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The Bulletin

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National Education Association

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THE DISCUSSION GROUP PROJECT— PURPOSES AND PLANS

WALTER E. MYER

Director, Discussion Group Project

The Department of Secondary-School Principals of the National Education Association is working toward a definite objective this year. It is hoped that by the end of the year the high-school principals of the country may be formed into local discussion groups under the leadership of effective state organizations, and that this discussion group machinery may be actively in use everywhere for the sustained and systematic discussion of problems vital to secondary education.

For more than a year the effort to form such groups and get them at work has been under way. An organization, or at least the skeleton of an organization, has been set up in every state. In a number of states practically all principals formed themselves into local groups last year and inaugurated programs of regular meetings.

The job this year is to complete the work of organization. In some of the states there is little more to be done, but in others the local groups have still to be established. The plan is that in each state there should be a state leader or coordinator, and that he should have a staff of regional directors representing the different sections of his state. These regional directors are in a position to take the leadership in getting groups in their sections into actual operation.

The coordinators of all the states are meeting in Chicago on October 3 and 4 to discuss common problems, to plan programs for the year, and to perfect organizations. Each will obtain the benefit of the experience of others, and improved plans of procedure may be developed. This Chicago conference will be attended not only by the state coordinators, but by members of the Executive Committee and the Planning Committee of the Department. This general conference will make possible a coordinated effort to put into effect in all parts of the country the coordinated program.

The work of organization has already proceeded to the point where action may accompany discussion. The Implementation Committee of the Department, whose general plan is outlined elsewhere in this **Bulletin**, expects to use the discussion group machinery for the purpose of discovering the problems considered most vital by the administrators of the country, and to assist in the work of evaluating practices which have evolved in the effort to meet these problems. The members of the Implementation Committee, as well as the Executive and Planning committees, will attend the conference of state coordinators. After this conference has been held, the principals of all the states may expect to hear, through their state leaders, of the program which has been mapped out for the coming year.

Probably most of the readers of the **Bulletin** are familiar, at least in a general way, with the discussion group movement. It has been thought desirable, however, that a definite picture of this project, which the Planning Committee of the Department is fostering, should be presented to the principals of the nation. Hence this number of the **Bulletin** is devoted to the Discussion Group Project, its history, its progress to date, and its plans for the future. This is done in order that all principals may understand the significance of the discussion group work, and that they should have an idea of the part they may play in an effort to make it a success.

Background of Movement

The discussion group movement is a development from the program which was undertaken by the Department in 1932. At that time a Committee on Orientation was appointed to define and discuss the issues and the functions of secondary education. The idea behind this movement was that a systematic attack should be made upon the problems before the high schools of the country. A committee of eminent educators was to define the more important issues and analyze them in such a way as to clarify thinking with respect to them. It was also to make a statement of the objectives of secondary education. It was not intended that this should be an authoritative statement to which all educators should give support. Rather, it was an outline for organized thinking. If progress was to be made in solving the problems of the secondary school, it seemed apparent that thought should be concentrated upon the more important of these problems. The purpose in appointing the Orientation Committee, therefore, was to arrive at some agreement on the problems and issues which were most in need of consideration and to get these problems and issues effectively before the educators of the country.

The Orientation Committee produced two reports, **The Issues of**

Secondary Education in January 1936, and **The Functions of Secondary Education** in January 1937.

As the Committee was completing its work after a study of several years, the Department took up the question of giving effect to the reports. It was realized that committee reports, however scholarly they may be, frequently have little effect because they do not come to the attention of large enough numbers. Many meritorious reports are fated to gather dust on library shelves. It was quite clear that, if the work of the Orientation Committee was to be influential, steps had to be taken to bring it before the principals of the nation and before other educators concerned with secondary education.

The Planning Committee of the Department, which was appointed in 1936, undertook the job of securing widespread consideration for the reports of the Orientation Committee. It was clear that discussion of the problems and issues set forth by the Committee was desirable. But in most states there seemed little chance of discussion, because administrators were not meeting regularly in conferences where they might talk over their common problems. Large educational meetings were common enough, but sustained and systematic discussion is not carried on at large state or district meetings. These meetings bring in outside speakers who deliver their addresses. Most of those in attendance hear the addresses, talk things over informally perhaps, and then go home. These meetings have their value, but the Planning Committee was thinking of something else. Its idea was that administrators should be brought together regularly in local conferences, large enough so that interest in the discussions might be developed, and yet small enough so that each administrator might participate.

Such is the background of the Discussion Group Project which was set up in July 1937 with headquarters in Washington. It was the duty of the headquarters staff to appoint a leader in each of the states to supervise the more detailed work of the various states, and to furnish material for discussion which could be used by the groups after they were established.

Available Materials

We have already explained in general outline the progress made in the discussion group work during the first school year after the project was established. It has been stated that coordinators have been appointed in all the states, and that in many of the states regional directors have been named and local groups have been established. In addition to this work of organization, material was prepared for the use of discussion groups. These materials were widely distributed.

While principals and groups interested in obtaining materials for discussion are invited to call for assistance upon the Washington office of the Discussion Group Project, too great emphasis cannot be placed upon the fact that the basic material for study consists of the reports of the Orientation Committee. **The Issues of Secondary Education** was published as Bulletin 59, and **The Functions of Secondary Education** as Bulletin 64. These bulletins may be obtained from the Department of Secondary-School Principals, 5835 Kimbark Avenue, Chicago. The price is \$1.10 each, but a principal who is a member of the Department may obtain a copy, or any number of copies he needs, for half the regular price. These bulletins were, of course, mailed at the time of publication to all members of the Department, but additional copies are available. Every discussion group should have these bulletins as texts for its studies.

The Discussion Group Project has published a pamphlet called **Problems of Secondary Education** restating in popular terms the ten issues and the ten functions which form the basis of the Orientation Committee's reports. Along with each issue and each function there is a set of topics suitable for discussion. The pamphlet, **Problems of Secondary Education**, therefore serves as a very convenient manual for the use of discussion groups. It may be obtained without charge from the Discussion Group Project, Department of Secondary-School Principals, 1201 16th Street, N. W., Washington, D. C.

This pamphlet was printed in the number of 100,000 and was offered not only to high-school principals engaged in group discussion, but also to high-school faculties and to college and university classes in secondary education. It was suggested that high-school teachers should devote certain of their faculty meetings to the consideration of the outstanding problems of high-school education, and principals were asked not only to form themselves into local groups, but to organize their own high-school faculties for purposes of discussion. This recommendation was made early in 1938, and during the latter part of the school year about a thousand high-school faculties took advantage of the suggestion to form themselves into groups for the periodical discussion of the "issues" and "functions," and called upon the Discussion Group Project for 50,000 copies of **Problems of Secondary Education** to use as a discussion text.

About a year ago notice was sent to the departments of education in colleges and universities that the discussion outline, **Problems of Secondary Education**, would be supplied upon request for use in their classes. Over a hundred colleges and universities indicated their intention of using this material and called for about 10,000 copies.

During the school year 1937-1938, the principals themselves were

active in forming local discussion groups, and 27,000 copies of **Problems of Secondary Education** were distributed for their use.

Copies of this discussion outline are still available and may be had by any principal or teacher without charge. Inasmuch, however, as the outline was used last year in many schools, it has been thought desirable to prepare another outline with additional topics for discussion. These topics, like those presented last year, are based upon the ten issues and the ten functions set forth by the Orientation Committee, but the new outline attacks the problems from different angles and furnishes fresh ideas. This revised outline, like **Problems of Secondary Education**, will be furnished without charge in any desired quantities.

For Effective Discussion

Another pamphlet which has been prepared for the use of discussion groups is **Talking It Through**. It is a 70-page manual which should be of great assistance to group leaders and members. It relates the history of the discussion group movement, explains the purposes, discusses in detail the work and conduct of clubs, and emphasizes the importance of adopting techniques of discussion which will insure real cooperative thinking.

The need for such a manual should be apparent to anyone who has had much to do with discussion group work. It is possible to conduct regular meetings devoted to discussion without obtaining results of educational value. As a matter of fact, it is a very difficult thing to carry on a discussion which is really educative in nature and results. Discussion is an art which too few people ever master. When people meet together to talk things over, there are usually a few who dominate the discussion. Certain of the members are more anxious to display their knowledge and power and to gratify their egotism than they are to acquire more knowledge and to approach closer to the truth. Even when intentions are the best, there is a disposition to wander from the subject and to talk around a point a long time without ever coming to grips and discussing a concrete and definite issue until a conclusion may be reached.

The pamphlet **Talking It Through** explains techniques of discussion and techniques of cooperative thinking. The text of the explanation is supplemented by the presentation of an illustrative case which furnishes a demonstration of the way discussion may be effectively carried on. In order that the presumed benefits of systematic and sustained discussion may have a better chance of becoming a reality, it is urged that all those who are interested in the discussion group work should obtain copies of **Talking It Through**. The price is 15 cents per copy and it may be obtained by addressing the Depart-

ment of Secondary-School Principals, at 1201 16th Street N. W., Washington, D. C., or at 5835 Kimbark Avenue, Chicago.

We have spoken of the discussion groups as instrumentalities through which the issues and objectives of secondary education as outlined by the Orientation Committee may be brought effectively before the educators of the country. We have spoken of the importance of securing such a consideration for the reports in order that attention everywhere may be concentrated upon the most important problems of the high schools, and in order that there may be cooperative thinking in the effort to solve these problems and bring about improved educational practices.

The Larger Plan

It should not be assumed, however, that the discussion groups are being formed all over the land merely for the purpose of giving consideration to the reports of the Orientation Committee. The objectives are larger than that and more permanent in nature. It seems appropriate at this time that the conclusions of the Orientation Committee be studied systematically and debated thoughtfully. But the possibilities of the discussion groups are by no means limited to the consideration of these reports. Once the groups are formed throughout a state, they will constitute machinery through which any educational problem which raises its head in the state may have immediate and effective attention. If, for example, a curriculum revision program should get under way in a state, those who have charge of it may bring it to the attention of the principals of the state with the assurance that these principals will shortly be meeting in their regular sessions for the purpose of discussion; with the assurance that this program can be brought up for consideration in these groups; and that it may be actively considered and debated without delay. This consideration and debate will naturally lay the basis for speedy action.

The discussion groups may be used this year as instrumentalities whereby a very important educational program may be effectively supported. We refer to the program of the Implementation Committee which is discussed elsewhere in this **Bulletin** by its chairman, Dr. Will French. An effort of the kind the Implementation Committee is undertaking—an effort to decide upon the particular problems of secondary education which call most urgently for attention, and to inaugurate and evaluate under skilled supervision practices which are directed toward the solution of those problems—can be rendered much easier of accomplishment if the principals in each state are organized so that they meet regularly to consider meritorious programs which are under way and to give attention to the recommendations of educational leaders.

