, see in three dimensional wood, stone, iron, and steel examples of oriental, Greek, medieval, and modern thought. The bustle of the stores in the Loop, the museums, the Planetarium, the Shedd Aquarium, and the site of the World's Fair will be his to have for a month and to hold in memory forever.

In a big city the experiences and the values which we propose to grasp are so fundamentally different from rural life that the procedure of grasping them must be changed. Group

trips will be in order. Johnny will want to see the stockyards, although not necessarily the butchering because Johnny has done that himself at home and this is after all the least significant part of the yards. But he will want to see the tremendous, smoothly functioning machinery for marketing a nation's meat supply. Here he can observe the law of supply and demand functioning before his eyes like ants in a glass-front colony. He will see the same law in action to-morrow when he looks down from the Board of Trade visitors' gallery on the wheat or corn pit, but in what will seem to him a less rational manner. Bedlam and a thousand fists bursting in air will hardly look like buying or selling grain, but the hundreds of stock buyers and stock sellers, all with the badge of their fraternity, a fifty-cent hickory cane, do business over wooden fences in the yards in an understandable and Christian fashion. After these visits, Willie and Johnny will each have an insight into each other's life and a sympathy for each other's problems which will change the entire course of their adult thinking.

But their other three high-school years will bring equally new and equally significant experiences. Willie and Johnny will not simply read a paragraph in their social science text about George So-and-so of Leadville, or Coalville, or Cottonville, or Orangeville, or Whatyouville. They will actually have the unique, memorable, and invaluable experience of—for a month out of their lives—*stepping into George's boots*.

I am convinced, through actual private-school experiments with well-to-do boys (experiments much less *real* than the public-school procedure advocated herein), that these experiences, properly interpreted by social science teachers of vision, can be the most illuminating, the most stimulating, and the most broadening part of a secondary curriculum. That is quite a flock of superlatives but they stand as written.

Whether we believe with Hutchins of Chicago that a general education necessitates a knowledge of the classics and a mind discipline derived from the study of mathematics, or whether we hold with an increasing number of educators who insist that a glorified trade school is the curriculum summum bonum, still we all join hands in a circle and give lip service at least to the inclusion of some social studies which will interpret our world, our times, and our customs. And here, certainly is the ideal introduction to sociology and economics.

No, I offer this as no panacea for our educational problems. The man who completely vitalizes our youngster's years

in school will have to present a tremendous plan for universal, active, transitive participation in genuine life experiences. He will have to put children into some sort of a valid miniature citizenship. He will have to simulate a pioneering set-up for our youngsters, eliminating some of life's cushions, and pulling out of their mouths some of the synthetic silver spoons that even the most humble are now born with. He will have to institute some sort of back-to-the-chores movement. He will have to—but that is beside the point. My only contention now is that, under the exchange high-school plan, each year would bring one tremendously vital experience, an experience with life-long reverberations for each boy, and which would make wise and logical use of a set of machinery which is already at hand in our far flung, standardized national high-school system.

I am convinced that no boy's education is broad enough for citizenship without some first-hand knowledge of the many cogs which must be intricately meshed to turn our vast economic machine. Certainly a realization of the fundamental and basic nature of agriculture in any civilization is essential. Strange to say, but in very sooth, this can only be learned, or at least it can only be realized, by getting feet and fingers deep in forty acres of dirt. And to-day the great proportion of our youth is denied this common heritage of our grandfathers. A boy can spend much of his young life rolling along concrete roads between cornfields, and there it is—corn. But, after one month on a mid-western farm, the roadside has come to life and there it is—*corn*. And it will never be corn again. To those of you who were born in the city and first tasted pastoral delights after reaching maturity, the above will be crystal clear. The rest of you can only vaguely sense the tremendous significance I am trying to express.

Much of the educational value of the trips will take place after the return to home classrooms. Experiences will be compared, modes of life will be discussed, philosophies of living will be evaluated. In short, the travel diet will be digested. Observation is both the raw material of science and the basis of esthetic appreciation. We have been making of the learning process an esoteric thing when it rests on something as primary as the use and acute sharpening of the five senses. An open mind with suspended judgment is our objective. To this end, instead of offering all ideas in predigested capsule form, we should encourage our youth first to observe and discover facts and then to think clearly and precisely, to analyze,

to criticize, to weigh evidence, to check conclusions.

I can foresee, of course, many individual conscientious objectors, primarily mothers feeling that Willie will be contaminated. To quote the classics, "I poohs at yer Mrs. Brown." More learned brows will wrinkle at the prospect of our youth not being mature enough properly to evaluate completely foreign *mores*, and while I do not pooh at Mr. Longface, I disagree most emphatically. With a social science teacher of sympathy and understanding to help shape reactions, I know from experience that negative results are non-existent. Johnny Gotrocks is not nearly so apt to sneer as the comic strips would indicate. For years I have taken wealthy boys on a tour which covered, among many things, the Kentucky and Tennessee mountaineer life. These boys from the Gold Coast have invariably been unanimous in their amazed admiration for the simple charm, the obvious honesty, the open-hearted hospitality, the innate friendliness of these folk. "The traveled mind," as Mr. Alcott told us, "is the catholic mind, educated *from* exclusiveness and egotism." Yes, the italics are added but justly so. All our findings have tended to bear out Disraeli's view. "Travel teaches toleration."

In fact, although this is not necessarily a part of the plan, I am convinced that every well-to-do boy would greatly improve his future citizenship by living for a period in a very under-privileged home. As to the wisdom of the converse situation, I can speak with no authority. I know that many conservatives would feel it unwise. As one very wealthy friend said to me, "The plan has tremendous educational value, but the exchange should be between homes of approximate economic parity. Otherwise it will be a breeder of discontent." Mayhap he is right. But I am not so sure. If the word *increased* means increased skill in the art of gentle living, surely emulation of these amenities is desirable. As far as pure envy or possible rancor is concerned, does my friend believe that his double-chauffeured town cars, his yacht, his walled Westchester estate, and his wife's society-column record are now hidden from the gaze of the poor? But this man's scale of living would not figure in a public-school, anyway. And there certainly are things to be said in favor of a poor boy having an insight into the home life of the moderately wealthy. To cite just one, he would probably learn, as did wise old Amassa Delano, that "Virtue and vice, happiness and misery, are much more equally distributed than those are permitted to suppose who have never been away from home."

To test the wisdom of any of these procedures would be a simple matter. In fact, the whole idea can be evaluated by cautious, experimental beginnings. Principals and superintendents who are interested can write to a central agency, explaining the type of life situations available in the homes of their boys, and designating the sort of experience wished in exchange. Until a better focal point can be found, I shall be glad to offer my office as barter headquarters. A few dozen of us can, in a few months, report findings indicative of future possibilities.

And the cost? Surprisingly little. Transportation is almost the sole item. The cost of Willie's food while visiting Johnny is borne by Johnny's parents, but these folks save a like amount during the period of the return visit. Railroad fare for a trip of one thousand miles and return should cost no more than ten dollars. This figure is based on the reasonable assumption that our lines would, for a mass movement, grant fares of one-fourth of the existing coach rates. European countries whose educational program includes the *summer pilgrimage* have existing railroad rates for this purpose which are one-fifth normal. The price of a few textbooks will add this new educational tool.

Now that we have mentioned it, why not adopt the *summer travel plan* and the European or Japanese pilgrimage? All right, why not? But the exchange-student plan would, to my notion, be much less expensive and much more valuable. No artificial situations are set up such as are inherent with a leader and his group on summer tour. No new machinery need be set up. We use the existing machinery of our vast high-school system and over-trained high-school faculty. The genuineness—the reality of actually living in another home in another community—transcends all rubber-neck excursioning and lifts the experiences out of the dangers which made Thoreau describe most travel as being merely "counting cats in Zanzibar."

Yes, travel is excellent. Bacon was right when he told us: that "Travel, in the younger sort, is a part of education; in the elder a part of experience." Yes, field trips are excellent. Few of us would argue with their increased use in progressive schools. But here would be super travel, super field trips. All experienced globe-trotters agree that the way to know a country is to make your stay not in the Grand Hotel nor even in the American House surrounded with fellow tourists, but in the homes of the natives. Did you do some visiting when you were

a child? Are not those memories the most vivid ones in the file of your mind? Have they not affected much of your thinking through life? But your visit was only a fraction of the experience proposed for our boys. You visited relatives or friends. At least you visited in a home on the same economic and social level as your own. The exchange student will open doors that lead into a new world. *I am a part of all that I have met.* Yes, but most of our youngsters, rich or poor, have met pitifully little that is vibrant and living and contemporary before they file up to the speaker's platform, reach for their diploma roll, and slip by pure accident into a job at the corner filling station, the neighbor's farm, or father's counting house.

Despite the increase of extra-curriculum activities, the life led by high-school youth to-day is peculiarly secondhand. Its experiences are almost one hundred per cent vicarious and almost one hundred per cent sedentary. These experiences are taken in the movie pew, in the stadium bleacher, in the school-room seat. The automobile gives the boy his nearest approach to an active, firsthand experience and this, under ordinary circumstances, a dwarfed one. But it is his most desired toy because of an instinct as basic as that of mating; the passion for locomotion, the mercurial urge, the wanderlust, the age-old wish for seven-league boots. Huck Finn's spirit is strong in every boy. And while we can not let them all take a year off for adventures and, fleeing Aunt Polly Pedagog, let them dissect America by bisecting it on a raft, still we can give them an excellent view around several of the great bends.

Yes, our academic life is indubitably sterilized of living experiences. Significant experiments in life infusion of various natures, such as the one at Antioch, are being made at many isolated points. Our efforts, however, have been infinitesimal when viewed in the light of the millions of American school boys still fed largely on the husks of life, still frustrated with little understanding of the society in which they live.

Perhaps I am speaking out of turn. Perhaps as a private-school man I should stick to example rather than precept. Perhaps I should continue to hoe my own little garden and rejoice if I can finally develop one really superior row of perennials. But I find myself looking wide-eyed and awe-struck at the possibilities across the fence in the field of public-school planting; a little envious at the very size and possibilities of the plot; and fired with a holy zeal to lay out a tremendous blueprint that may really alter the architecture of our society—fired

with a holy zeal to mold a cosmic mass of human clay; to splash on a ten-league canvas with brushes of comet's hair.

We have been told that the thoughts of youth are long, long thoughts. They are. Or at least they can be. But more commonly they are short, narrow, provincial thoughts. If we can broaden the outlook of youth's imagination, we *have* molded cosmic clay. Education is merely the multiplication of appreciations. If Tommy Thompson can appreciate the subtle niceties of baseball skill more readily than I, he is to that extent educated beyond me. If I can appreciate a symphonic arrangement to the point of feeling it in my spine, while it gets no farther than Tommy's ears, I am to that extent educated beyond him. But the greatest of all appreciations are the valuing of the other person's point of view, and the awareness of sterling character traits in human beings—the ability to look beneath the externals of clothes, customs, idiosyncrasies of speech and manner, social and monetary differentiations, and know that a man is a man for a' that. I know that boys, given a chance to get out of their own province and their own provincial thinking *can* do just that. (I say nothing about girls because, father of two adolescent ones, I still know nothing about them en masse.) And I know of no reason why the high-school exchange-student plan, as here outlined, cannot do *much more* for public high-school boys than we, in our own school, have done, with recognized success, for selected groups in travel classes.