How Each May Help

A principal who believes in the discussion group movement, and who wishes to further it, may lend encouragement in one or more of the following ways:

(a) By participating in the discussions of a local group if one is in operation in his section.

(b) By communicating with the coordinator of his state if no group has been organized in his section. A list of the coordinators, and of regional directors in case they have been appointed, for each state is found elsewhere in this **Bulletin**. Any principal wishing to help with the work in his state should offer his assistance to his state representative.

(c) By holding discussions of vital problems of educational philosophy and practice in certain of his faculty meetings. A principal may obtain enough copies of **Problems of Secondary Education** so that one may be placed in the hands of each of his teachers, and these pamphlets may be used throughout the year as guides for periodical discussion.

(d) By organizing a lay group in his community for the study of the problems of secondary education. A parent-teacher organization might be induced to devote certain of its sessions to consideration of such problems as those set forth in the "issues" and "functions." The outline, **Problems of Secondary Education**, may be obtained without charge for use by the members of such a group.

(e) By reporting to the Discussion Group Project, 1201 16th Street N. W., Washington, D. C., problems of especial interest to the educators of his state or community. Such lists of problems will be turned over to the Implementation Committee and will help it to decide which problems should be the subjects of immediate study. The lists will also be useful to the Discussion Group Project in pointing the way to the publication of needed study material.

(f) By cooperating in every way with the Implementation Committee as soon as that body formulates its program and calls for assistance.

(g) By organizing discussion groups among the students of his school. If the citizens of America ever learn to discuss controversial issues objectively and in a scientific spirit, their best chance is to be found in the schools. It was said a while ago that discussion techniques are very important in the discussion which takes place among principals. It is highly desirable that discussion be objective and that it result in real cooperative thinking. If it is important for principals to learn the art of discussion, it is also important that this art be acquired by teachers, and furthermore that it be carried into the class-

rooms and into student discussion groups. Elsewhere in this **Bulletin** there is to be found an article on student discussion clubs and the manner of forming and conducting them. Principals are urged to carry the study of sound methods of discussion to their own schools. The earlier the art of discussion is acquired, the better.

Obstacles to Program

Naturally a program, such as that which the Planning Committee is undertaking to develop with the Discussion Group Project, cannot be set into operation easily. Difficulties will be encountered, and they must be met with intelligence if the movement is to develop along sound lines. We are listing below a number of the problems which have been met in the work of organizing discussion groups throughout the country:

1. An indisposition to consider fundamental problems of educational philosophy. In a number of cases the proposal that discussion groups be formed and that attention be given at the outset to the "issues" and "functions" has met some such response as this: "When principals get together in this state they don't care to consider theoretical problems. A good many practical problems of administration are staring them in the face, and these are the questions that they talk about. They discuss athletic relations or contests or problems of the transportation of pupils, or something of that kind. Questions of educational philosophy seem remote and relatively immaterial."

It is necessary, of course, that administrative problems such as those which have been mentioned should have attention. These problems are real and imminent. But while matters of administration have their place in the conversation of school men, they should not be considered to the exclusion of all other issues and problems. If progress is to be made, the objectives of secondary education should be discussed. One cannot wisely decide problems of practical administration unless these problems are considered in the light of an educational philosophy. All of us, whether educators or not, are obliged to concern ourselves largely with the problems of human existence which thrust themselves immediately before us, but those who are most influential and who in the long run are most successful are the ones who not only see these immediate necessities but also give consideration to the choice of long-time objectives or goals. Administrators who take themselves seriously may reasonably be expected, therefore, to devote part of their discussion time to consideration of the larger educational problems.

2. The difficulty of getting together frequently for purposes of discussion. This is a problem in the sparsely-populated states. There

is no difficulty, of course, in populous regions where a group of ten or twenty principals can get together at some central place and no one will be obliged to travel very far. In the Rocky Mountain states, however, and in certain other parts of the country, a group of any size cannot get together without traveling long distances.

This presents a real difficulty to the maintaining of discussion at frequent intervals. In a very sparsely-settled region, it may be necessary to give up the idea of having the principals form groups by themselves. It may be desirable for principals and teachers to meet together. Chief emphasis may be placed, not upon sectional groups of administrators, but upon meetings of the individual high-school faculty. However sparse the population may be, the separate high-school faculties may form themselves into discussion groups for the consideration of such problems as are being suggested. In these regions where it is difficult to secure cooperation from the outside world, it is all the more necessary that the larger problems of educational policy be considered by the local teachers and administrators themselves.

3. Too complete absorption with local problems and situations. There are cities whose educators appear to be self-centered. They feel that they have problems enough of their own so that they need not cooperate with those on the outside for purposes of general discussion. Naturally a school system has its own local problems, not only the administrative problems which were considered under item (1), but also curricular problems of various sorts and social problems as well. While one would be foolish to suggest that these local matters should be subordinated to anything else, it may nevertheless be asked with reason whether a portion of the discussion time in any system might not be given to educational issues of general import.

Misunderstanding of Purposes

4. Resentment toward intrusion or advice from the outside. In some places there is a strong suspicion against efforts to impose uniformity in educational practice. When the Discussion Group Project is suggested there are objections that this means regimentation, that an effort is being made to force the conclusions of a national committee upon local communities. This, of course, is a misconception of the purpose of the discussion group movement. It is well understood by the members of the Orientation Committee, the Planning Committee, and everyone connected with the Discussion Group Project, that educational procedures are to be established through democratic processes. No one is asked to accept programs on authority. Reports such as *The Issues of Secondary Education* and *The Functions of Secondary Education* are suggested for consideration, and merely with the thought that they should be understood. Whether or not the educa-

tors of a community should accept the ideas contained in the reports, their acceptance or rejection should be made with understanding and with open eyes. All that is asked is that the issues be clarified and that any group or community accepting or rejecting should know the grounds upon which acceptance or rejection is made. Such is the procedure by which progress may be made.

5. Absorption with state problems. In a number of cases the effort to establish discussion groups has been met with such a comment as this: "We in this state are busy with our own problems. We have a curriculum revision program on and when our groups meet they are called upon to consider that program. We cannot, therefore, ask them to take up general problems of educational theory or practice."

In several states in which that answer was made to the suggestion that discussion groups be formed and that the "issues" and "functions" be studied, an understanding was fairly quickly reached. The curriculum revision program of the state was compared with the reports of the Orientation Committee and much common ground was discovered. As a matter of fact, the reports on **The Issues of Secondary Education** and **The Functions of Secondary Education** are so comprehensive that a careful study of them will include the problems dealt with by practically every curriculum revision program which is under way. In certain of the states where this question was raised, those in charge of the curriculum revision program decided eventually to encourage the widespread study of the "issues" and "functions" as a means of lending support to the very measures included in the revision projects.

It should be emphasized, however, that the discussion groups are being formed not merely to consider the "issues" and "functions" but to deal with any problems which at any given time are deemed most important by the educational leaders in a state. In certain cases the Director of the Discussion Group Project, when called into counsel, has advised that for the time being the discussion groups give active consideration to problems under consideration in the particular state rather than to the reports of the Orientation Committee. Let it be remembered that the discussion groups are to be a permanent part of a state's educational machinery. It is hoped that they will be functioning actively long after the reports of any particular committee have been thoroughly digested and put aside.

6. The difficulty of bringing large and small school systems together. In certain places this difficulty has been met: There are a number of large cities surrounded by small towns and villages. The cities themselves are some distance apart, so that the principals of

these larger systems acting separately could scarcely meet together frequently for discussion. If these principals meet at all, it will be with the principals of the smaller systems located near them. The trouble with such meetings is that large systems and small systems have different sets of problems to deal with. It is said to be scarcely worth while to have discussion groups, each of which is composed of principals from large and small school systems.

This is of course a real difficulty, and there is no way to remove it altogether. It is surely a fact, however, that many of the most vital problems of education are common to the school systems regardless of size. On the matter of guidance, for example, there is much common ground. The problem of the responsibility of the school for guidance, and the question as to the relative importance of giving time to guidance as compared to the following of the conventional subjects, are matters which may be discussed together by representatives of large and small schools. Once a decision has been reached, however, that effective guidance programs should be introduced, the problem of method comes up, and here the answer may depend in part upon the size of the school. A discussion in groups containing representatives of large and small systems may well be concentrated on problems of common interest. The representatives of the large schools may feel that they have little to gain through association with representatives of the smaller institutions. In most cases this is not true. If, however, in any section the most powerful leadership is concentrated in the larger school systems, a responsibility is thrown upon these more influential leaders to exert their influence in behalf of educational progress throughout whole sections or states. This influence can naturally be more potent if the representatives of the large and small systems associate closely together.

7. In some of the states complaint has been made that the organization of principals into discussion groups will have limited value inasmuch as the principals are not the policy-making educational officials. It is said that the superintendents are the administrators who have power, that principals lack authority, and that therefore their influence in dealing with matters of educational policy is circumscribed.

Where this is true it is desirable to draw the superintendents into the discussion groups. Nowhere, however, are the principals wholly without power. Those among them who study the problems of high-school education intently and broadly are likely to find themselves in positions of influence—at least they are more likely to find themselves in such positions than if, because of their limited authority, they confined themselves to a consideration of local administrative problems.

8. Difficulty of holding to discipline in discussion. This difficulty has been mentioned earlier in the article. It is one of the great obstacles to the obtaining of impressive results through discussion. A whole state may be organized into discussion groups which meet regularly, and yet little progress in cooperative thinking may result. Much depends upon the quality of leadership in the groups and upon the general level of effectiveness in discussion. It cannot be too strongly urged that groups obtain copies of **Talking It Through**. The Planning Committee lays no claim to superlative wisdom in the authorship of the pamphlet. It does feel, however, that the pamphlet may be very helpfully used by those who wish to carry on discussion with best effect.

Challenge to Leadership

9. Lethargy. This is perhaps the chief obstacle to the establishment of discussion groups, just as it is the chief obstacle in the way of furthering any movement or program. Lethargy more generally than hostility stands in the way of all kinds of ventures. If this force making for inaction is to be overcome, the power of leadership must be exercised by those who actually possess initiative.

10. Conflict of interests. Many of the most active, energetic, and ambitious of educators—the very ones who must be depended upon to encourage such a venture as the Discussion Group Project—are occupied by a number of interests. They may be mildly interested in a new program, but they give little time to it because their energies are being spent elsewhere.

The leaders of the Discussion Group Project understand this difficulty, and certainly they are not disposed to insist that the movement they represent is the one and only educational program deserving of support. It is set forth not as the one thing needful in education, but as one needful thing. It cannot be expected that educational leaders will turn to the discussion group program as the one road to educational progress. It is hoped, however, that the reasonableness of the project may suggest itself to administrators throughout the land, and that, regardless of their other responsibilities, they will cooperate in the effort to establish the machinery whereby administrators and teachers may engage in the systematic and sustained consideration of the problems with which they are most vitally concerned.

THE IMPLEMENTATION COMMITTEE PLANS AN ATTACK UPON ITS WORK

WILL FRENCH

Professor of Education, Teachers College, Columbia University; Chairman of the Implementation Committee of the Department of Secondary School Principals

The Implementation Committee is an outgrowth of the Department's effort, under the guidance of its Planning Committee, to give greater continuity and cohesiveness to its program. The Orientation Committee was one of the first results of this departmental policy. Nearly all members of the Department are familiar with its **Issues** and **Functions** reports. The Implementation Committee¹ is a logical next step in the Department's general program of seeking to improve American secondary education through study of its purposes, problems, and programs both by the profession and by the supporting public.

The Functions of an Implementation Committee:

The Orientation Committee Reports have clarified the department's position with respect to functions of secondary education in America and have focused attention upon some of the most critical issues involved. Through the subsequent work of the Bacon-Myer committee and other cooperating groups in many states and localities, these reports have been widely studied and discussed by secondary school people. A greater unanimity of thinking has doubtless resulted. Reports from many of these group-meetings show that there is widespread desire to convert purposes and ideals into programs and realities. The question now is one of what to do and how to do it. The Implementation Committee is the Department's agency for helping principals and others to come to some valid answer as to what practices and procedures are most effective in helping a school perform

Committee:

- John W. Harbeson, Principal of the Senior High School and Junior College, Pasadena, California.
- Oscar Granger, Principal of the Haverford Township High School, Upper Darby, Pennsylvania.
- Howard Dare White, Assistant Commissioner of Education, Trenton, New Jersey.
- Eli Foster, Principal of Central High School, Tulsa, Oklahoma.
- H. H. Stewart, Principal of Davis High School, Mount Vernon, New York.
- Francis T. Spaulding, Professor of Education, Harvard University, Cambridge, Massachusetts.
- Paul E. Elicker, Principal of Newton High School, Newtonville, Massachusetts, President of the Department of Secondary School Principals (ex-officio).
- George C. Jensen, Principal of Senior High School, Sacramento, California.
- Will French, Professor of Education, Teachers College, Columbia University, New York, N. Y., Chairman.

functions it considers important. Many practices are in use through which different schools seek to discharge a given function. Many patterns of action exist. Many others have been proposed by authorities. It is probable that all are not equally effective. Few have been well validated. What are their comparative merits? What can be counted upon by principals as reasonably effective ways of improving secondary education in their communities? In a word, how can the profession's ideas and ideals be **implemented** with procedures and practices that are effective? Hence the name of the committee and its chief function of validating the effectiveness of the basic practices and procedures which are involved in a school's attempt to perform the major functions of secondary education. Other important but subordinate functions of the Implementation Committee appear to be those of informing the profession and the patrons of the relative effectiveness of these practices, and of helping to narrow the gaps always existing between the best educational ideals and the best practices and between practices in the best schools and in the average schools.

The Committee's First Responsibilities

Two important decisions have faced the committee from the inception of its work. First, upon what broad policies should the committee plan its activities; what should be its major strategy? Second, what should be its initial approaches to the problem of implementation? Among the policies which seem sound to the committee are these:

- (1) There should be as wide participation in the various projects of the committee by as many persons interested in secondary education as possible. Existing local and state groups should be invited to undertake supervision of various projects.
- (2) Implementing secondary education does not imply standardizing it. One practice, one pattern, or one program is not the best under the varied conditions in which schools operate. The effort should be to discover the relative merits of various practices under different conditions so that more intelligent choices can be made in each school.
- (3) The work of the committee should be so conducted and the reports so phrased that no principal or community can feel that decisions and choices have been made by the committee which he or it should make. The committee's work may modify the decisions which are made locally, but should not lessen the feeling of responsibility for decision-making in any school-community.

- (4) The committee's reports should be based as largely as possible upon experimental evaluation of practices and procedures conducted by it or by others under actual school conditions. A procedure ought not to be called "effective" except in terms of objectively noted results of its use.
- (5) The committee's concept of the word "report" should be a broad one. The purpose of a "report" is to spread information and hence more widely and rapidly to modify practice. In addition to printing reports the committee should utilize many other plans for spreading information about the results of its work. Implementation is ultimately judged in terms of the amount of improvement in practice not by the amount of knowledge of how to improve practice.
- (6) The work of the committee should reach a wide audience but the profession should have earlier knowledge of the committee's work than the general public.

Among the initial approaches to its work which are being studied by the committee are the following:

- (1) What specifically are the most critical current problems in secondary education? The best place for this committee to begin implementing secondary education is at the specific points now most widely recognized as being most seriously in need of improvement. If this committee asked each of the nearly seven thousand members of the Department of Secondary School Principals what these problems were in the school-community in which he worked, what would the results show? Would a study of these reports in conjunction with what has already been written on the point give the committee a good one as to what its initial attacks should be?
- (2) How can a school tell to what degree it is now effectively discharging what it regards as a major function of its work in its community? For example, suppose a number of schools consider socio-civic education (citizenship) as one of their important functions. Could instruments for evaluating the results of their work be devised which would show the comparative effectiveness of their differing programs and possibly indicate strong and weak points in them?
- (3) On the basis of such a project should this committee locate schools which are effectively meeting some of the problems reported in (1) above as "critical" and subject their procedures to analytical study for the purpose of reporting significant differences to schools which were seeking to improve their efforts?

- (4) How effective would some of the most promising of the deductively reached proposals for performing some of the major functions of secondary schools which are advocated by "authorities" be if tested out in actual use? What schools are able and willing to give some of these ideas a test if supplied guidance by a competent member of the staff of this committee? One way to narrow the gap between theory and practice would be for the Implementation Committee to serve as a means by which what appears to be a good theory gets a quick experimental try-out in some volunteer school. Shall this committee evaluate these "theoretical proposals," develop a list of potential experimental-centers, and facilitate experimentations and evaluate such experiments?
- (5) Should this committee attempt to establish a nation-wide network of volunteer demonstration school-centers at which practices and procedures, known to be valid as the result of the committee's work under (2), (3), and (4) above, could be brought more directly under the observation of schools throughout the country? The "flow" of a good practice from one or two schools where it has been proved experimentally to be effective, to other schools all over the country is now slow even though the experiment is carefully reported in print. This doubtless partially accounts for the lag between best practice and typical practices. Shall this committee attempt to shorten this lag by widespread demonstrations of valid practices in volunteer schools where the new idea could be more closely studied and observed by all surrounding schools? (Note that while an "experimental-school" helps validate an idea, the demonstration center schools merely help popularize under the guidance of this committee, a practice whose effectiveness has been tested.) If this demonstration-idea is accepted as feasible, shall the Implementation Committee help states and local areas select such centers and through a staff help the state and local leaders conduct such demonstrations?

It should be borne in mind that policies and procedures listed here are not ones upon which the Implementation Committee has come to any decision. They indicate the types of policy and procedure which seem to it to be involved in the performance of its work. These are still under discussion and consideration by the committee. They are presented here to acquaint others with the thought of the committee to this date and with the hope that suggestions and criticisms will result. The committee expects to present at the Cleveland meeting in February, 1939, a proposed program and some initial results of its first activities.

THE PENNSYLVANIA PROGRAM

OSCAR GRANGER

Principal Haverford Twp. High School, and Coordinator, State of Pennsylvania

The Pennsylvania Branch of the Department of Secondary School Principals has a membership of over five hundred. These principals have several different kinds of local organizations. Some of the local organizations include the principals in two or three counties. A good many are county organizations, and also a good many are made up of the men who can meet frequently and have common problems.

Local organizations are not a recent development. For many years various groups have been working on local problems; many organizations being ten to twenty years old. Recently, however, due to the efforts of several secondary school principals local groups began to cooperate with one another in their work and the activity of one group acted as a stimulus to another and so there came to be a general movement that became an important phase of the work of the State Association.

In some ways the local study group movement in Pennsylvania is more difficult than in a state where no local groups had previously been organized. When groups have been meeting infrequently and feel satisfied with a social gathering it is difficult to take them into a program of active supervised work. The State Association has endeavored to promote programs by the appointment of committees to promote the work of the department, by providing a plan for state study work and by offering a program for committee work of interest to schools of the state.

The organization in Pennsylvania to promote the local study group work grew out of the following resolutions adopted in December 1935 by the State Branch:

"1. BE IT RESOLVED THAT: The principals of secondary schools in Pennsylvania be organized into a Department of Secondary School Principals of the Pennsylvania State Education Association for the purpose of

- a. furthering the program and policies of the State Department of Education, the program and principles of the Pennsylvania State Education Association, and the program of the National Department of Secondary School Principals.
- b. promoting and assisting the local principals' association throughout the State of Pennsylvania in the work of improving the program of secondary education in our Commonwealth.

"2. BE IT FURTHER RESOLVED THAT: An annual meeting of the secondary school principals be held to:

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

"3. BE IT FURTHER RESOLVED THAT: To promote and insure continuity to a systematic study of the problems of secondary education a planning committee be appointed consisting of the director of the Bureau of Secondary Education of the Pennsylvania State Department of Public Instruction, the chairman of the commission of the Association of Colleges and Secondary Schools of the Middle States, the retiring president and the elected president of the Department of Secondary School Principals and three other secondary principals selected by the aforementioned, for periods of one, two, and three years respectively. This committee shall plan research over a period of years."

Another committee which has been active during the past year and will have much to do with the work in the future is a committee suggested by the work of the National Coordinator's office in Washington. This committee is made up of the representative of each of the nine districts of the State. These men are called state coordinators and are responsible to the State Branch for the program in their area.

This committee has been included by the Research Committee of the Pennsylvania Branch of the Department of Secondary School Principals, and so this group of nine men has the dual responsibility of promoting the establishment of local study groups and the work these groups are doing in the general state and national set-up.

Plan of Organization

The following outline for the organization and functions of a principals association based upon the experience of several Pennsylvania associations may be of help to those interested in the development of the local study group movement in their localities.