STATE OF NEW JERSEY
DEPARTMENT OF PUBLIC INSTRUCTION
TRENTON

SECONDARY-SCHOOL LETTER

January 3, 1938

To High-School Principals, Supervising Principals,
City Superintendents, and County Superintendents:

We have received numerous inquiries concerning the National Scholarship Information Bureau, P. O. Box 342, Elizabeth, New Jersey. This organization offers guidance information concerning scholarships, student aid funds, fellowships, and loan funds available in different institutions of the United States. The announcement of this service is addressed: "To All High-School Seniors". We understand that the circulars are in some cases sent to the president of the senior class rather than to the principal of the school.

After a careful investigation of the possibilities of this service and of the resources of the people who offer it, we consider it necessary to caution secondary-school principals against permitting this organization to correspond with members of the student body of the secondary schools of New Jersey. The fee of one dollar for individual advice, based on a student's application, does not seem justified. In any case, the service promised by the Bureau should be available free of cost to any of our public secondary schools.

Very truly yours

HOWARD DARE WHITE

Assistant Commissioner of Education

A PHASE OF STUDENT GUIDANCE

V. K. FROULA

Principal, Roosevelt High School, Seattle, Washington

Experience is the essence of which character is molded and personality developed. Character is never something apart from the activities of life itself. Therefore, the students of Roosevelt High School are encouraged to engage in coöperative democratic action throughout their corporate life, as a phase of guidance.

This is, of course, only one phase of that important school duty. We also have a plan for counseling by all the teachers and by a few special functionaries, such as is becoming common in schools under varying forms of organization.

We are offering students of secondary level opportunities at productive activities in the realm of conduct and self-management as a visible achievement in citizenship training. This, it seems to us, is a cogent means of guidance. There is an element of weakness in the plan of special functionaries for student guidance which makes it appear as if it were something added to the school's regular program and not an integral part of its total function. The experience of students in concrete situations which approximate every-day life and wherein the ethical implications of personal rights and freedom are clearly brought out seems to us to belong in the category of group guidance. How else can young people so forcibly learn that no one is fit to govern who is not also ready to be governed; that the liberty of an individual is a means and not an end; that freedom and discipline are not mutually exclusive?

This school's first two coöperative organizations consisted of the Boys' Club and the Girls' Club, which functioned well for several years. It was discovered, however, that for some purposes joint committees of boys and girls had to be appointed, which called attention to the advisability of embracing the entire student body into one association with a cabinet, a council, and other subdivisions.

The *Council*, meeting weekly, consists of two representatives from each home room. They constitute the legislative body of the school, where committees report and recommend measures for student conduct. Immediately after each meeting, they return to their rooms, where time enough is granted them for presenting the transactions of the council. Whenever special stress needs to be laid upon the recommendations

of any committee, its chairman brings the matter before the students in assembly.

One of the most constructive pieces of work by the council is action on the report of the inter-school committee dealing with Halloween. For several years some of our schools had been making efforts to bring about a more sane and sensible observance of Halloween, but the results were rather poor. About three years ago the entire school system took a hand in the problem. Representative students of the nine high schools were called to the Board Rooms with their principals. The superintendent of schools, a police official, a fire marshal, the mayor, the president of the high-school council of the P.-T. A., and a member of the Seattle school board were also present. Similarly, on the same day, representative pupils of the junior-high and elementary schools were called together. The matter was presented by the adult members of the group, and the problems were turned over to the students, who devised ways and means to carry back to their respective schools.

A meeting of the Roosevelt student council was called, and measures were recommended. Members of two service organizations volunteered to patrol the school grounds to discourage neighborhood pranksters. Parties of small groups were suggested and were held in homes. Larger parties to engage in innocent fun were arranged in field houses. Schools vied with each other for the best results in their respective districts. At an assembly, the chairman of the inter-school committee addressed the students and asked for their support. Some time after Halloween when reports on all districts had been completed, the student groups were again called together and honors were awarded to the district with the best showing. The change in the observance of Halloween in the entire city was remarkable, and has been so ever since that time.

The Minute Service Club is a group of junior boys rendering a two-fold service. Its members are in charge of a captain and two lieutenants. When the lunchroom needs to be cleared of tables to make room for a P.-T. A. reception, all that is necessary is to notify the captain. The next morning before school, the tables are put back in place for regular service. For banquets, father and son dinners, and other functions the tables are quickly and quietly arranged as desired. The other service which this group renders is a reforestation project, carried on in coöperation with the government's conservation program. Every spring, the group, accompanied by one or more adults, starts out for an overnight trip in the Cascade

Mountains, where several sections of logged-off land have been set aside for the care of this group. Two thousand tiny trees, provided by the United States Forest Service, are planted in regular rows each spring, furnishing the boys an object lesson in conservation. Incidentally, the whole school becomes conservation-conscious by the preparations of these boys for their jaunt.

The Patrol is another group of diligent workers. They take care of hall traffic, fire drills, and the proper parking of cars. Every driver of a car has to register with the patrol. This includes teachers as well as students. Thus, any car improperly parked is easily identified, and the driver notified. The registration of cars, likewise, helps to control their use.

The Revue Committee puts on one strictly student-managed vaudeville a year. About two hundred students participate. The Committee, which is sponsored by a teacher, holds tryouts, selects participants, and puts together a series of performances on two successive evenings. Some of the music is composed and played by a special orchestra under a student leader. The Revue is strictly a student enterprise, different from the senior play, musical concerts, and the annual opera, which are coached by teachers and do not train students so much in initiative and self-direction.

Without the valuable assistance of an efficient *Stage Force*, the performance described above would be impossible. This group is composed of a class in stage construction, meeting once a day, and on occasions working late into the evening in the preparation of stage scenery and equipment. Under the leadership of an industrial arts teacher, this group becomes expert over the period of four years of service which most of these students render. Each member of this highly organized group has his special duties, and together they study lighting effects, color schemes, the manipulation of stage equipment, and the building of appropriate settings. The varied training and experiences of these students have helped many of them in securing employment. Closely associated with this activity is the *Make-up Corps*, whose services have relieved the school management of many annoyances. The make-up corps studies the art of different kinds of facial expression. Long before the opera or play is ready for presentation, they have been studying the characters. About two and a half hours before a performance, each member of the corps begins making up a definite number of participants.

A very different type of service is rendered by members

of the *Honor Society*. Aside from its usual activities and its yearly banquet, this group has taken charge of a study hall for early morning study. But perhaps its most signal contribution is the tutoring of backward or weak students. Honor study groups, meeting in the lunchroom during three periods and in vacant rooms at other periods in order to relieve congested study halls, consist largely of these students.

Recently sixty-five students of the lower classes have been organized as *Library Assistants*, relieving the librarian of much routine work and allowing her to devote herself to specialized duties. They act chiefly as pages and desk assistants, and a few upperclassmen serve in an advisory capacity in close coöperation with the advisory board, and deal with students in need of advice on the proper use of books and correct behavior in the library.

The Advisory Board was mentioned in the preceding paragraph. This is a small group of carefully selected students and ex-officio members, dealing with certain minor infractions. The group seldom recommends discipline. A good heart-to-heart talk with the offender is usually enough to bring about the desired effect. To the advisory board are referred cases of disorder in assemblies, study halls, hallways, and on the school grounds. These cases are usually of the kind that arises out of thoughtlessness rather than from any premeditated breach of discipline.

The Rough Riders constitute a service organization of thirty-five seniors. Each one must be approved by his instructors as to fitness and must maintain at least average scholarship. Twenty are voted in by outgoing members, twelve are elected by new members, and three are appointed by the faculty adviser. Their duties are to support all worthy school activities and to set a good example to fellow students in conduct and citizenship. They manage crowds at games, speak in home rooms in support of good sportsmanship, form Halloween patrols, and keep down rowdiness on athletic fields. Their sweaters serve as a means of identifying them for any service or emergency needing attention.

The Vocational Committee arranges for an annual conference, in which some sixty men and women in various occupations take part in discussing with students their vocational ambitions. Preparations for the conference are made long before its occurrence by means of bulletins, which give general information. Later on, blanks are filled out, indicating students' first and second choice of topics on which they wish to

confer. Rooms are then assigned according to the size of each group. Speakers are chosen and contacted.

The Social Service Committee provides students opportunity to cultivate social chivalry. At the Thanksgiving season every room selects and provides for a needy family. As carried out, this is more than an impersonal participation in a charity. The history of the condition and size of each of the families chosen is told to the students, although the identity of the unfortunates remains a secret except to the drivers of the delivery trucks. A member of the room furnishes the box, all make contributions of suggested food stuffs, several pack the box neatly, and others carry the box to a numbered spot in the lower hall for delivery.

The Movie Club shows ten-minute reels in the auditorium during the three lunch periods at a one-cent admission fee. When the out-of-doors is not inviting, these ten-minute pictures clear the halls of crowds. Incidentally, by this means the club has equipped the school with the latest type of talking machine. On special occasions, educational films are shown to certain classes.

The Social Science Committee provides voting machines for the major elections, and so furnishes practical civic experience to students. At an expense of ten dollars for setting up two machines, students are given first-hand knowledge of their use.

Space does not permit more than a mere mention of other organizations and committees. Girls take their duties even more seriously than do boys. Their special services as ushers and ticket sellers are indispensable. As clerks, chosen from office-training classes, they type letters and bulletins, and duplicate lesson outlines for heads of departments and other teachers. Girls in charge of designing and the making and caring for costumes contribute color and attractiveness to many a school function. Costumes, originally made for evening performances, are used over and over again for assemblies, parties, teas, and dinners. Their storage and distribution are a significant lesson in orderly housekeeping.

This brief discussion of student experience in activities closely approximating life situations covers a phase of guidance not often stressed in such programs. Character is a by-product of life experiences. Therefore, it appears to us that any school which finds ways of enlisting its students in purposeful activities of coöperative service takes a long step forward in character building and vitally supplements its guidance program.

JUNIOR HIGH-SCHOOL ISSUES

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In discussing the subject of junior high-school issues, I take it for granted that I can assume two things,—first, that all of us are aware of the contribution which the junior high-school movement has made to education, that all of us here hold the junior high school, as an institution, in high esteem; and second, that we all recognize that progress and development must begin with a constructively critical attitude towards the junior high school, a calm appraisal of its results as measured against its aims, and always a wholesome discontent of things as they are.