AN OUTLINE FOR THE ORGANIZATION AND FUNCTIONS
OF A PRINCIPALS' ASSOCIATION

A. *Personnel*

Membership should consist of a group of principals with common interests and problems and located within a sufficiently small enough area to enable every member to attend the meetings of the association without undue loss of time in traveling.

B. *Time and Frequency of Meetings*

Monthly evening meetings from October to May have proved most successful. Often these are dinner meetings, with dinner at 6:30 and adjournment about 9:30. Special committees may meet before the dinner hour.

C. *Place of Meeting*

Meetings are usually held in the schools of the members; however, some associations find it more convenient to have a permanent meeting place such as a college or club.

D. *Officers and Organization*

The officers should include at least a president and a secretary-treasurer. Some groups have found it advisable to elect a teacher-college man as permanent executive secretary.

An executive committee appointed by the president should include at least one junior and one senior high school principal in addition to the officers. Another important committee is the research committee appointed by the executive committee and it should include three to five members representing all the different types of schools of the association.

Both of these committees should be relatively permanent.

E. *Functions of the Officers and Committees*

The president should call a meeting of the executive and research committees in September to outline a tentative program and schedule of meetings for the year. These should include definite plans for the first two or three meetings leaving the remainder of the meetings open for suggestions from the members. The Secretary should prepare by the first of November a printed or mimeographed booklet for circulation among the members, listing the officers, committees, members, and the time and place of the meetings for the year.

The secretary should also send a notice to each member at least ten days before each meeting containing a complete agenda of the meeting.

F. *Implementation of a Principals' Association Program*

- I. Criteria for selection of a problem for study. The problem selected for study should be:
 - a. A practical one requiring cooperative effort for its solution.
 - b. Of interest to the majority of the members of the local association.
 - c. Within the scope of this particular method of attack; i. e., cooperate local study by principals and teachers in service.

Work of Committees

II. Selection of Committee to Study the Problem.

1. The Committee should number from three to five all of whom are personally interested in the problem. They should be located within a convenient radius and represent as many different types of schools as possible.
2. Members of the committee should be able to meet for informal discussion at frequent intervals.
3. The committee should be appointed by the chairman from a list of volunteers.
4. If possible the committee should have one member who is on the faculty of a teacher training school, or it should feel free to consult various teacher training school faculty members. Laymen may also have a place on the committee.

III. The Method of Committee Study.

1. Review literature to discover all present information and previous contributions on the problem.
2. Contact other schoolmen of the association to get their contributions toward the solution of the problem. This may be done when progress reports are submitted.
3. Make a plan for study "soft pedaling" questionnaire technique.
4. Members' schools should be used as much as possible for the first steps in the study.
5. Report progress to the local association at least twice a year.
6. The study should show, wherever possible, teacher and pupil participation.

IV. The Life of the Committee.

1. Any committee that does not make a definite progress report at least once a year should be discontinued.
2. A committee should be retained so long as it is making a significant contribution.

V. Kind of Committee Report.

1. Committee report may be in mimeographed form distributed at association meetings supplemented, if necessary, by a few remarks from some member of the committee. The report should be of vital importance and show definite progress.
2. Each succeeding report should build on the last report and also show progress during the interim between reports.
3. Each committee report should make a definite practical contribution to the local schools and it should be kept for future practical reference and review.

VI. Publication of the Committee Report.

A final report should be filed with the state coordinator for state and national consideration.

G. *General Considerations*

It is all important that the committee should work cooperatively. This means that in a committee of three each must contribute leadership one third of the time and should follow two thirds of the time. We all have much to learn in this respect. One man can wreck a committee by not being willing to go along with the other fellow.

Solving a Problem

The third step taken by the State Branch to promote the local study-group movement came as a result of the recent legislation in Pennsylvania making attendance compulsory up to seventeen years of age in 1938 and eighteen years in 1939 for all youth who have not graduated from high schools. This legislation will retain ninety thousand additional youth in Pennsylvania high schools. This new population will demand special attention from the high school staff. The State Principals' Association considered this a problem of the first magnitude and made it the point of attack for all state study work of the Association.

To promote the study a State Study Committee was appointed by the President late in 1937. The committee included representatives from the high schools, colleges, and State department. This committee presented a general plan for the work including an inquiry from the Department of Public Instruction. "The results indicate that at least 100,000 young people would be affected by the legislation, of whom, if replies by those who reported on 'Mental Status of Drop-outs' are typical of the whole situation, fifty per cent have intelligence quotients from 90 to 110, nine per cent from 110 up, and forty-one per cent from 89 down.

"The Pennsylvania Principals' Association thought that schools cannot wait for this problem to solve itself. It is with them **now**, for

the young people will be returning to school this year. Illustrating one phase of the search for a solution, in Harrisburg, on February 4, the Pennsylvania Branch of the Department of Secondary School Principals in cooperation with the Department of Public Instruction presented a unique Youth and Lay Conference on the subject, **The Adequacy of the Program of Secondary Education to Meet the Needs of Youth**, in the hope that from youth and public leaders might be gained ideas for the improvement of the school program. The conference attempted to use a technique that would be effective for similar meetings throughout the state, whereby schools may be able to bring their communities into cooperation with them in an effort to adapt the school to pupils and their needs.

"Although each session of the conference was in its own way interesting, the youth meeting was the most stimulating. About seventy young people representing a cross section both of the pupil population in several high schools in the vicinity of Harrisburg and of pupils who had withdrawn from school constituted the Youth Panel.

"Asked to consider such questions as 'What do we want in high school?' 'What changes would we like to see?' 'What is lacking in the school?' the students entered the discussion with a freedom that would hardly be imagined by one who had not been present, and without one taking advantage of the opportunity offered for venting personal ill will toward school situations that several had found unpleasant.

"One cannot peruse their remarks without being impressed by the degree to which they strike at targets aimed at by the reports on Issues and Functions of Secondary Education of the Department's Committee on Orientation. Without using a professional vocabulary, the students discussed differentiation of offerings, vocational and general education, adapting offerings to needs, the worth of cultural subjects in the curriculum, methods, recognition of interests, the purpose of guidance, preparation for life, and a program valuable to all youth of the community!

"In the afternoon, an adult panel discussed the program in which they had seen the young people participating earlier in the day. To this panel had been invited representatives of such state organizations as the Federation of Women's Clubs, Pennsylvania Congress of Parents and Teachers, Pennsylvania Conference on Social Work, Girl Scouts, Boy Scouts, Y. M. C. A., Y. M. H. A., Pennsylvania Farm Bureau Federation, State Grange, American Federation of Labor, Committee for Industrial Organization, Chamber of Commerce, Pennsylvania Real Estate Association, Pennsylvania Retailers Associa-

tion, and the Public Education and Child Labor Association. The adult panel agreed that in the main the expressed desires of the youth panel were reasonable, promised cooperation in the efforts to create in Pennsylvania a secondary school system responsive to the needs of all normal young people in the state, and considered in general terms what contributions each represented group might make to the school program. No specific commitments were made, as indeed they could not be by the uninstructed members of the panel.

"The conference closed with a dinner meeting for representatives of the schools, at which was presented the next step in the Pennsylvania program, namely the study of the problems in small discussion groups of principals and faculty members in all parts of the state."

During February and March similar meetings were held in other sections of the state. Some meetings such as the one held at Washington, Pennsylvania, included several counties, others included the school men in smaller areas and some included the local school people only.

Cooperative Planning

In March the State Coordinators met during the Schoolmen's Week Program at the University of Pennsylvania to report on these meetings and lay plans with the State Committee for the furtherance of the study into the business of making a curriculum for this group which the Committee called the "non-academic." This meeting resulted in the following report on the Study to Meet Educational Needs of the Non-academic Pupil:

Plans to set up state committees in the following subject matter fields locating one or two state committees in each of the regions with the coordinator in general charge of work of the committees in his district, and extending his committee work by establishing sub-committees in all other regions. The following curriculum divisions were established: home economics, reading, mathematics, language, science, social science, guidance, manual arts, extra-curricular activities, vocational training, apprenticeship, special interest units, and community educational resources.

These committees would be located in different sections of the state. One section, for example, might take home economics. Another would probably select guidance. Each coordinator would choose from the list the subject-matter areas he considered could be handled best by the people in his district.

The following is an explanation of how the State Committee appointed by the Association to study the problem of curricula for the non-academic thought through the work of the home economics com-

mittee. This committee would be composed of people interested in this field including at least two principals, several high school home-economics teachers, and a member of the home economics faculty of a teacher training school. This committee would contact as many high schools as possible and gather outlines of curricular materials and suggested materials for this particular group of pupils. They will urge that sub-committees be established in other sections of the state to do the same work in their area, and finally to report their study to the Central Study Committee. When the committees on all subject fields do the same a report can be ready covering all the subject fields selected. This report may be mimeographed by the State Department of our Association and sold at cost to interested schools.

Each state coordinator selected subject areas he thought could be best developed in his area, the responsibility of the coordinator to include: the selecting of a committee to head the work for the state on the subject areas he selected; to guide the work of the committee in relation to other committees of the state; and to get the cooperation of other coordinators in the establishing of sub-committees in each of the nine regions.

The State committee in conference with the coordinators were emphatic in their decision that this curriculum study should be carried on by people in the classroom and not be something written by one or a few people and sent out to the schools. And so they decided to send an inquiry to all the high schools of the state to get the names of teachers and principals interested in cooperating in the study. A copy of this inquiry follows:

Cooperative Curriculum Study

The committee appointed by our State Principals Association to study the "Adequacy of the Programs of Secondary Education to Meet the Needs of Youth" is anxious to further its study. This group wishes to gather information as to the number of schools interested in cooperating in a program of committee work on building curriculum materials. The following curriculum divisions for non-academic pupils have been selected by some of our State Coordinators and these men will appoint committees in their respective localities:

Home Economics—Miss Woodward, Springfield H. S. and Miss Ebersole, Drexel Inst.

Reading—Mr. C. Glenwood Hughes, Haverford Township H. H., Upper Darby.

Mathematics—Mr. G. W. Lafever, Principal, Gettysburg High School.

Languages—Mr. J. H. Eisenhower, Principal, Reading High School.

Subject Interest Units—Mr. J. H. Eisenhower, Principal, Reading H. S.

Science—Mr. R. E. Boyles, Washington High School.

Social Science—Miss Mary J. Wyland, Education Dept., State College.

Guidance—Dr. F. G. Davis, Education Dept., Bucknell.

Community Resources—Mr. Carl E. Whipple, Altoona High School.