The junior high-school movement is now more than twenty-five years old. The movement grew out of a fine philosophy concerning the special educational needs of pupils of what we now term the junior high-school age. The movement was based on certain sound conclusions which sprang from the developing science of education. After these twenty-five years of trial and error, years of attempt to make practice square with philosophy, years in which we did not expect too much of this growing movement, the junior high school now presents itself as a youth grown to maturity, and with this maturity it is compelled to face issues and responsibilities which fully developed institutions, just as fully developed individuals, must solve if they are to serve and continue to live.

In 1930, Leonard V. Koos in his National Survey of Secondary Education set forth nine major features of the organization of reorganized junior high schools. The features were as follows:

1. Special flexibility for admission and promotion of pupils.
2. Arrangement of instruction.
3. Program of studies.
4. Extra-curriculum program.
5. Educational and vocational guidance.
6. Special features for articulation.
7. Specially trained teaching staff.
8. Supervision of instruction.
9. Special housing and equipment.

In reporting on specific practices, following a study of five hundred and six junior high schools, the report is in many respects disappointing. Many schools had adopted only a limited number of the varied adjustments which were urged by

the active proponents of the junior high-school movement. In the majority of junior and senior high schools the distinctive characteristic was much more in the field of an extra-curriculum program than in any other major feature of reorganization. Especially neglected has been the adoption of comprehensive guidance programs. The development of the use of reliable measures of ability and achievement and the development of practical methods of providing within the school organization for special needs of the brighter pupils seem, according to the report, to have received all too little attention. I now quote from the conclusion of the Koos survey: "It is obvious from the data secured in the investigation that the movement for reorganization still possesses abundant vitality. It is also obvious that the movement has touched somewhat superficially most of the schools which have professed to be affected by it." But this is the most important sentence in the summary: "*Reorganization still has far to go before it will have accomplished what has been expected of it, even among schools which are already reorganized.*" Of course, five years or more have passed since this report was written, but it is quite safe to say that the situation has not materially changed in that period of time. It seems highly desirable, therefore, for all of us who are interested in the junior high-school movement and in the good things which can be contributed to education by furthering the junior high-school program to outline clearly to ourselves certain issues which the junior high school faces in the coming years. The mere fact that a school is organized on a six-three basis, as against an eight-four basis, does not of itself constitute a reason for reorganization. The essential question which must be answered is whether the advantages which are claimed for the reorganized school are real instead of imaginary.

At the heart of the reason for the reorganized junior high schools rests the philosophy that there is a special educational need to be served at the junior high-school age. This special need is popularly recognized as the need for the discovery of abilities. It is assumed that in the first six years of the school emphasis is to be placed upon fundamental processes and that, with the emergence of the junior high-school age, the youth needs to widen horizons and to get before him a picture of the opportunities which lie ahead. If this is to be done, an attack needs to be made upon two fundamental questions: First,—How can the process of the discovery of individual abilities be

made more effectual? Second,—Even if we should make the process of the discovery of individual abilities more effectual, what can we do about the development of abilities in connection with the school program, once they are found? The problem which faces the junior high-school program throughout the country is that its fundamental purposes are frustrated because of the standardized program of the senior high school. To reorganize the educational program at the junior high-school level in such a way that its finest purposes are fulfilled but not to give the youth of a community any opportunity for the training of abilities which have been discovered leaves the entire educational program at a stalemate. The action which the junior high school must take, therefore, in order that its purposes may be fulfilled, is to point the way and to show the necessity for curriculum adaptation in the years following the junior high-school program. For no matter how effective may be the work of the junior high school at the junior high-school level, and even if all of the nine features which the Koos study has pointed out were emphasized and carried to fulfillment, yet the program would fail to be of service if the adjustment of the higher levels of education were not efficient.

Someone may ask, "Why should those in the junior high school feel any responsibility for the modification of the senior high-school program?" or, "In what way could those in the junior high school have any influence in modifying senior high-school procedures?" Perhaps the answers to those questions lie in what has happened in the relationships between the senior high schools and the colleges. The reorganization of secondary education in the senior high school and the modification of practices at the senior high-school level are, strange to say, having vital influence upon college reorganization, and, if it be that educational thought from the senior high-school level is modifying college procedure, then it is correct to assume that educational leadership at the junior high-school level will in time have its influence upon what is being done in the senior high school.

The junior high-school movement is based upon a philosophy which needs to permeate every institution at a level higher than the junior high-school age, and those of the junior high school who believe in this philosophy can have an important part in molding thought on education which will make the senior high school and even the colleges agencies to carry on the good work begun at the junior high-school level.

A second issue which faces the junior high-school movement is the necessity for keeping its primary virtue from becoming an educational vice. Specifically I mean this: The program of exploration and discovery at the junior high-school level involves the adoption of a program of education which is extensive in its nature. This very process of extension may be at the expense of processes which should be intensive in the interest of the child. Even more specific is this question: In the case of the pupil who has arrived at the junior high-school age, but who has not yet made a reasonable achievement in the fundamental processes, should intensive programs in those processes be abandoned in the interest of widening horizons? Should we leave a job half-done in one area in order to discover new fields of interest for the pupil? On this point one can easily discover pronounced differences of opinion, but we need to dwell upon this question in order that many of the accusations of the superficiality of modern-day education may be answered and proved untrue.

There are many pupils who arrive at the junior high-school age for whom the major need is not exploration, but, instead, a continuing intensive program of instruction. It is contradictory to a fundamental tenet of education for the junior high school to say that every pupil who arrives at the junior high-school level should be given exploratory experiences merely because he has arrived at that age. Of great importance is the question of educational maturity. If the guidance program in the junior high school be such as to really discern individual differences, it is probable that certain students in the junior high-school population will be retained in processes which emphasize the further development of skills in fundamental areas of learning and that other students will probably be kept at a level which emphasizes reading, writing, and arithmetic instead of spending time in discovering their abilities.

Undoubtedly the junior high school should soon appear to be an institution dealing with special needs. To be specific, some pupils should be kept through the seventh, eighth, and ninth years on procedures which emphasize drilling on fundamentals that are not yet learned; others should be kept partially at these tasks but with a slight extension of exploratory experience; and still others, who have shown superior ability and who within the first six years have attained a great command of fundamental processes, should be exposed to explora-

tory and extensive procedures, as these comprise their major need.

If we could face this issue and recognize that the junior high schools must deal with pupils as they are and not put all of them through the processes of exploration, but keep those whose needs require it at the learning of the three R's, then we would be solving one of the problems which at present greatly perplex us and which have brought to the public school the much warranted criticism that we are not doing our fundamental tasks well. It is just as important for the junior high schools to *develop* abilities as it is for them to *discover* abilities. Upon the sane solution of this issue rests the question of whether the junior high-school movement is going to contribute to a prudent program of education according to individual needs.

A third issue the junior high school faces, and which is of utmost concern, is that of how to establish at the junior high-school age habits of workmanship and skill in the various fields which the pupils will enter after they have left school. To my mind, it is highly important that the junior high school emphasize *thoroughness* in everything which it does. I need not present the facts which prove the strategic importance of correct guidance at the junior high-school age. At no later period in a lifetime is a person so plastic, so open to suggestion, and so ready to adopt habits of work and thought as he is in his junior high-school years. A boy who learns how to play golf at the age of from twelve to fifteen will keep his form throughout a lifetime. A boy who learns to play baseball correctly at the age of from twelve to fifteen will always keep his style. It is very likely that the records in baseball will show that few men ever became good baseball players who started to play after twelve years of age. One who learns in these early years to swim with the proper stroke has a great advantage. I am using these simple illustrations to emphasize the fact that habits of study and learning at the junior high-school age are of the utmost importance. We hear very often from college teachers in the graduate schools to the effect that their students do not know how to study, and the under-graduate college teachers, the high-school teachers, and the junior high-school teachers make the same criticism. The chances are that all of these teachers are right. If there be such a thing as a time when pupils should learn how to study, it is probably at the junior high-school age, and if these habits and modes of

work are not developed at that period, it is very liable that they will not emerge at a later time. What these habits and modes should be is a matter that calls for a fuller development than this discussion makes possible, but one habit of work is of especial concern to the junior high schools, and that is the habit of thoroughness. The reason this is of especial importance is that the junior high school has launched a program which at times tends to make thoroughness seem inconsequential. A program which endeavors to broaden a pupil's interests may do so at the expense of making him shallow. This the junior high school dare not do, for, if it does, all of its finer purposes will fail of achievement.

These three issues the junior high-school movement faces at present: First, can it bring about from its program of guidance and the discovery of abilities a method whereby the road for individual opportunity can be opened at the senior high-school level? Second, can it work as thoroughly and as enthusiastically upon the development of unmatured abilities as it works upon the finding of new abilities in its pupils? And, third, can it form a program of work that will establish habits of study and workmanship which will carry over into the later activities in which its pupils will be engaged?

If these three issues can be faced squarely, and if the problems which arise under them are solved, the junior high-school movement will have made its greatest contribution to education as a whole.

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.

MAKING A GOOD, SMALL HIGH SCHOOL BETTER

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A *small* high school is, or, at least, may readily be made a *good* high school. Although the justification of this thesis is not my chief purpose in this article, I feel that the statement deserves supporting.

First, if we look upon education as guidance, and hence consider it as being largely dependent upon a purposeful, personal student-teacher relationship, a distinct advantage accrues to the school which has a small enrollment. The boys and girls in such a school may readily and very naturally be given individual guidance. The instructors can know each pupil intimately. They have contact with their pupils not in just one class for only one semester, but in several classes, year after year, and not in classwork alone, but in extra-curriculum and community activities as well. The teachers in large schools, on the other hand, and the regular counselors as well, find that elaborate and carefully planned machinery is necessary if important individual data are to be obtained and utilized wisely, and, even then, their guidance may lack the reality that comes with personal acquaintance.

A second and related major advantage of the small high school is the closeness of contact that the school may readily maintain with the home of each of its pupils and with the community as a whole. A school can never perform its functions with maximum efficiency unless its efforts are closely correlated with those of the home. The chief advantages that come from a close association of the school with the community as a whole are the following:

1. A pupil finds it difficult to get a true grasp of the significance and nature of community life unless in his thinking he can encompass the community as a whole, unless all of its machinery can be laid out for him to see and understand. Such a grasp must be obtained if understanding citizenship is to be developed. The child in the large city school can scarcely visualize or understand the municipality of which he is a member citizen.
2. Educators are coming to realize that, if education is to have vitality and significance, laymen as well as teachers must contribute to the education provided within the school, and the community must furnish outside the walls of the school many of the experiences that contribute to the development of citizenship and vocational skill. The joining of the school with the rest of

the community in providing suitable educational experiences can be accomplished much more readily where the organizations are small and closely knit, and where the school stands out as perhaps the central point of interest.

3. The pupils themselves can contribute naturally and effectively to the betterment of small communities. If they have been contributors as adolescents, they are pretty sure to be contributors as adults.