Our state association committee would like to have the following information to give to the several curriculum committees. Will you help them by checking the subject area or areas that you would like to have improved for these pupils? And also, if you are willing in your school to cooperate with the committee by working with one or several of these subject field committees will you write in the name of the individual on your faculty to whom a committee may write for suggestions and questions? The kind of cooperation desired would include suggestions for activities and experiences in the particular areas that are now part of a curriculum or that you feel should be part of a curriculum for this group. Add subjects you wish included.

Check	Write in Name	Check	Write in Name
..... Home Economics		 Extra-Curricular Act.	
..... Reading		 Vocational Training	
..... Mathematics		 Apprenticeship	
..... Language		 Special Interest	
..... Science		 Community Resources	
..... Social Science			
..... Guidance			
..... Manual Arts			
.....			
.....			

The Principals Association believes that through the cooperative efforts of teachers and principals working on these committees a very desirable curriculum can be produced for this group of youth. It is the Department's belief that this democratic procedure will produce results and to this end your professional cooperation and service is earnestly solicited.

Over six hundred schools replied and gave the committee hundreds of names of interested classroom teachers. These names were distributed among the coordinators giving each the list of teachers interested in working on the curriculum under his supervision. These lists were distributed to the coordinator at the end of the school year, and so the working committees will in most cases not begin work until the fall. However, some local coordinators, such as the one on home economics, have been working since March of this year.

During the summer the study was furthered by conferences conducted by the University of Pennsylvania, Bucknell, and Drexel in connection with their summer program.

The summer conference at the University of Pennsylvania was of special interest to the group working on reading for the non-academic. Notice of this conference was sent to all the teachers listed on the returned inquiry blanks who were interested in working on this phase of the study. The conference at Bucknell dealt with guidance and an invitation was sent to all interested in this phase of the study to attend this conference on July 27th and 28th. The conference at Drexel on home economics was handled in the same manner. These conferences show the interest taken in the study by the high school teachers, the administrators, and the teacher training institutions.

The Pennsylvania Department of Secondary School Principals will hold their annual conference in Harrisburg on October 28th and 29th. The entire program will be devoted to this study of the curricula for the non-academic. On Thursday evening the State Committee will meet with the coordinators to work on general plans. On Friday there will be all-day meetings of each subject area committee with the sub-committee chairman. The day will be devoted to organizing the committee machinery, deciding upon underlying principles, and developing the program of implementation for each curricular study group. On Saturday morning these committees will meet to receive suggestions and requests from any administrator who has a particular suggestion or problem he wishes to present to the committee for special consideration.

DISCUSSION CLUBS FOR STUDENTS

CLAY COSS

Associate Editor, *The American Observer* and *The Weekly News Review*

The forum idea is making headway throughout the country, and it represents perhaps one of the most effective movements in the direction of sound political education. The best known type of forum is that which was developed some time ago in Des Moines under the direction of Dr. Studebaker. The Office of Education has made progress in the promotion of these forums as an agency of adult education and particularly of practice in the art of opinion-building. A forum of a different sort is to be found in the discussion groups among educators which the Department of Secondary School Principals is doing so much to encourage. The Department of Agriculture has assisted the development of forums among farmers.

The idea behind these activities is that organized discussion clarifies ideas and paves the way to intelligent and well-considered action. If this general proposition is true, and if it is desirable therefore to establish groups of adults for the purpose of promoting discussion among them, it is equally important that the technique of discussion be encouraged by every suitable means among the young people of the nation, particularly the students in the high schools. The movement for organized discussion is, in fact, growing rather rapidly in the high schools. Principals and teachers, seeing the benefit which comes from systematic discussion in their own groups, are encouraging participation in discussion on the part of their students. The techniques of discussion which make for cooperative thinking are being carried to the classrooms, and special groups or clubs are being organized as forums in which boys and girls may gain practice in orderly discussion. It seems appropriate that administrators and teachers who are interested in organized discussion among adults should concern themselves about the promotion of this activity among the young people for whom they are responsible. If this is done the next generation of Americans should be better able than the present to discuss their issues logically and objectively. There is no question but that democracy will be safer if such a result should be achieved.

Discussion groups among students may take any of a number of forms. In some places it may be possible to revive the literary societies which were so popular a generation or more ago. These societies, usually bearing classical names, are gratefully remembered by many men and women now in middle age or beyond. Probably the societies as they were then known will not return in the old forms. The successor may be a Forum, a Junior Citizens' Council, an International

Club, or a club devoted to some other field of public affairs. It may be merely called a debate society. There are scores of names, and the choice is unimportant. A club of some kind, or several clubs if the school is large, is needed in the high school, however, for a number of reasons, among which the following may be mentioned:

For Continuous Study

1. The existence of a discussion club to which students who are interested may belong offers an opportunity for the continuous study and discussion of public affairs. Such discussion is carried on, of course, in social studies classes. It is becoming customary for a teacher of history, civics, economics, or social problems to devote at least a day a week to current affairs; and a consideration of these problems offers an opportunity for student participation and discussion. The history or civics class comes to an end in due time, however. The members of the class may follow this work in history or civics with a course in some other of the social studies, but there are few students whose work in the social studies is continuous throughout the high school period. The normal situation is that a student takes a social studies course, and perhaps becomes interested in the study and discussion of public affairs in connection with the course, then after a semester or two he drops the social studies work and with it the period in which he considers current public problems. He may or may not take up such study later, but at any rate his study and discussion are discontinuous, and being discontinuous, do not tend to develop consistent habits of thought, study, and discussion—habits which are likely to be permanent.

Now it is the development of permanent habits of reading, thinking, and discussing which characterizes the good citizen. If such habits are not formed and maintained while one is in school, if they are not strong and continuous enough so as to continue to be effective after the school days are over, the work in citizenship obtained in the school will turn out in the long run to have been really useless.

It is highly important, therefore, that in each school there should be a club or group engaging in the discussion of public affairs. Students whose interest is aroused in these subjects and in this sort of discussion may become members of a club. The membership is continuous throughout the school period. Courses in the social studies may come and go, but the club goes on without a break. The discussion of public problems which goes on in the club tends to become a part of the life habits of the boys and girls. These habits are so firmly grounded that when the school days are over the young people

are likely to go on reading about public affairs and discussing them with their friends. If they do this their continuing civic education is assured.

Learning to Discuss

2. Sound discussion techniques may be developed through practice in the discussion clubs. Something may be done along this line in the classroom. As a matter of fact, it is important that something should be done. But the time of the teacher is short, and there is a limit to the amount that can be done during recitation periods. A club which meets regularly, perhaps once a week, under the guidance of a competent instructor can offer a training not only in the study of public affairs but in the logical and objective discussion. Attention may be paid not alone to the content of a discussion but to its method. A discussion guide such as "Talking It Through" should be studied by such a group of students, and the methods of discussion there set forth should be followed. A club with weekly meetings will offer a good opportunity for the encouragement of rationality, logic, and fairness in discussion. The tendency of disputants to wander from a subject or to advocate their own ideas without listening to the offerings of their opponents may be corrected in the course of the conversational debates which may be had at the regular meetings.

3. Membership in a club which meets regularly to consider public affairs may offer a student an emotional outlet. It may tend to bridge the gap between thought and action, and it is tremendously important that such a thing should be done. If young people get into the habit of forming opinions about questions and then doing nothing, of having emotions aroused without taking action, they are likely to develop a habit of non-action; and if they do this they will never be effective citizens. If, however, they form themselves into a club they will get into the habit of speaking their minds freely and of advocating action. They may even prepare resolutions calling for action by public officials. This is a form of civic participation. There are many ways in which they may act in building public opinion in accordance with their own views. A club should not be political in the sense that it lines up with one party or another; but its members, having threshed public questions out in debate, may become aroused to the point of taking individual action toward the molding of opinion. At the very least, they gain practice in the expression of their views and this, in itself, renders them more efficient as citizens. The primary duty of the citizen is to help mold public opinion through the forcible expression of his own ideas.

Developing Leaders

4. Leadership is developed in clubs which have regular meetings and which offer an opportunity for debate and discussion. Many men who have assumed leadership in their professions or in public life give a great deal of credit to their experience in the literary societies where they first practiced the arts of leadership. A student may gain a certain amount of experience in the classroom, but his opportunity in that direction is limited.

5. A student club offers an opportunity for practice in parliamentary procedures. There is not much chance to engage in parliamentary drill in the ordinary social studies class, but there is a chance in a club. In fact, most of the discussion which takes place in the group may be carried on in accordance with parliamentary rules. Thus in the very process of gaining experience in discussion, one also gains experience with parliamentary forms. A knowledge of parliamentary practices is of tremendous benefit to anyone who wishes to participate in public life.

6. A club or discussion group in the school gives opportunity for a very pleasant kind of social life. It is particularly helpful to the student who is qualified for leadership in the political world. Our schools pay too little attention to this type of student. They have a great deal of time for the athletic type, but they do not offer sufficient stimulation to the activities of the student whose primary interest is in the civic life of the community. The sponsoring and support of discussion clubs or groups would tend to correct this weakness.

Getting Started

The formation of a discussion group among students should not be difficult. It may or may not require initiative on the part of an instructor. Frequently a suggestion from an instructor is necessary in order to start the enterprise. The instructor should be willing to give some time to the work of guiding the club. His advice is needed, though the activities will be carried on by the students.

It is usually found undesirable to require membership in a club of students. It should be a voluntary enterprise. Many students are not interested in public affairs, and their presence in a club would be stifling in its effect. Let it be known that membership in the club is a privilege which is within reach of the students who wish to participate.

As soon as a group of students has been formed the next question is to define the character of the body. The organization should not be complicated but some sort of organization there must be. There should, for example, be a simple set of rules. These rules may or may not be termed a constitution, but whatever term may be used they

should contain a number of definite provisions. First they should state the name of the organization. As suggested a while ago, there is a wide variety in choice of names. The group may be called a forum, with some descriptive term attached to it, or it may be called a Lincoln Club or a Webster Society (using these names merely as illustrations), or a Junior Citizens' Council, or a Town Hall, or it may use some local name. Next there should be a brief statement of purpose. Then there should be a clause on membership. Membership should be not only voluntary but it should be limited. If a group is too large it cannot do effective work. The best discussion can ordinarily be carried on in a group of twenty to thirty. If the number wishing admission is much larger than thirty, a second club should be formed.

Organization Problems

The qualifications of members should next be considered. Here a problem must be settled. Shall any student who wishes to become a member be admitted or should some test be applied? In most cases it will probably be found wise to limit membership to those who have made at least fair grades in social studies classes. As a general rule good work in a club of this kind cannot be expected from students who have not had enough ability or interest to do well in the social studies work. If there are too many members who have not demonstrated their interest in public affairs there is danger that the club may be diverted from its original purpose and that its meetings may become occasions for social chatter or something other than the serious discussion of public affairs. This danger will be reduced if members are taken in on the basis of proven interest in civic matters. Perhaps provision should be made for certain exceptions to the rule. For example, it might be decreed that a student who had not taken work in the social studies classes or whose grades in them were inadequate might still be made a member upon recommendation of the faculty advisor or upon receiving a three-fourths vote. It may be found desirable to choose members from a list of eligibles presented by the social science teachers. Election may be either by a majority or by a two-thirds vote.

The constitution should provide for officers. There should be a presiding officer who may be called a president, a chairman, or a speaker. There should also be a vice-president whose duty will be to preside in the absence of the president or to take his place if he should resign or move away, or if a vacancy should occur in some other manner. There should be a secretary or clerk to keep the minutes of the meetings and the records. There should be a treasurer to take charge of any funds which may be collected. There should be such an officer

even if no dues are provided for, because the club may make money through programs or in some other way. There should be a program committee. In some cases there is an executive committee consisting of the elected officers, and they make the programs; or there may be a separate program committee appointed by the president or chairman. There should be a faculty advisor. The faculty advisor may be called an advisor, or sponsor, or critic. His duty, as the name suggests, is to give advice and assistance, and to serve as a critic of the programs and the discussion.

The officers should be elected by a majority of the members, and it is probably desirable in most cases that they should serve for one semester. Shorter service scarcely permits the accumulation of experience so that the meetings will be well handled. On the other hand, if the term is for a whole school year too few members will have the benefit of the experience which may be gained from being an officer. The time and frequency of the meetings should be set forth in the constitution or the rules. The usual frequency is once a week. Weekly meetings are frequent enough so that interest may be maintained, yet not so frequent as to cause them to be a burden. At the start it may be that an hour for a meeting will be sufficient, but if the club should become really successful and if animated discussion should take place regularly, it may be well to permit two-hour meetings, or the time of closing may be left indefinite.

Meetings may be held in a classroom, though where possible it is well to have them in a room where there is a piano, for musical numbers enliven a session and should be provided where this can be done.

The club's discussions should be carried on in accordance with recognized parliamentary procedures. It is well for the constitution to provide that in all cases not covered by the constitution and the rules "Robert's Rules of Order" shall apply.

It is usually desirable not to require dues, at least not when the club is first being started. Modest dues may be required later, but this should be done with caution, for no impediment should be placed in the way of one's membership if he is really meritorious. Dues should never be high. A certain amount of money will be needed for books and magazines of reference material and perhaps for other things, but funds of a limited amount can usually be obtained through a special program for which a small admission price is required. Once a year or so there may be a civic rally in which the interest of the community may be aroused. At this rally there may be a debate on some question of great local interest, and there may be papers or orations on the outstanding needs of the community or the state or the nation. These more serious discussions, enlivened by musical numbers, should

draw a crowd, especially if the meeting is endorsed by the authorities of the school and by the community leaders.

Program Suggestions

The program of the regular meetings should be carefully worked out in advance. There should be time for spontaneous debate or discussion. This should be one of the essential features of the club, but certain numbers on the program should be carefully prepared. There can be no set rule as to the numbers on the program. Here are a few suggestions:

A paper on a subject dealing with community betterment, treating, for example, such questions as how safety may be conserved in the community, how crime may be reduced, or how parks or recreation facilities may be improved.

A paper or talk on some problem pertaining to the school, particularly to the value of the courses given or to needed changes in the curriculum.

A carefully prepared short speech advocating some measures which would tend to build a better community, a better school, or a better nation.

A musical number.

A reading. This is important because, through practice in reading, one develops precision and improves his delivery. This work should be done under guidance of the speech department of the school.

A personality sketch of some man in public life.

A debate on an issue of the day. The debate may be either formal or informal. If formal, there may be two contestants or two opposing teams. If informal, the correct procedure is to have a resolution introduced endorsing or condemning some measure. The debate on the resolution may proceed under the rules of parliamentary law with the entire membership participating. The debate may be followed by a vote on the resolution. It may be voted up or down. It may be laid upon the table, postponed until a later meeting, or may be dealt with in any way provided by the rules of parliamentary procedure.

It is important that discussion, when it occurs, should be fair and reasonable and that it should be of such a nature as to lead in the direction of truth. It should never be a matter merely of showing off. The faculty advisor through criticism, should assist in the development of logical attitudes. It is in connection with these discussions that such a discussion guide as "Talking It Through" would be particularly valuable.

School clubs may gain valuable practice in discussion by working in cooperation with "America's Town Meeting of the Air." This

organization will broadcast weekly debates on the most important problems before the country over a nation-wide hookup. There will be 26 of these debates during the year, beginning November 3. Each question will be debated by specialists in the fields involved, and different points of view will be represented. The debates will occur on Thursday evenings. The hour will be 9:30 Eastern Standard Time, 8:30 Central, 7:30 Mountain, and 6:30 Pacific time.

As soon as a class or group or club has decided to participate in this national forum, someone, either a teacher or a student, should be authorized to communicate with "The Town Hall," 125 West 43rd Street, New York City. That is the organization which conducts the broadcasts, and it will give valuable assistance to groups. It will send out notices each week in advance giving the subject of the discussion, together with a wealth of material on the problem to be debated. It will give guidance through a pamphlet, "Town Meeting Goes to School." This service may be obtained by any school, group, or class for \$10.

In the East where the broadcast will occur at 9:30, the groups may meet earlier than that hour and carry on their own discussion of the topic before the broadcast. In the West, they may meet, listen to the debate, and then, when it is finished, they may carry on the discussion in the light of the arguments they have heard.

WHAT THE STATES ARE DOING

LOUISE MOOERS

Secretary, Discussion Group Project

During the first year of the Discussion Group Project a state organization was effected in 48 states and the District of Columbia. In a number of the states an effective organization was set up last year and local groups of principals are meeting regularly and are making use of the materials furnished by the Discussion Group Project. In other states there is little more than a skeleton of an organization, but nearly everywhere there is activity this fall and it appears that the principals of the nation will be quite generally organized into discussion groups before the end of the present school year.

In most of the states the "Issues of Secondary Education" and "Functions of Secondary Education" are being studied actively by the groups, while elsewhere issues locally formulated are being considered.

There follows a brief outline of the work which is being done in each of the states as indicated by reports which have come to the national office of the Discussion Group Project.

Alabama

COORDINATOR: Noble Hendrix, Prin., Woodlawn High School, Birmingham.

At a meeting of the State Principals Association August 24-26, 1938, a state-wide organization was set up under the direction of Mr. Hendrix. The state was divided into eight districts, and a regional director was placed in charge of each. Under the regional directors there is a chairman for each county. The regional directors are:

District 1. Charles F. Taylor, Robertsdale High School, Robertsdale.

District 2. W. E. Snuggs, Dale Co. High School, Ozark.

District 3. Patterson Hicks, Chilton Co. High School, Clanton.

District 4. James Chrietzberg, Holtville High School, Deasville.

District 5. H. L. Searcy, Hewitt High School, Trussville.

District 6. P. G. Myer, Anniston High School, Anniston.

District 7. J. M. Richardson, Kennedy High School, Kennedy.

District 8. W. P. Snuggs, Morgan Co. High School, Hartselle.

Early this fall the regional director in each of the eight districts is to meet with his county chairmen and plans are to be laid for the development of discussion groups in all parts of the state. Whether a group will consist of the principals of some particular county or a number of counties will depend upon density of population and other

local conditions. A great deal of discretion is left to the regional and local leaders. The "problems of Secondary Education," furnished by the national office of the Discussion Group Project, will be used by most, if not all, of the local groups as a guide to discussion. Mr. Hendrix is emphasizing the importance of giving sufficient time for mastery in the case of each of the problems set forth by the Orientation Committee of the Department.

Arkansas

COORDINATOR: Elmer Cook, Prin., Senior High School, Fort Smith.

The following regional directors were appointed last year and were charged with the responsibility of organizing local groups in their districts:

Lloyd Goff, Prin., High School, Jonesboro.

Charles H. Cross, Director, University Training School, University of Arkansas, Fayetteville.

P. H. Herring, Prin., High School, Forrest City.

Oscar M. Owens, Supt. of Schools, Batesville.

R. B. Brawner, Prin., High School, Texarkana.

J. L. Holt, Prin., High School, Camden.

Crawford Whaley, Supt. of Schools, Monticello.

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

Mr. Cook makes the following progress report: "My conversations with various secondary-school leaders over the state leads me to believe that there is a real opportunity for the development of discussion groups in this state."

Arizona

COORDINATOR: A. W. Hendrix, Prin., Senior High School, Prescott.

REGIONAL DIRECTORS:

T. J. Tormey, Pres., Arizona State Teachers College, Flagstaff.

L. A. Eastburn, Director of Research and Guidance, Phoenix Union High School, Phoenix.

Paul E. Guitteau, Supt. of Schools, Thatcher.

L. T. Rouse, Prin., Bisbee Senior High School, Bisbee.

The population of Arizona is, of course, sparse, and that creates problems in connection with the organization of discussion groups. Groups are being organized in certain centers, however, and elsewhere principals are being urged to carry on the discussion of the "Issues" and "Functions" in their high school faculty meetings, using "Problems of Secondary Education" as a guide.

California

COORDINATOR: G. J. Badura, Pres., Association of California Secondary-School Principals. Fortuna.

The Association of California Secondary-School Principals has divided the state into 21 districts. Each district elects officers and holds regular meetings. In some of the districts there are four meetings a year. Elsewhere the meetings are monthly. The Association recommends that the monthly plan be universally adopted.

Each of the 21 districts elects a representative to the State Representative Council. The Council meets twice a year; in the fall at Fresno, then at the annual conference of secondary-school principals. The conference last April was held at Hollywood.

The 21 local districts discuss their problems and send to the Representative Council the ones which seem to them the most important. The Representative Council then discusses the problems and considers the recommendations made by the leaders of the local districts. On the basis of these discussions, the Council advises concerning educational practices, but has no legislative power.

In addition to the 21 local groups which meet to discuss educational problems, the Association has counties at work on specific issues. The fact is emphasized that each district acts as a discussion group of the State Department and is in touch with the Discussion Group Project of the Department of Secondary-School Principals of the National Education Association. "Problems of Secondary Education," furnished by the national office of the Discussion Group Project, is widely used, and the local leaders recommend the use of the booklet "Talking It Through."