A third advantage of small schools is that the pupils in these schools associate daily with boys and girls from kindergarten through high school. This is coming to be looked upon as a more nearly normal situation than that which prevails where there is a sharp segregation of age groups. Even in cities the community school of six and sometimes twelve grades is coming to be looked upon as a distinct advantage.

I might go on to discuss other points of superiority possessed by small high schools; namely, the opportunity for each pupil to participate richly in extra-curriculum activities, or the chance for pupils' interests in the affairs of the whole school to develop unimpeded by cliques and class consciousness. However, enough has been said to indicate why the small high school is or may be a good high school. The important problem is *how* to make this *good*, small high school *better*.

To get maximum value from smaller high schools, the administrators must cease looking uncritically to large schools for guidance in administrative and instructional practices. Techniques developed for city schools are often not at all suitable for small schools. Administrators of small schools must, for example, solve their problem of vocational training in terms of conditions that prevail in their own schools and communities, and that is what they are not doing to-day. There is a demand for almost as great a diversification of vocational training in the small school, over a period of years at least, as there is in the large school. Yet small schools generally provide vocational preparation in only one, two, or three fields. The boards of education and the superintendents of these schools are thus handicapping their pupils by restricting their choices because they have continued to believe that vocational training can only be given in those fields for which teacher-specialists and the best-equipped plant facilities are available. This is not sound reasoning. For training in most of the vocations the small school should not plan to have its own teacher-specialists. The teacher-specialists should be located in some centralized place, perhaps at the state university. Training in the

related work should be given by correspondence in the school itself, and practice in the vocation should be provided outside the school under the direction of some employer in the community.

Under this plan the principal duties of the school are centered in a coördinator rather than distributed among a group of instructors who are specialists in the various vocational fields. Through the provisions of the George-Deen Act, the salary of the coördinator may by proper arrangement be paid in large part from state and federal funds. The needs of the small school are specifically recognized under this new law.

The small high school cannot evade much longer its responsibility for a broad program of vocational training. Education, carried on both in the school and in the community, has much to recommend it aside from the practical necessity of a plan of training to fit young people more definitely to take up some useful occupation. Reality is given to the school's educational program when the pupil has to try out his theory on the job. Such education is valuable also because it lengthens the period of schooling by approximately two years for the pupil who does not plan to go on to college; thus he is not thrown on the labor market while still an adolescent.

The necessity for developing techniques that take into account the particular needs of small schools applies not only in vocational training but also in the planning of the whole instructional program. There is no reason why the small school should be handicapped by a form of class organization which limits a teacher to the instruction of a single class group during a given period. So long as this is done, the only way to make a greater number of subjects available is to employ more teachers. Increasing the number of teachers results, of course, in a smaller enrollment for each teacher and a higher per pupil cost; a situation which small schools are attempting to avoid. Finding themselves unable to completely solve this problem, they may seek to dispose of the matter by reducing the salaries of the teachers they employ. What is needed is a ratio of pupils per teacher that reasonably approximates the ratio maintained in city schools. If such a ratio is achieved, it will be possible for small schools to pay respectable salaries. The ratio desired should be secured, however, not by reducing the number of subjects available, but by combining classes or by utilizing supervised correspondence study, either of which procedures is possible with subject matter that is largely individualized and self-administering. Under the plan of the com-

bination of classes, two or more distinct class groups may be placed under one teacher during a given period; each group of pupils working on its own subject during the full period. The teacher may help the members of each group as individuals or may call them together into small groups for instruction and discussion. A large proportion of the children who enter our small high schools have gone to elementary schools in which there were two or more grades in a room. This has accustomed them to studying while others recite. Where the demand for a subject is very small, supervised correspondence study, already referred to as an aid in vocational education, may be used in making that subject available. Individualized self-administering materials also simplify the problem of providing for individual differences within class groups. As soon as the practice of individualizing subject matter and then combining classes or utilizing supervised correspondence study becomes common, it will be possible to solve the problem of pupil-teacher ratios without sacrificing pupil needs.

In the third place, small high schools need to make their guidance programs really effective. As has already been pointed out, small schools have the advantage of a relatively small enrollment, made up of pupils with whom the teachers have been acquainted from the time these boys and girls entered the first grade, and yet teachers and administrators in many schools know less about their pupils than do members of the instructional personnel in city high schools of a thousand or more pupils. Teachers and administrators in small schools have not yet taken the trouble to systematize their program of fact collecting, fact recording, and fact interpreting. Of course, if the guidance function is to be complete in scope, the pupil must know of the opportunities that lie before him. The school must provide a way, also, by which the pupil may achieve his legitimate ambitions. If there is an adequate curriculum, together with a group of teachers who really comprehend the essential nature of guidance and realize that teaching itself is guidance, the machinery for the whole program will be found to be simple and effective.

Also, there should be set up a type of faculty organization and a supervisory program which will economically achieve growth in service for teachers under the conditions that prevail in a school. Here, too must be abandoned the attempt to obtain the goal by the imitation of city schools. Many superintendents in small schools say that they have no time for su-

pervision. Supervision that is really effective grows out of a personal working relationship between the supervisor and the teacher. A moment's figuring will show that the principal in the large high school, who has sixty teachers to supervise and three hours to give to that part of his work, is able to devote on the average of only three minutes a day to each teacher. The superintendent, on the other hand, who has ten teachers in the high school and grades combined and one hour for supervision, has twice as much time for each teacher. Three hours represent rather a high estimate for the amount of time the administrator in the large school has for supervision, and one hour represents probably a correspondingly low estimate for the small school. The administrator of the small school, therefore, has a greater amount of time available for each teacher, to be used in bringing about her growth in service. Now, if this time is spent in using the group techniques which the administrator in the large school must of necessity employ, the small school administrator is handicapped. If, however, the individual approach is employed, growth in service is perhaps more readily achieved in the small school than in the large school. There is the opportunity in the small school, also, for the establishment of a highly effective democratic relationship. The superintendent and the teachers can plan together, and there is that frequent contact which prevents misunderstandings from arising. The administrator of the small high school need not, therefore, be handicapped in his supervisory program.

I have not pretended to enumerate and discuss all the advantages of the small high school, nor have I attempted to deal with all the tasks faced in the improvement of small high schools. The sum and substance of what I have said really amounts to this: We must not look to large secondary schools for the techniques by which our work may be done efficiently. Their problems, their opportunities, and certainly the administrative and instructional procedures they use are and must be different from ours. We must set out as an intelligent, forward-looking group of men and women to solve our problems in the small secondary schools in our own way and in the light of our own needs.

MAKING YOUR COMMENCEMENT PLANS

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For several years the National Education Association has been encouraging schools to develop a new type of commencement program. These so-called vitalized commencements are built around the idea that the program should grow out of the work of the school, should be given primarily by the students who are finishing their courses, and should give the citizens of the community an insight into the life and activities of the school.

In recent years there has been a fundamental change in the nature of commencements, especially in the smaller secondary schools. The planning of a program no longer consists merely of a principal's scratching his head and writing a letter to some speaker, asking him to present an address. In most schools, programs are planned far in advance of the end of the term of school and serve as a fitting climax to the activities for the year.

There are many types of vitalized programs which have been found satisfactory. Schools from all parts of the country have reported that the vitalized or student participation program has served an important purpose in their schools by making the occasion more generally significant, not only for the graduates, but for the parents and the community in general. This type of program does not preclude the use of outside speakers or any of the other activities which may have become traditional within a school.

Frequently it is feasible to develop a program which will utilize an outside speaker in conjunction with student participation. For example, the 1937 program at the Cornwall, New York, High School was built around the idea of a community center. For this program an outside speaker with experience in the establishment of a community center in a nearby city was secured. His address was followed by a panel discussion by members of the class.

There is perhaps no better way to indicate some of the kinds of commencement programs which have been developed in recent years than to summarize briefly the programs of a few schools which were presented in 1937.

History of Education in Community—The graduating class of the Caledonia, Michigan, High School, gave dramatic

sketches of historical significance in the development of education in Caledonia. The theme of the program was timely, since this class was the first one to graduate from the new building, which was completed in 1936.

Two seniors—one dressed as a grandmother and the other, known as Mary—representing a member of the class of 1937 on the night of graduation—provided the conversation which linked together the series of episodes. Three places in the auditorium were devoted to the presentation of the program. The stage served as the most common location in presenting the episodes. A raised platform in front and at one side of the stage held the grandmother and Mary throughout the program. Directly above this platform was fixed a screen, on which stereopticon pictures were projected. The episodes were as follows: The Caledonia School of 1864; The Kalamazoo Case; A Discussion of 1873; The Class of 1895; Some Former Classes; Students in 1921; and The School of 1937. The concluding episode, The School of 1937, consisted of a moving spotlight, shifting from one group to another as students were discovered engaged in classroom activities—home economics, shop, commerce, geometry, chorus, chemistry, and animal husbandry. These offerings were made possible by the recent consolidation of districts and the erection of a new building.

Slides of School Building and Departments—The commencement program of the Olmsted Falls, Ohio, High School, was planned by the seniors with the aid of the faculty adviser. Pictures of the school building, the grounds, the buses, and the outstanding departments of the school were taken, developed, and made into slides by a local photographer for a very small fee. Everyone in the class had some part in the program. As each slide was shown, it was explained by a class member. This was done behind scenes by means of an amplifying set. The following slides were shown: The Building; The Athletic Field; School Buses, High-School Faculty; Senior Class; Commercial Department; Science Laboratory; Senior Play; Girls' Athletics; Boys' Athletics; and Industrial Arts. Following the showing of this picture, eight seniors with their teacher as chairman presented a panel discussion. This had been developed before to some extent in the social science class. The subject was Industrial Unions versus Craft Unions.

Musical Program—America's Musical Heritage was the title of the 1937 commencement program of the Muhlenberg Township High School, Laureldale, Pennsylvania. The epi-

sodes were: Indian Music—this consisted of an old Indian legend which showed the importance of music to the Indian in worship and in social life; Pilgrim Music—this showed the religious influence of the Pilgrim, Pilgrim music being the first music introduced in America by the white man; Negro Music—this represented a Southern plantation, showing the gay, light-heartedness of the social songs and dances of the Negro; and Finale—in this episode a typical student, in his endeavor to create a truly American song, questioned an old composer. After hearing the contributions of many nations, the student hit upon one great melody which unites all qualities into one great call to freedom.

A Day at Jefferson Junior High School—With a desire to emphasize an important problem in the nation as well as their community, a forum taking up the subject, Safety on Streets and Highways, was planned and given by Murphy High School, Mobile, Alabama. The members of the panel were chosen by the popular vote of their classmates after having been recommended as candidates by their teachers. After their election, the ten members met many times with their sponsor to discuss the topic. Some of the questions asked by the leader of the discussion were: Are our streets and highways as safe as we should expect them to be? What are the major causes of accidents? Is weather a cause of accident? What are the results of the lack of safety? Some communities have tried education, some have used legislation; which is the best method of controlling traffic deaths? What do you think our Alma Mater should do in connection with this major problem? At what age do you think a person should learn to drive? We educate the students in the school, but what is the responsibility of those citizens out of school? What is the relation of community practice to the teaching of safety in our school?