Colorado

COORDINATOR: A. A. Brown, Prin., Junior-Senior High School, Fort Morgan.

REGIONAL DIRECTORS:

- C. F. Poole, Prin., High School, Sterling.
- L. R. Leake, Prin., High School, Eaton.
- J. L. Johnson, Prin., High School, Aurora.
- B. G. Saltzman, Supt. of Schools, Cortez.
- D. B. Leshner, Supt. of Schools, Wray.
- L. J. Botleman, Prin., High School, Rocky Ford.
- John Unger, Supt. of Schools, Hugo.
- J. K. Boltz, Prin., High School, Grand Junction.
- W. S. Roe, Prin., High School, Colorado Springs.
- Bert Hitt, Prin., High School, Craig.
- C. L. Cushman, Director, Dept. of Research and Curriculum, Denver Public Schools, Denver.
- L. E. Smith, Prin., High School, Fowler.
- H. Q. Van Dyke, Supt. of Schools, LaPorte.

E. T. Evans, Prin., High School, Alamosa.

O. S. Ikenberry, Prin., High School, Delta.

R. L. Stinnette, Supt. of Schools, Julesburg.

Leo W. Butler, Supt. of Schools, Fort Lupton.

At the present time every section in the state is districted and every secondary school executive has an opportunity to meet with a local discussion group. These groups vary in composition, depending upon the size and geographic location of the area. Every area in the state met regularly in their discussion groups during last year. They used "Problems of Secondary Education" as a basis for their discussions.

Connecticut

COORDINATOR: Alexander A. MacKimmie, Prin., Pratt High School, Essex.

Due to the fact that Connecticut is a small state, no regional directors have been appointed. The state has been fairly well organized for discussion purposes, with only one sizeable section lacking some type of facilities for discussion. Mr. MacKimmie plans to assist the groups already in existence and to establish new groups in unorganized areas.

Delaware

COORDINATOR: John Shilling, Asst. in Charge of Secondary Schools, Dover.

Delaware, too, is a small state, and the appointment of regional directors has not been found necessary. The state, however, is well organized and important monthly meetings have been held in different cities under the leadership of Mr. Shilling. The programs are most carefully planned, with outlines of the points to be discussed. These outlines are furnished to the persons present. The conclusions of each meeting are summarized and copies of the summary are sent to each principal in the state.

District of Columbia

COORDINATOR: Harry Baker, Jr., Prin., Langley Junior H. S.

In addition to regular monthly meetings, the colored and the white principals have held monthly meetings to discuss problems common to both groups. These discussion meetings were aided by the materials of the Discussion Group Project. Quite a number of individual faculties have formed discussion groups.

"Prospects for the permanent success of the Project are very bright," reports Mr. Baker.

Florida

COORDINATOR: Albert J. Geiger, Prin., St. Petersburg H. S., St. Petersburg.

The appointment of a coordinator was not made in this state until last February and there was not time during the remainder of the year to effect regional organization. Mr. Geiger, however, is entering actively into the work this year with the purpose of carrying forward organization plans.

Georgia

COORDINATOR: R. E. Hood, Prin., Glynn Academy, Brunswick.

REGIONAL DIRECTORS:

John Varnedoe, Prin., High School, Savannah.

E. G. Elcan, Supt. of Schools, Bainbridge.

W. H. Martin, Supt. of Schools, Dawson.

S. N. Gardner, Prin., High School, Griffin.

Paul West, Prin., Russell High School, East Point.

A. J. Hargrove, Supt. of Schools, Dublin.

C. W. Peacock, Supt. of Schools, LaFayette.

Ralph Newton, Supt. of Schools, Waycross.

C. J. Cheves, Supt. of Schools, Gainesville.

J. H. Green, Supt. of Schools, Elberton.

The preliminary work of organization was effected under the leadership of Mr. B. M. Grier, who served for a time as State Coordinator. He secured the cooperation of the state high-school principals association, which will sponsor the activity this year under the leadership of the new coordinator, Mr. R. E. Hood.

A curriculum revision program is under way in Georgia, and it has been found that this study can quite well be carried on along with the study on the "Issues" and "Functions," since this program and the reports of the Orientation Committee cover so many common problems. Wide use is being made in the state of "Problems of Secondary Education."

Idaho

COORDINATOR: George N. Green, Prin., Pocatello High School, Pocatello.

Organization here was not effected until February, 1938. Mr. Green has been active since that time and is planning that the "Issues" and "Functions" shall have consideration at the meetings of the State Teachers Association this fall, and that state-wide organization will be completed at the time of these sessions.

Illinois

COORDINATOR: Matthew P. Gaffney, Supt., New Trier Twp. High School, Winnetka.

Illinois was quite well covered by discussion groups of one sort or another before the Department's project was inaugurated. Many schoolmasters clubs, for example, had been organized and were meeting regularly. Mr. Gaffney has chosen to work with these organizations, rather than to divide the state along new lines. He has called the work of the Orientation Committee to the attention of these groups, and a very wide use is being made of the materials furnished by the Discussion Group Project as guides for discussion.

Indiana

COORDINATOR: M. L. Knapp, Prin., Isaac C. Elston High School, Michigan City.

In no other state, probably, has the work of organization been carried out in more minute detail than in Indiana. The following regional directors have been appointed and were actively at work during the last year:

- Paul F. Addison, Prin., Muncie High School, Muncie.
- K. V. Ammerman, Prin., Broadripple High School, Indianapolis.
- H. R. Beabout, Prin., Lincoln High School, Plymouth.
- Lowell Carpenter, Prin., Wabash High School, Wabash.
- E. C. Cline, Prin., Oliver P. Morton High School, Richmond.
- L. L. Cook, Prin., Salem High School, Salem.
- B. F. Cox, Prin., Logansport High School, Logansport.
- N. Dixon, Prin., Senior High School, Tell City.
- C. H. Elliott, Prin., Angola High School, Angola.
- E. N. Fisher, Asst. Prin., Central Junior-Senior High School, South Bend.
- L. J. C. Freeman, Prin., Crawfordsville High School, Crawfordsville.
- John W. French, Prin., Laporte High School, Laporte.
- Austin T. Funk, Prin., Versailles High School, Versailles.
- B. W. Gorman, Prin., Lawrenceburg High School, Lawrenceburg.
- L. C. Grubb, Prin., Whiting High School, Whiting.
- C. E. Hinshaw, Prin., Kokomo High School, Kokomo.
- Ollis G. Jameson, Prin., The Laboratory School, Indiana State Teachers College, Terre Haute.
- William Jardine, Prin., Rensselaer High School, Rensselaer.
- C. C. Katterjohn, Prin., New Albany High School, New Albany.
- J. A. Mohler, Prin., Scottsburg High School, Scottsburg.

H. H. Mourer, Prin., Bedford High School, Bedford.
B. E. Myers, Prin., Connersville High School, Connersville.
L. V. Phillips, Prin., Lincoln High School, Vincennes.
Donald L. Simon, Prin., Bloomington High School, Bloomington.
Daniel Schnepf, Prin., Benjamin J. Bosse H. S., Evansville.
R. Nelson Snider, Prin., South Side High School, Fort Wayne.
F. W. Stoler, Prin., Anderson High School, Anderson.
Harley Talley, Prin., Columbus High School, Columbus.
C. R. Young, Prin., Frankfort High School, Frankfort.
D. S. Weller, Prin., Portland High School, Portland.

Not only was the discussion being carried on in principals' groups, but also in individual faculty meetings. Last February Mr. Knapp estimated that by the end of the school year 500 principals and 5,000 secondary teachers would be focusing attention on the "Issues" and "Functions."

Mr. Knapp says: "I interpret permanent success to mean those things of lasting value which may come from a discussion of these Issues and Functions. One of the first values or successes that will obtain, I feel sure, is the feeling on the part of Indiana principals and secondary teachers of great strength and unity with all others studying the same material. I think that a number of beneficial changes are going to be made in local practices as a result of considering these Issues. From the reports I received and my own observation, I note that teachers especially are not satisfied merely to consider the aspects of these Issues; they wish to make changes in terms of their studies which will benefit the students and teachers. To me this is one of the most wholesome and valuable outcomes of the whole program. I think, too, ground work has been laid for state consideration of other problems through the machinery set up by the study of this material. Care must be exercised to see that questions or problems of little practical value do not come before this organization. Whenever the men feel a let down in the quality or the challenge of the questions to be studied, it will be difficult to keep this type of organization on its toes."

Iowa

COORDINATOR: B. R. Miller, Prin., Senior High School, Marshalltown.

REGIONAL DIRECTORS:

A. I. Naumann, Prin., Davenport High School, Davenport.
G. W. Kirn, Prin., Council Bluffs High School, Council Bluffs.
C. T. Feelhaver, Prin., Fort Dodge High School, Fort Dodge.
J. H. Trefz, Prin., Creston High School, Creston.

H. A. Lynn, Prin., Newton High School, Newton.

R. W. Johnson, Prin., Dubuque High School, Dubuque.

Harry W. Ackermann, Prin., Le Mars High School, Le Mars.

Mr. Miller makes this report: "There have been no discussion groups among high school principals in Iowa before this year. For some time schoolmasters clubs have been meeting in the counties. These clubs are composed of superintendents of consolidated and smaller high schools.

"The schoolmasters clubs discuss tournaments, contests, and school activities in their meetings.

"Seven regional directors have been appointed for Iowa. Each regional director has appointed a county director. Some of the meetings of discussion groups, however, have been regional in scope as well as county.

"This is the first year that groups of principals have met to discuss the problems, issues, and functions of secondary education.

"The professors of education in the colleges in Iowa have responded every time we have asked them for help in our discussion groups. We have not had occasion to call on the officials of the State Department of Education, but I feel their cooperation would be forthcoming. The officials of the State Association of High School Principals are willing to cooperate whenever called upon."

Kansas

COORDINATOR: W. N. Van Slyck, Prin., Senior High School, Topeka.

REGIONAL DIRECTORS:

D. A. Morgan, Prin., High School, Osawatomie.

J. L. Hutchinson, Prin., High School, Pittsburg.

Grover C. Dotzour, Prin., Wichita High School North, Wichita.

"My state organization," says Mr. Van Slyck, "is nearing completion. I have 19 district representatives. Five districts reported excellent programs started last spring. We should have a fine set-up this winter." A clinic in secondary education has been developed in Winfield, Kansas. It met last October and will meet again this year. The district representatives will be present and the work for the coming year will be planned.

Kentucky

COORDINATOR: A. B. Crawford, Prin., Bryan Station High School, Lexington.