The Division of Publications of the National Education Association issues each year a commencement packet, which is distributed at the cost price of fifty cents. The 1938 packet (now available, the National Education Association, 1201 Sixteenth street, N. W., Washington, D. C.) contains summaries of a large number of programs from the 1937 graduation season. Each year these packets suggest a theme of national interest, around which schools may develop their programs. Last year the Horace Mann Centennial was the theme suggested.

CHANGES IN THE HIGH-SCHOOL PROGRAM

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Three very significant developments have taken place in the high schools of the United States within the last twenty years. First, the proportion of boys and girls of high-school age enrolled has increased from one in seven in 1910 until to-day approximately two out of every three are in school. This great upward movement in the average age at which children leave school has caused or been accompanied by two other very important changes in the high schools. Second, the number, type, and variety of courses of study have been expanded far beyond the college-preparatory work of the past; and, third, the high school is coming to be regarded as an institution designed to serve the educational needs of a period of life of all young people, rather than a cumulative step in the educational ladder for a selected few of this group.

It is logical to assume that further discoveries in science will result increasingly in keener competition for labor, with the elimination of employment for those below the adult period of life. Advancing social attitudes against child labor will produce legislation barring youth from gainful employment. As society becomes more and more complex and the duties of citizenship become more involved, the period of training of the individual must be lengthened. In fact, there is much evidence to warrant the growing belief on the part of many educators that the compulsory school age will soon be raised, possibly to twenty-one, in the next decade or two. Any tendency in this direction will necessitate a further expansion of the curriculum to meet a more definite extension of the range of individual ability.

Greater adjustments to individual capacities for learning will be necessary, and the formality of the present program must be modified to meet individual needs. No one can predict accurately the extent or the direction of these curriculum tendencies. However, it is very probable that the courses will range in difficulty from the development of simple skills and fundamental attitudes that are concerned directly with the business of living to the academic college-preparatory work of the past. Careful research will be required to discover the variety of needs that these young people will have in the types of life they will represent. The problem of the mentally

under-privileged must be met, and it is probable that the filling of those needs will force more attention to another neglected portion of the school population, the mentally gifted.

It is likely that the high school of the future will be more closely connected with the life of the community. Somehow, the young people under twenty-one years of age must be more definitely prepared for the duties of citizenship which they are to assume later. During their period of school training, ways must be found in which they can participate more definitely in the life of their community, both from a social and a civic standpoint. There is no legitimate reason for delaying all opportunities for social and civic responsibilities until the age of twenty-one has been reached, and then expect the young man or young woman to suddenly assume those obligations and discharge them with credit. Many young persons of high-school age are just as capable of carrying on certain types of community service as are adults. It is only common sense to furnish this training under the leadership of the schools rather than to leave it to chance, as is often the practice at present.

The high school of the future will include a greater emphasis on those phases of education that are directly related to the pursuit of happiness, such as art, music, dramatics, and the many other forms of participation and appreciation that contribute to the abundant life. Specific vocational training may constitute an important part of the program for certain types of individuals, but it is very likely that occupational civics and vocational guidance, based upon a broad knowledge of industrial and professional activities, will constitute the program for the majority.

This enlarged program of service will necessitate a more extensive use of the high-school plant and will probably lead to a lengthening of the high-school course. The present high-school period of three or four years is historic rather than logical in origin. The high-school student of the future will attend school long enough for him to receive the preparation needed in his individual case. Most of the students will probably attend until twenty-one years of age. Such a period of training could be defended more easily than the arbitrary limit that prevails at the present time. In other words, the high school of the future will include that type and range of training necessary to prepare its students for adequate participation in the duties of citizenship, and, at the same time, it will provide an enriched opportunity for living during those years immediately preceding adult life.

PROGRESS OF DISCUSSION GROUPS

WALTER E. MYER

Director National Discussion Group Project

Progress is being made in practically every phase of the work of forming discussion groups among secondary-school administrators. State coordinators have been appointed for forty-one states, and regional directors are organizing principals in local areas of a size suitable for holding periodical meetings. In most states, this year, the *Issues of Secondary Education* and the *Functions of Secondary Education* are being used as a basis for discussion. The outline, *Problems of Secondary Education*, serves as a guide for concrete discussion of these reports and is furnished groups without charge by the Discussion Group Project of the Department of Secondary-School Principals of the National Education Association through its Washington office.

The form of organization varies in the different states. In several cases the local groups are giving consideration to problems of particular concern in those states. In Mississippi, for example, a state-wide study of the curriculum is in progress. Groups of principals and teachers are meeting in each county. Those in charge of the program came to the conclusion that the outline, *Problems of Secondary Education*, covered the problems dealt with in the curriculum program. In order, therefore, to facilitate the discussion of the curriculum, a copy of *Problems of Secondary Education* was placed in the hands of every high-school teacher and administrator in the state, and the topics outlined in it were used as a basis for concrete discussion. A similar use of *Problems of Secondary Education* is being made in Georgia. Indiana, Iowa, Wisconsin, and Missouri are other states where the Discussion Group Project has met with marked success.

In Pennsylvania, where discussion groups have been functioning for years, there is a strong state organization of secondary-school principals with a definite program. Each year, its executive committee outlines problems for the consideration of local groups. The Discussion Group Project is cooperating with the Pennsylvania Association. The outline, *Problems of Secondary Education*, is being used extensively in Pennsylvania, but its chief use is in high-school faculties rather than in discussion groups composed of administrators.

Several hundred high schools are using *Problems of Secondary Education* as a basis of professional discussion for members of the faculties. A typical experience is that of Red Cloud, Nebraska, from which comes the following report: "Our teachers were unanimous in desiring such discussion. We feel already, after two meetings, that the plan has contributed ma-

terially to a better understanding of each other and of each other's departments. As one teacher expressed it, 'We are prone to center our professional reading in our own special fields and lose sight of the general problems of secondary education. We have gained a broader outlook.'

"We meet once a month in a round-table discussion, taking one function as the topic for study at each meeting. The teachers, two at a time, lead in the discussion, but all enter heartily into it. Even though the time of meeting comes at five o'clock, after a heavy day's teaching schedule, all our teachers say they enjoy the project. At each meeting, every teacher gives a brief report on what he has done in his own department in connection with the discussion of the previous meeting. For example, at our second meeting, each teacher reported some definite thing he had done to help develop correct attitudes and ideals in his pupils. At our next meeting, each one will report how he is meeting one immediate need of his pupils that should carry over into a probable future need."

A Fort Worth, Texas, principal, having in mind both the discussion group activities of principals and the professional meetings in high-school faculties, based on *Problems of Secondary Education*, says, "I cannot remember any other movement that has so sanely sought to make available and actually to implement the result of the work of one of our Department's committees. Too often we have heard research reports and then buried them."

In Omaha, Nebraska, the discussion group idea has been carried to the students themselves, and with apparent success. A high-school principal of that city says: "For the past several years, I have interested myself very greatly in the problem of bringing about student discussions on the general theme of democracy. About three years ago, I began to set up discussion groups among students of the several high schools in this region. Of course, the larger number of the conferences have been held here in our own high school. In addition to these, I have participated in other conferences, set up by principals or leaders in the University of Omaha. It is my own conception that we might gain the attention of the public much more readily if we would place our discussions on a broader basis. We should get a great many different groups to discuss such questions as: What do we mean by democracy? What are the goals, standards, ideals, and fundamental purposes of our democratic society? How are we going to conserve and build more adequately the great values in our present civilization? If we can get such questions discussed, we will soon understand that our ideals can be realized only as we can build a more fundamental and definite educational background."

THE SCHOLARSHIP LOAN FUND

At the annual meeting held at New Orleans in February, 1937, the Executive Committee of the Department authorized the National Council of the National Honor Society to establish the Revolving Scholarship Loan Fund. This fund provides some forty scholarships of two hundred dollars each to aid worthy members of the Society during the scholastic year, 1937-38. These loans are available to members in the upper three years of colleges and universities. Preference is given to juniors and seniors, although the awards are made on the basis of the level of scholarship maintained and the financial assistance required. No loan of less than fifty dollars or more than two hundred dollars will be made in any one year.

In order that there may be an equitable distribution of these forty scholarship loans, the United States has been divided into eight districts. Each of these has about two hundred and fifty chapters of the National Honor Society. Each district has a chairman who receives and passes upon the applications of candidates for loans.

After the applications have been received by the District Chairman, they are sent to the National Committee of Three, who gives the papers an additional examination and makes the final choice of loanees. The National Committeemen are: E. R. Crow, Principal of High School, Columbia, South Carolina; E. C. Wixon, Principal of South High School, Cleveland, Ohio; and S. E. Nelson, Principal of Central High School, Chattanooga, Tennessee.

It is suggested that each chapter scan its list of members who are now in institutions of higher learning. If any member, now a student in a higher institution, may desire the assistance provided by this loan fund, please advise him to communicate with the Secretary of the National Honor Society, H. V. Church, 5835 Kimbark Avenue, Chicago.

Behind the plan for the Revolving Scholarship Loan Fund is the hope that every chapter of the National Honor Society will each year assist at least one member to complete his first year at a college or university. It is the expectation of the National Council that as this fund grows, as more scholarship loans are made, and as more chapters establish financial aid for their members, high scholarship will be encouraged in the secondary schools of this country.

**FEBRUARY (1938) CONVENTION
DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS**

**February 26-March 2, 1938
at
Atlantic City, New Jersey**

**Headquarters: HOTEL TRAYMORE
Saturday, February 26, 6:00 P. M.**

DINNER

In honor of Dr. Charles H. Judd
(Send reservations and remittance—\$2.00 a plate—to Prin.
Henry P. Miller, High School, Atlantic City, New Jersey, or to
H. V. Church, 5835 Kimbark Avenue, Chicago. Reservations
sent or made after February 24 are \$2.25 a plate.)

FIRST GENERAL SESSION

Presiding: M. F. McDaniel, President, National Council of the
National Honor Society, Past President of the Depart-
ment, and Principal of Oak Park and River Forest Town-
ship High School, Oak Park, Illinois.

ADDRESS, *What Secondary Education Should Not Be.*

President Robert Maynard Hutchins, University of Chi-
cago.

ADDRESS, *Specialization, the Bane of Secondary Education.*

Consultant of Department, Charles Hubbard Judd, Chair-
man of Department of Education, University of Chi-
cago.

SECOND GENERAL SESSION

**Monday, February 28, 2:00 P. M.
Hotel Traymore, Submarine Grill**

High-School Program

Presiding: Paul E. Elicker, Principal, Newton High School,
Newtonville, Massachusetts, Chairman, Atlantic Zone Vis-
iting Committee, and First Vice President, Department of
Secondary-School Principals.

**THEME—The Influence on Secondary Schools of the Coöper-
ative Study of Secondary-School Standards.**

As a School Visiting Committeeman Sees It

Frank C. Jenkins, Chairman, Visiting Committee, and
Coördinator, Southern Association Secondary-School
Study, Nashville, Tennessee.

As a School Principal Sees It

Byron J. Rivett, Principal, Northwestern High School,
Detroit, Michigan.

As the Coördinator of the Study Sees It

Walter C. Eells, Coördinator, Coöperative Study of Secondary-School Standards, Washington, D. C.

Monday, February 28, 2:00 P. M.

Hotel Traymore, Mandarin Room

Junior-College Program

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

Innovations in the Secondary Curriculum, with Implications for Junior College

Dr. Kenneth L. Heaton, Director, Coöperative Bureau of Educational Research, Lansing, Michigan.

A Panel Discussoin based upon Dr. Heaton's Address

William S. Shattuck, Chairman, and Dean of the Junior College, Flint, Michigan.

W. H. Conley, Dean of Wright Junior College, Chicago, Illinois.

Mark Ellingson, President of Mechanics Institute, Rochester, New York.

Alvin C. Eurich, Professor of Education, Northwestern University, Evanston, Illinois.

W. W. Kemmerer, University of Houston, Houston, Texas.

George H. Meridith, Deputy Superintendent of Schools, Pasadena, California.

THIRD GENERAL SESSION

Tuesday, March 1, 2:00 P. M.

Hotel Traymore, Submarine Grill

Senior High School

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

THEME—The Discussion Group Project of the Department of Secondary-School Principals.

The Discussion Group Project in Action

Walter E. Myer, Director, Discussion Group Project, Washington, D. C.

Reports from State Coördinators:

John C. Huden, Vermont.

Ernest B. Comstock, Texas.

Oscar Granger, Pennsylvania.

Elmer H. Garinger, North Carolina.

M. L. Knapp, Indiana.

A Community Discussion Project

Lloyd M. Morrissett, Yonkers, New York.

Professional Discussion in the High-School Faculty

F. H. Norris, Richmond, Virginia.

The Place of the College in the Discussion-Group Program.

George Baxter Smith, University of Buffalo, New York.

Tuesday, March 1, 2:00 P. M.

Hotel Traymore, Mandarin Room

Junior High School

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

Curriculum Innovations on the Junior High-School Level

Harold B. Brooks, Principal, Washington Junior High School, Long Beach, California.

L. E. Vredevoogd, Principal, Tappan Junior High School, Ann Arbor, Michigan.

R. D. Lindquist, Principal, University High School, Columbus, Ohio.

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

FOURTH GENERAL SESSION

Wednesday, March 2, 12:00 Noon

Hotel Traymore, Rose Room

LUNCHEON: Rose Room

Presiding: Willard N. Van Slyck, Principal, High School, Topeka, Kansas, and member of Executive Committee of the Department of Secondary-School Principals.

Brief Report dealing with the National Association of Student Officers

Dr. Willis A. Sutton, Superintendent of Public Schools, Atlanta, Georgia.

Brief reports by Committee Chairmen

Business Session

Report of Nominating Committee

Election of Officers

FIFTH GENERAL SESSION

Wednesday, March 2, 2:30 P. M.

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

THEME—Tendencies in Secondary Education.

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, Pennsylvania, 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.

SPECIAL GROUP MEETINGS

- Saturday, February 26, 9:30 A. M., Hotel Traymore—Executive Committee; Fountain Room, Balcony, Brighton Side.
- Saturday, February 26, 12:00 Noon, Hotel Traymore—National Council of the National Honor Society; President, M. R. McDaniel.
- Saturday, February 26, 2:30 P. M., Hotel Traymore—Joint Meeting of Executive Committee and Planning Committee; Fountain Room, Balcony, Brighton Side.
- Sunday, February 27, 10:00 A. M., Hotel Traymore—Executive Committee; Radio Room.
- Sunday, February 27, 10:00 A. M., Hotel Traymore—Committee on Student Activities; Chairman, Edgar G. Johnston; Fountain Room, Balcony, Brighton Side.
- Sunday, February 27, 12:00 Noon, Hotel Traymore—Committee on New York City Convention; Chairman, Joseph Roemer; Club Room.
- Sunday, February 27, 2:30 P. M., Hotel Traymore—Committee on Planning; Chairman, F. L. Bacon; Fountain Room, Balcony, Brighton Side.
- Sunday, February 27, 7:15 P. M., Hotel Traymore—Joint Meeting of Executive Committee and Planning Committee; Fountain Room, Balcony, Brighton Side.
- Monday, February 28, 12:00 Noon, Hotel Traymore—Committee on Publications; Chairman, W. C. Reavis; Fountain Room, Balcony, Brighton Side.
- Monday, February 28, 5:00 P. M., Hotel Traymore—Nominating Committee; Fountain Room, Balcony, Brighton Side.
- Monday, February 28, 5:00 P. M., Hotel Traymore—Executive Committee; Fountain Room, Balcony, Illinois Avenue Side.
- Tuesday, March 1, 8:00 A. M., Hotel Traymore—Presidents and Secretaries of State Associations of High-School Principals; Belvedere Room.
- Tuesday, March 1, 12:00 Noon, Hotel Traymore—National Council of the National Honor Society; President, M. R. McDaniel; Mandarin Room.
- Wednesday, March 2, 8:00 A. M., Hotel Traymore—Chairmen of the National Honor Society Revolving Scholarship Loan Fund; Mandarin Room.

NEWS ITEMS

THE THINKING OF ADMINISTRATORS on problems of secondary education can be detected from the nature of topics discussed at conventions during the current school year. The writer has collected and examined the most recent programs of state associations of secondary-school principals and also sectional meetings of secondary principals held in connection with state education associations. These programs show a decided emphasis on certain topics. Much discussion has centered around the idea of needed changes in the programs of secondary schools to adapt them better to the needs of modern youth. The various phases of social studies and guidance have received much consideration. Another prominent topic has dealt with innovations with which high schools have experimented. Most of these innovations seem to be concerned with problems in the teaching of practical citizenship—how to stimulate the creative impulses of students, and how to give students more opportunity for self-expression. The teaching of courses on social living, consumer education, conservation, and safety; methods of improving the junior high-school library; visual education; and the extension of vocational education, especially in agriculture and home economics, are other topics which stand out.

THE SPRINGFIELD (MISSOURI) Public Schools, under the leadership of Superintendent H. P. Study, have chosen as their central problem for the year, *What can the schools do to make democracy work better?* The superintendent has held a series of meetings with the principals and supervisors for the purpose of orienting their thinking and deciding upon some of the basic issues involved. One member of the administrative staff will hold conferences in the various secondary and elementary schools with the teachers of the several buildings for the purpose of working out ways and means of improving contributions to democracy. The annual report will be devoted entirely to revealing just what schools are actually doing in meeting this responsibility.

TO PROVIDE MORE FUNCTIONAL and purposeful learning experiences in the secondary school, two developments have been initiated in the schools of Bedford, Pennsylvania, this year. Seventh-grade groups on the junior high-school level are being retained in their home rooms for a half of each day where integrated learning units are in progress. This work includes subjects formerly listed as English, world history, geography, science, spelling, and art. The other half of the day is spent in special departments of the school which are also contributing to the program in operation in each home room. In higher grade levels of the secondary schools, faculty committees have been organized under the leadership of a chairman of their own choice to integrate better the work of four divisions under the titles of language, science, social studies, and the arts—fine, industrial, and vocational. The chairmen of these committees are to form a steering committee and a clearinghouse for the integration of experiences and materials among and between the four divisions.

HIGH-SCHOOL STUDENTS throughout the country are invited to express their views about school problems and activities in a new monthly magazine, *Student Life*, sponsored by the Department of Secondary-School Principals of the National Education Association. *Student Life* is a new venture. It incorporates the publication formerly titled *Student Leader*—which had to do chiefly with student government organizations as outlets for leadership—and opens its pages to all phases of student life. Of all high-school students it asks: "What of your school? What activities have proved successful? How have you worked out problems?" Through the pooling of such information and personal views it is believed students may contribute to school improvement and to the enrichment of student life. A year's subscription to *Student Life* will be given

for each article published, written by a student of a secondary school. Address *Student Life*, Department of Secondary-School Principals of the National Education Association, 5835 Kimbark Avenue, Chicago, Illinois.

ABOUT SEVENTY-FIVE colleges and universities are using *Problems of Secondary Education*, the discussion based upon *Functions and Issues*, as material for their classes in secondary education. About six thousand of the outlines are being used in this way by college classes.

THE PRINCIPALS OF LOUISIANA formed the State Principals Association during the meeting of the State Teachers Association in Shreveport, November 19.

THE TEXAS PRINCIPALS ASSOCIATION, at a recent meeting, voted unanimously to affiliate with the Department of Secondary-School Principals of the National Education Association. The principals of Texas are among the most active in the nation in promoting the Discussion Group Project which the Department sponsors.

A COMMITTEE ON ENGLISH in small high schools has been appointed by the National Council of Teachers of English to discover outstanding work that is being done in the field. The chairman of the committee is Miss Helen Hartley, Syracuse University, Syracuse, N. Y. She desires to hear from teachers who will tell of their work and will send samples of their projects. The committee expects to publish a handbook of concrete subjects and procedures in that field.

THE GUIDANCE COMMITTEE of the Kentucky Association of Colleges and Secondary Schools is undertaking to interest high schools and colleges in increasing their guidance facilities. A plan has been set up whereby teachers may obtain a certificate with a major in counseling after a year's graduate study at the state university. The chairman of the committee is J. B. Miner, Professor of Psychology and Director of the Personnel Bureau, University of Kentucky, Lexington.

THE OHIO HIGH-SCHOOL PRINCIPALS ASSOCIATION has been divided into fourteen sections to consider problems of current importance. The members of each section are meeting periodically during the year and are working on a specific problem. A committee representing the association listed five problems, and each sectional group adopted the one which it thought to be of the greatest significance. The problems are: (1) The formulation of the unique purposes of specific schools, together with an indication of the educational program necessary for its accomplishment. (2) The evaluation of the educational program offered in the various types of high schools. (3) Guidance. (4) The improvement of instruction and the continuous study of educational problems. (5) Provisions for individual differences in pupils.

A PROGRAM OF SECONDARY EDUCATION, divided into six practical departments, was recently proposed by Goodwin Watson, Professor of Education, Columbia University. These would be as follows: *Health*, which would include the study of such matters as physical and mental health, with all the personal and social implications of these—body building, the inferiority feeling, insanity, and the death rate; *Leisure*, which would include such matters as reading, music, languages, equipment for travel, hobbies, and the lighter arts; *Vocations*, which would study aptitudes, abilities, inclinations, and which would also include vocational guidance in connection with job finding; *Home Participation*, which would cover such matters as home management, courtship, marriage and sex relations, budgeting, and savings; *Citizenship*, which would include, both by study and practical visitations, the management of communities, states, and the international scene; and finally, a department of *Life*, dealing with ethics, philosophy, and religion; offering the widest range of study to those capable of following the line of the good life.

THE FIRST PUBLICATION issued in connection with the Michigan study of the Secondary-School Curriculum is an overview of modifications of secondary education under way in the United States. Thirteen definitely organized, comprehensive, and extensive efforts to study and improve secondary education are mentioned in the bulletin. The following concluding summary of these was given: "It seems evident that the needs

of our youth, the character of the pupil population, and the nature of our social order are challenging the secondary school of to-day to enlarge its conception of its functions and to improve its instructional program. At every hand one finds evidence of the awareness and acceptance of the challenge on the part of individuals, schools, organizations, and states. All admit the necessity of change in secondary education. But change is not necessarily progress. If change in secondary education is to result in real progress, there must be accorded comprehensive and fundamental attention to all of its phases and problems by those engaged in education; with the assistance of every available resource. All changes must be basically sound in terms of greater and more effective services to the youth and to the community." Another interesting feature of the bulletin is that forty-two widely-distributed secondary schools are exploring certain variations in their programs. A few examples of these are given below:

THE HIGH SCHOOLS OF OAKLAND, California, are developing for the eleventh and twelfth grades a course of study dealing with contemporary problems of American life to replace the courses in American history, civics, sociology, and economics. The courses are built around the idea of *Problems and Values of To-day*. Such units as, *Appraising Their Sources of Information*, *Exploring Values in American Life*, and *Adjusting Personality to Reality* are being included.

IN BULLOCH COUNTY, GEORGIA, a study of conditions was made by representative teachers and principals under the direction of a supervisor from one of the teachers colleges. The study was made in order to analyze the progress that had been made in fitting the curriculum to the needs of the people. As the teachers studied social problems of Bulloch County, the children did likewise.

THE NORRIS SCHOOL IN NORRIS, Tennessee, operated by the Tennessee Valley Authority, is developing a curriculum centered in helping pupils contribute more toward the improvement of the community. A group of biology students attacked the problems of flies and mosquitoes in the community. They studied and put into effect methods of control. The pupils and teachers of the school operate the Norris School Coöperative. They own five acres of land on which they grow many products.

THE CANTON, MISSISSIPPI, HIGH SCHOOL has been exploring possibilities of integration by coordinating the work in English, social studies, and mathematics by use of organizing centers such as *Water Transportation and How It Has and Does Affect Us*.

THE CAMBRIDGE SCHOOL OF KENDAL GREEN, MASSACHUSETTS, offered a course called *Human Relations* to eleventh and twelfth grade students. The course met three one-hour periods a week. The pupils discussed possible areas for study and indicated their preferences. They spent more than half their time in this course on individual and different projects. A wide range of topics and problems was considered.

THE SHAKER HEIGHTS, OHIO, High School is exploring the possibilities of relating mathematics to other broad fields with emphasis upon methods of thinking. In the study of geometry such topics as *Coöperative Technique for Solving Social Problems*, *The Need for Independent Thought*, *Just What Is Thought or Reasoning*, and *Observation and Its Relation to Straight Thinking* are included. This school is exploring also the possibilities of the integration of social studies, science, English, and art. Much attention has been devoted to the study of individual pupils and to records and reports. A committee of teachers, pupils, and citizens is studying pupil needs, the function of the school, and the nature of the program of the school.

IN HOLTON, KANSAS, English composition has been developed in certain grades upon the basis of a study of the homes of the pupils and the community. A two-hour period for five days a week has been set aside for a community-centered program in social studies, English, and art in the seventh and eighth grades.

THE BALDWIN SCHOOL OF BRYN MAWR, PENNSYLVANIA, is exploring the possibilities of providing from three to five hours each week for each pupil to work on a problem or topic of his own choice with the guidance of a faculty adviser. The projects chosen may deal with academic work or other areas. There is an intensive effort to reconsider objectives in terms of pupil character, behavior, and growth in power.

THE HIGH SCHOOL OF ALTOONA, PENNSYLVANIA, is trying out inter-class discussion groups in the twelfth year. Important current and group problems are considered.

CENTRAL HIGH SCHOOL IN TULSA, OKLAHOMA, is offering an integrated course in social studies and English in the sophomore year. The course is taught by an English and social-studies teacher, working together for two consecutive seventy-minute periods, four days a week. A specialist in speech meets the students during one of the seventy-minute periods each week.

EDUCATORS THROUGHOUT THE SOUTH are convinced that schools should give more attention to an understanding of biracial problems. Recommendations to that effect have appeared in curriculum bulletins, teachers' guides, and courses of study issued recently. Thus Georgia's new *Program for the Improvement of Instruction* lists as an important challenge to the schools, the obligation "to develop (among white children) an honest and fair-minded attitude toward the other large racial group." A similar official study recently made in Louisiana urges the schools of both races to work toward "a better understanding among all racial groups and an attitude of mutual helpfulness and appreciation." Teachers' manuals recently issued in Florida, Virginia, and other states recommend the introduction of units of study on this subject.

THE STATE DEPARTMENT OF EDUCATION of Alabama has inaugurated a long-range public-school curriculum development program, outlined in a department bulletin as follows: "In order to make any significant improvement in teaching, it is imperative that teachers shall learn: (1) to see the school in its relation to society, (2) to understand the nature of the learning program, as well as the nature and needs of children, (3) to be conversant with the social conditions and needs of the community and state, (4) to be able to guide children in democratic methods of dealing with problems, and (5) to use guidance techniques which will lead to genuine learning situations for children."

THE FOLLOWING SEVEN PROBLEMS of living form the basis of the new Georgia curriculum: maintaining physical, mental, and emotional health; receiving and transmitting ideas, and transporting persons and commodities; earning a living; performing the responsibilities of citizenship; utilizing and controlling the natural environment for individual and social needs; expressing aesthetic and spiritual impulses; and, utilizing education as an agency for the transmission of the social heritage and as a means of social betterment.

CANADIAN SECONDARY-SCHOOL METHODS were studied at Ontario, Canada, recently by a delegation of three teachers and four students of John Marshall High School, Rochester, N. Y., who visited Northern Vocational School and exchanged ideas on schools in the United States and Canada. With educators in both countries of the opinion that secondary-school pupils are not as well versed as they might be in current events and the formation of the social order, it is hoped to establish study groups from each of these two schools which will visit the two cities once a year to discuss several topics of mutual interest. The plan is to select three topics of current interest which affect the United States and Canada in a way peculiar to each of the two countries.

A RESOLUTION URGING that "positive steps be taken to educate youth in the biological aspects of married life" was adopted by the New Jersey Older Boys at a state conference held recently. The same resolution stipulated that friendship should be made the basis of association with girls. The conference also went on record as recommending that "no boys be barred from membership in any older boys' club because of race, creed, or social background" and that "steps be taken to acquaint youth with a definite understanding of its responsibilities to the home."

DURING THE PAST YEAR the Coöperative Study of Secondary-School Standards has visited and studied intensively two hundred schools throughout the United States. Extensive data have been accumulated concerning many aspects of their work and these are being summarized and analyzed in the research office at Washington. Before the year is over these two hundred schools will all be carefully classified on a wide variety of significant measures and used as a basis for the revision of criteria and for the evaluation of secondary schools in general.

AT THE PIERCE JOINT UNION HIGH SCHOOL, Arbuckle, California, a course in leadership was organized and taught last year by Principal R. S. Tallmon. Most seniors and all student officers attended. Attention was directed toward student problems and wider problems of social participation. Individual and group study, with the discussion method, were the techniques chiefly used. Every student served as a discussion leader until he gained at least passable technique. Another new venture grew out of a group formed from the elementary and the high-school students for the purpose of acquainting school patrons with the work of the school. High-school pupils told of their guidance program; elementary-school pupils described to community groups their work in the social studies.

THE MICHIGAN EDUCATION ASSOCIATION published in 1936 nine articles dealing with the *Nine Goals of Education in Michigan*. These are now available in pamphlets at three cents each for single copies, two cents each when ten or more copies are purchased, and \$1.50 per hundred in large quantities. Study and discussion groups, and classes in education, could utilize this booklet. The nine goals adopted by the Michigan Planning Board are: (1) To cultivate a deep regard for democracy and an intelligent appreciation of democratic institutions, (2) To develop those qualities of character which are of special significance in a democracy, (3) To develop the willingness and the ability to coöperate effectively in a democratic society, (4) To develop the ability to use the most effective and reliable methods in searching for truth as a basis for the discovery and solution of problems, (5) To develop the effective use of the fundamental knowledge and skills required by all, (6) To insure an abundant social and individual life in accordance with each individual's capacity and ambition, (7) To provide training in the specialized and professional services which are requisite for society, (8) To provide for the enrichment of adult life, and (9) To plan for the continuous appraisal and readjustment of the educational program to fit changing conditions.

THE SCHOOL OF EDUCATION OF STANFORD UNIVERSITY is sponsoring *The Western Education Forum*, a series of programs dealing with curriculum development. The broadcasts are made available by the National Broadcasting Company over the Blue Network in ten western states, and are scheduled from 4:00 to 4:30 P. M., Pacific Time, on the first and third Tuesdays of each month. The suggestions and criticisms of more than a hundred leading university and public-school men of the western states have been used in arranging these programs. Seven topics will be presented during the next few months: February 1—Mental and physical health, February 15—Learning to read in every class, March 1—Art and Music Enrich Instruction, March 15—Students Serve School and Community, April 5—Creative Education, April 19—Guidance of Youth, and May 3—Parents and Students Help Teachers Plan the Curriculum.

THE NATIONAL EDUCATION ASSOCIATION COMMITTEE on the Horace Mann Centennial, which was celebrated in the schools during 1936-37, recommended that high schools start clubs for young persons interested in teaching as a career. The purpose of these groups, to be called *The Future Teachers of America*, is not to increase the number who enter the teaching profession, but to give guidance to those who excel in the qualities which are essential in order to be a dynamic and successful teacher. The idea is not to build up a large national federation of clubs but to encourage in each section the organization of groups which would exchange ideas and work toward common goals. Up to the present time, a small number of *Future Teacher* clubs have been started. Further in-

formation may be secured by writing to the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

A NEW PUBLICATION which will be of aid in curriculum construction in secondary schools may be secured free of charge from the secretary of the National Council of Geography Teachers, Dr. Floyd F. Cunningham, State Teachers College, Florence, Alabama.

AT SANTA CRUZ, CALIFORNIA, High School, Principal W. E. Elmer believes that the following have yielded highly successful returns: (a) a one-semester course in foods for junior boys, (b) introduction of more modern literature into the English courses, (c) increase in instrumental and vocal music, (d) vocational trades and industrial arts courses, (e) consumer education, and (f) a course in art appreciation and applied design. The following changes and modifications are planned for the near future: (a) unit on home and family, (b) class in contemporary thought for juniors and seniors, (c) course in practical science for juniors and seniors, and (d) extension of the course in safety education.

A COMMITTEE UNDER the supervision of R. J. Mullins, Director of Secondary Education in New Mexico, is making a cooperative study of secondary schools of the state. The object of the study is to adjust the programs of secondary schools to the special needs of youth. Sixty superintendents and principals met recently and formulated plans for the study. There was general agreement among the members of this group that the present traditional program of secondary schools is not meeting the needs of the majority of youth who do not attend college, and that there is a necessity for adjustment of the program in order to give more training in the fields of vocational and practical citizenship.

TWO GRANTS totaling \$350,000 have recently been made to the American Council on Education by the General Education Board. A grant of \$135,000 goes to the support of the Committee on Motion Pictures in Education. The second grant, totaling \$200,000, is to be used for a five-year study of the problems of teacher training.

AN INTERESTING ATTACK is being made in Bellows Falls, Vermont, High School upon the problem of low-reading quotients among high-school students. The correlation between reading deficiencies and subject failures has convinced authorities that an attempt should be made to improve the situation. In September the seventh grade was given the Otis Quick-Scoring Mental Ability Test and the Iowa Silent Reading Examination to determine mental ages and reading ages. Those pupils whose reading ages were found to be more than two-tenths years below their mental ages were assigned to a remedial reading class. This class meets one forty-five minute period per week in addition to its regular English work. Two good texts were selected from the small group of books recently published for this very purpose, and enough copies were bought to provide one for each pupil. Two paper-covered workbooks were purchased to further the diagnostic work started by the Iowa test. Single copies of other books were secured to provide a variety. Each student is directed into the type of exercise which he needs in order to level up the depressions in his profile of the various reading skills.

A NEWSPAPER UNIT FOR SCHOOLS, written by B. J. R. Stalper, has been published by the Bureau of Publications, Teachers College, Columbia University. This pamphlet is based on the idea that intelligent understanding of the press is best taught through a study of newspapers and not through textbooks. The writer believes that all secondary-school students should be given training in how to read a newspaper with intelligent appreciation. This training would include something of the mechanical phases of its production, how news is gathered and written, and some experience by boys and girls in publishing their own paper within their school world.

CALENDAR OF PROFESSIONAL MEETINGS

- International Council for the Exceptional Children, Buffalo, New York, February 17-19.
- Progressive Education Association, Hotel Pennsylvania, New York, February 23-27.
- American Council on Guidance and Personnel Associations, Atlantic City, New Jersey, February 23-26.
- National Council of Teachers of Mathematics, Atlantic City, New Jersey, February 25-26.
- American Association of School Administrators, Atlantic City, New Jersey, February 26-March 3.
- Department of Secondary-School Principals of the National Education Association, Atlantic City, New Jersey, February 26-March 2.
- Committee on Planning of the Department of Secondary-School Principals, Hotel Traymore, Atlantic City, New Jersey, February 26-27.
- National Society for the Study of Education, Atlantic City, New Jersey, February 26.
- Society for Curriculum Study, Atlantic City, New Jersey, February 26-28.
- Department for Vocational Education, Atlantic City, New Jersey, February 26-March 3.
- National Association for Research in Science Teaching, Atlantic City, New Jersey, February 27-March 1.
- National Federation of State High-School Athletic Associations, Atlantic City, New Jersey, February 28.
- Department of Rural Education, Atlantic City, New Jersey, February 28-March 2.
- National Association of High-School Supervisors and Directors, Atlantic City, New Jersey, March 1.
- American Camping Association, Inc., Hotel Pennsylvania, New York, New York, March 3-5.
- American Association of Junior Colleges, Philadelphia, Pennsylvania, March 4-5.
- Columbia Scholastic Press Association, New York City, New York, March 10-12.
- Junior High-School Conference of the Middle Atlantic and Northeastern States, School of Education, New York University, New York, New York, 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, New York, April, 1938.
- Northwest Association of Secondary and High Schools, Spokane, Washington, April 4-6.
- North Central Association of Colleges and Secondary Schools, Stevens Hotel, Chicago, Illinois, April 6-9.
- Kentucky Association of Secondary-School Principals, Louisville, Kentucky, April 13-15.
- American Association for Health and Physical Education, Atlanta, Georgia, April 20-23.
- Ohio High-School Principals' Association, Columbus, Ohio, April 22-23.
- 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 Association for Adult Education, Berkeley Cateret, Asbury Park, N. J., May 16-18.
- American Library Association, Kansas City, Missouri, June 13-18.

BOOK NOTES

Bennett, Margaret E. and Hand, Harold C. *School and Life*. New York: McGraw-Hill Book Company, 1937. Pp. ix+185. \$1.25.

The authors of *School and Life* have attempted to present suggestions and ideas for helping students to become oriented in new school situations as they progress from one level to another. A wide variety of group and individual activities are outlined. The problems typically encountered by students in their first year of high school have been included. This is the first of a series of three volumes on orientation. The others, *Design for Personality*, and *Beyond High School*, are being prepared.

George, William R. *The Adult Minor*. New York: D. Appleton-Century Company, 1937. Pp. xxv+192. \$2.00.

William R. George, known as the founder of the George Junior Republic, died last year. This book was his last work. It presents a plea and a program for the training of young people in political, economic, and social responsibility during the adolescent years. The author argues that young people should begin to participate in civic affairs long before they reach the voting age.

Implications of Social-Economic Goals for Education. A report of the Committee on Social-Economic Goals of America, Washington, D. C.: National Education Association, 1937. Pp. 126. \$.25.

In 1932 the National Education Association appointed John Dewey, Willard E. Givens, Fred J. Kelly, Leon C. Marshall, Robert C. Moore, and Edward A. Ross to propose a statement of the desirable social-economic goals of America. In 1933, after considerable revision and discussion, the Association approved the following ten goals: Hereditary strength; physical security; participation in an evolving culture (1. skills, techniques, and knowledges, and 2. values, standards, and outlooks); an active, flexible personality; suitable occupation; economic security; mental security; equality of opportunity, freedom, and fair play. This volume is an attempt to indicate how the schools might more effectively attain these goals.

Mann, Horace. *Go Forth and Teach*. Washington, D. C.: National Education Association, 1937. Pp. xiii+148. \$.50.

During 1937 the United States conducted a celebration of the pioneer work of Horace Mann under the direction of the National Education Association. *Go Forth and Teach* is an oration which Mann delivered before the authorities of Boston, July 4, 1842, together with other materials relating to his life. In the preface it is suggested that all high-school students, especially those planning to enter the teaching profession, should read this oration.

Rainey, Homer P. *How Fare American Youth?* New York: D. Appleton-Century, 1937. Pp. xi+179. \$1.50.

The American Youth Commission of the American Council on Education has been engaged in a study of the current problems in the care and education of our thirty million young persons between the ages of twelve and twenty-four. In anticipation of the voluminous detailed reports of these studies, the Director of the Commission and his staff have prepared this statement of the current problems of American youth, showing where our young people stand in relation to jobs and job-finding, schooling and other education, leisure-time pursuits, health, the family, the church, and all the elements that make for character and citizenship.

Slavson, S. R. *Creative Group Education*. New York: Association Press, 1937. Pp. xii+247. \$2.50.

Creative Group Education is an effort to deal in a practical way with the concrete problems which confront the group leader and the teacher in the performance of their daily work. The book is based on the idea that sound educational practices must be based upon the fundamental nature of the student—his interests, needs, and problems. Creative group education is discussed from the point of view of extra-curriculum activities, classes, community centers, and camps.

Strang, Ruth. *Behavior and Background of Students in College and Secondary School*. New York: Harper and Brothers, 1937. Pp. xix + 515. \$5.00.

This book analyzes the behavior of students in class and in extra-curriculum activities from various points of view and shows how social and economic backgrounds influence campus behavior. The major effort is to show the bearing of facts regarding school and home life upon a sound appraisal of the individual student's potentialities by the faculty counselor.

CURRENT PUBLICATIONS RECEIVED

Professional

- Angell, James Rowland. *American Education—Addresses and Articles*. New Haven: Yale University Press, 1937. Pp. 282. \$3.00.
- A *Bibliography on Education in the Depression*. Educational Policies Commission of the National Education Association. Washington: The Association, 1937. Pp. 118. \$.50. (Paper)
- Burt, Cyril. *The Backward Child*. New York: D. Appleton-Century Company, 1937. Pp. xx+694. \$5.00.
- Coyle, Grace L. Editor. *Studies in Group Behavior*. New York: Harper & Brothers, 1937. Pp. x+258. \$2.75.
- Cuff, Noel B. *Child Psychology*. Louisville, Kentucky: Standard Printing Company, 1937. Pp. 299. \$2.50.
- Enlow, Elmer R. *Statistics in Education and Psychology*. New York: Prentice-Hall, Incorporated, 1937. Pp. ix+180. \$2.75.
- Gillson, Margery Stewart. *Developing a High-School Chemistry Course Adapted to the Differentiated Needs of Boys and Girls*. New York: Teachers College, Columbia University, 1937. Pp. viii+95.
- Hewitt, Dorothy and Kirtley, F. Mather. *Adult Education. A Dynamic for Democracy*. New York: D. Appleton-Century Company, 1937. Pp. vii+193. \$1.75.
- Hoban, Charles F., Hoban, Charles F., Jr., and Zisman, Samuel B. *Visualizing the Curriculum*. New York: The Cordon Company, 1937. Pp. 300.
- Holley, Charles Elmer. *High-School Teachers' Methods*. Illinois: The Garrard Press, 1937. Pp. 514.
- Horace Mann Centennial (1837-1937). Boston, Massachusetts: State Department of Education, 1937. Pp. 202. (Paper)
- Kirkendall, Lester A. *Factors Related to the Changes in School Adjustment of High-School Pupils*. New York: Teachers College, Columbia University, 1937. Pp. viii+90.
- Mueller, A. D. *Principles and Methods in Adult Education*. New York: Prentice-Hall, Incorporated, 1937. Pp. xx+428.
- Newsom, N. William and Long, Forrest E. *Problems of the Teacher in the New Secondary School*. New York: Inor Publishing Company, 1937. (Revised.) Pp. vi+202. \$1.55. (Paper Workbook)
- Palmer, Rachel Lynn, and Alpher, Isidore M. *40,000,000 Guinea Pig Children*. New York: The Vanguard Press, 1937. Pp. 249. \$2.00.
- Public Works Administration Aids to Education*. Washington: Government Printing Office, 1937. Pp. x+43. Gratis. (Paper)
- Rinsland, Henry D. *Constructing Tests and Grading in Elementary and High-School Subjects*. New York: Prentice-Hall, Incorporated, 1937. Pp. xvi+323. \$2.85.
- Sargent, Porter. *Private Schools*. Massachusetts: Porter Sargent, 1937. Pp. 1182.
- Seyfert, Warren C. *School Size and School Efficiency*. Cambridge: Harvard University Press, 1937. Harvard Bulletins in Education, No. 19. Pp. xiv+316. \$1.50. (Paper)

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