REGIONAL DIRECTORS:

W. S. Milburne, Prin., Male High School, Louisville.

C. D. Redding, Prin., Frankfort High School, Frankfort.

Walter C. Jetton, Prin., Paducah High School, Paducah.

H. B. Gray, Prin., Bowling Green High School, Bowling Green.

Ray Ross, Prin., Mayfield School, Mayfield.

K. G. Gillaspie, Supt. of Schools, Morganfield.

Joe W. Austin, Prin., Highland High School, Fort Thomas.

J. T. Miracle, Supt. of Schools, Catlettsburg.

T. W. Oliver, Prin., Pikeville High School, Pikeville.

John Dotson, Prin., Benham High School, Benham.

A. L. Lasseter, Prin., Richmond High School, Richmond.

J. H. Parker, Supt. of Schools, Lebanon.

W. B. Jones, Prin., Somerset High School, Somerset.

C. V. Snapp, Supt. of Schools, Jenkins.

Not only have regional directors been appointed, but the organization of each county under the leadership of the regional directors is projected for the coming year. A number of these local meetings have been held, and in certain cases have centered their attention on the problem of guidance. An effort has been made in certain of the local communities to develop the interest of the general public in the problems discussed by the principals and teachers.

Louisiana

COORDINATOR: I. C. Strickland, Prin., Mansfield High School, Mansfield.

REGIONAL DIRECTORS:

W. B. Glover, Prin., Winsboro High School, Winsboro.

Loyd Johnson, Prin., Grand Bayou High School, Grand Bayou.

G. W. Ford, Prin., Senior High School, Lake Charles.

C. L. Maddin, Prin., Choudrant High School, Choudrant.

Mr. Strickland reports: "It is my plan to continue this work by soliciting the support of the several colleges of our state in promotion of the work. I propose first to get a few good live groups operating and from those to get other groups interested. I discuss this with school leaders at every opportunity.

"It is my feeling that there are prospects for some permanent success in this state. It may not be general, but I feel sure that a few live groups will realize a great advantage from it.

"Through my cooperation we were able to revive the organization of the High School Principals Association of Louisiana at our State Teachers Association in November. We had the biggest attendance at this meeting we have ever had. I feel that this is a big beginning for our program."

Maine

COORDINATOR: Harrison C. Lyseth, Director of Secondary Education, Augusta.

REGIONAL DIRECTORS:

Milton A. Philbrook, Westbrook—Southern section.

John J. Butler, Lewiston—Western section.

Milton B. Lambert, Houlton—Northern section.

Paul J. Brown, Bucksport—Eastern section.

Orlando C. Woodman, Gardiner—Central section.

"May I say that in my experience nothing has quite stirred up our supervisors and administrators as much as these 'problems.' I am having a wonderful time in these group discussions."

Maryland

COORDINATOR: T. G. Pullen, Jr., Asst. State Supt. of Schools, Baltimore.

Regional directors have not been appointed, but regular meetings of the principals, under the direction of the state supervisors, have been held, and the discussions in these meetings are based upon problems believed by the supervisors and principals to be most pressing. In many instances, the material sent out by the Discussion Group Project has been used.

The discussion group work has been going on in Maryland for fifteen years or more. It is planned that during the coming year these discussions may be more closely coordinated with those which are being held elsewhere under the sponsorship of the Department of Secondary-School Principals.

Massachusetts

COORDINATOR: A. Russell Mack, Supervisor of Secondary Education, Boston.

REGIONAL DIRECTORS:

Walter A. Potter, Prin., High School, Adams.

Herbert T. Rich, Prin., Brighton High School, Boston.

Kempton J. Coady, Prin., High School, Bourne.

Roland W. Payne, Prin., High School, Hamilton.

Derwood A. Newman, Prin., High School, Lancaster.

Edgar B. Smith, Prin., High School, Grenfield.

Lucian H. Burns, Prin., High Chelmsford.

Richard N. Anketell, Prin., High School, Canton.

Raymond C. Wass, Prin., High School, Hanover.

Charles F. Oliver, Jr., Prin., High School, Dartmouth.

Frank Sannella, Prin., High School, Oxford.

M. Jacob Joslow, Prin., High School, Ludlow.
Henry B. Burkland, Prin., Junior High School, Middleborough.
John J. Vantura, Prin., West Junior High School, Belmont.
C. Arthur Wheeler, Prin., Junior High School, Watertown.
Raymond E. Parker, Prin., Chestnut St. Junior High School, Springfield.

The work in this state is carried on through the Massachusetts Principals Association. Mr. Mack reports: "We've had some mighty good meetings this year." "The 'give and take,' the good fellowship and friendliness always dominant in our meetings" has been responsible for our success.

Michigan

COORDINATOR: Ray Bechtold, Prin., High School, Birmingham.

In this state the work is carried on through the High School Principals Association. A number of active discussion groups have been in existence for several years. During the last year these groups worked in cooperation with the national Discussion Group Project. At present there are from twelve to fifteen groups in the state. All of them have received the material sent out by the national office of the Project, and these materials are being widely used. Last year over two thousand copies of "Problems of Secondary Education" were requested by Michigan principals for use in faculty discussions.

Minnesota

COORDINATOR: H. J. Amland, Prin., South St. Paul H. S., South St. Paul.

The work in this state is being carried on through the State Principals Association. Mr. Amland was selected as coordinator late in the spring and there was not time to get the work under way during the last school year. Plans are being made to organize the state this year.

Mississippi

COORDINATOR: Crawford S. McGivaren, Prin., Clarksdale High School, Clarksdale.

A state curriculum revision program is under way in Mississippi, and principals and teachers of each county are meeting regularly to discuss this program. Under the circumstances it did not seem wise to effect a separate organization for discussion work among principals. It was recommended, however, by the State Coordinator and the Supervisor of Secondary Education that the material supplied by the national office of the Discussion Group Project be made available to all the county principals and teachers, and this was done. It was felt

that the reports of the Orientation Committee and the curriculum revision program covered much common ground and that progress could best be made in this way.

Missouri

COORDINATOR: H. V. Mason, Prin., Senior High School, Hannibal.

REGIONAL DIRECTORS:

E. E. Camp, Prin., High School, Mound City.

Charles McLane, Prin., High School, Fayette.

Ralph Russell, Prin., High School, Butler.

Harry Sutter, Prin., High School, Webb City.

Orlo Smith, Chairman Commercial Dept., High School, Cape Girardeau.

The Department of Secondary School Principals of Missouri has set up a state-wide organization to carry on discussion projects for the school year 1938-39. The plans were worked out by interested principals and superintendents who were in attendance at the 1938 University of Missouri summer session.

The plans call for the study of needed improvements in the high school curriculum and the discussion of other problems pertinent to secondary education in the state. As a general policy no set speeches will be scheduled. Instead, questions and discussion outlines will be sent out in advance of each meeting, and all of the meeting time available will be given to discussion. Anyone interested in the problems of secondary education is cordially invited to attend these meetings and to participate in the discussion.

The State Department of Secondary School Principals is cooperating with the national Department of Secondary-School Principals in sponsoring these meetings. The first meetings of the discussion groups in Missouri are to be held the week following the State Principals Conference, which is scheduled for Columbia, October 7 and 8.

The work done by Mr. Mason and his assistants in this state has been very thorough and painstaking. Probably nowhere else have more careful foundations been laid for future work.

Montana

COORDINATOR: R. C. Haight, High School Supervisor, Helena.

The coordinator was appointed late in the school year, and the work of organizing the state locally was necessarily deferred until the current year.

Nebraska

COORDINATOR: Paul W. Harnly, Prin., Senior High School, Grand Island.

Regional directors have not been appointed, but work has been done through a number of previously organized discussion groups, such as schoolmasters clubs. The discussion outlines furnished by the Discussion Group Project have been used in a number of these groups. In a number of school systems of Nebraska the discussion group material has been used as a guide for faculty discussions.

Nevada

COORDINATOR: B. W. Wheatley, Prin., County High School, Ely.

Organization was not effected in Nevada until last month, and the work is only at the beginning.

New Hampshire

COORDINATOR: Carroll W. Peavey, Headmaster, Rochester High School, Rochester.

REGIONAL DIRECTORS:

Murray H. Watson, Headmaster, Lisbon High School, Lisbon.

Ernest Dana, Headmaster, Conant High School, East Jaffrey.

Clifton H. Dustin, Headmaster, Dover High School, Dover.

Regional directors have been appointed for the state and a number of local meetings were reported during the year.

New Jersey

COORDINATOR: Howard Dare White, Asst. Commissioner of Education, Trenton.

The state is divided into two sections and the Coordinator supervises the meetings in both of the sections. Careful preparation is made for a meeting, and eight or ten meetings are held by each group. Following the session, a comprehensive summary is made and distributed to the school men of the state.

There is general agreement that a group no larger than twenty is the most desirable size if a profitable informal discussion is to be had. This state found that their meetings with forty or more present tended to become too formal.

Says the State Coordinator: "Without any formal record of agreements, I believe we found that we were nearer to a common understanding and intellectual acceptance of fundamental Issues and Functions at the end of our meetings than we had been at the beginning. It is probably true also that in attitude we are at least more hopeful that we can make continuous progress—if we will."

New Mexico

COORDINATOR: R. J. Mullins, Exec. Sec., New Mexico Educational Association, Santa Fe.

Mr. Mullins reports that he has organized a number of discussion groups. Due to the fact that the state is sparsely settled and principals must travel long distances to form a desirable size group, rather frequent visits to the areas by the organizer are necessary if interest is to be maintained and results secured. Effort is also being made to organize a state secondary principals association, to be affiliated with the national organization.

The past year has been one of "cultivation" and from the results achieved there is promise of an active working organization. The problem of distance has been most difficult of solution. The Coordinator is hopeful that this project will result in an aroused interest in secondary-school reorganization, which is greatly needed.

New York

COORDINATOR: Roy Butterfield, Prin., Franklin High School, Rochester.

Regional directors have not been appointed in this state, but great interest has been shown by principals and teachers in the Discussion Group Project.

Over 6,300 copies of "Problems of Secondary Education" have been distributed by mail upon requests from almost 100 different secondary-school principals. New York City alone used over 2,300 copies in fifteen schools. Six hundred copies were used with secondary-school faculties at Yonkers. Copies of the booklet "Talking It Through" also have been requested widely. One hundred twenty copies have been sold to 62 secondary schools in New York State.

North Carolina

COORDINATOR: Elmer H. Garinger, Prin., Central High School, Charlotte.

REGIONAL DIRECTORS:

A. P. Routh, Prin., Greensboro High School, Greensboro.

A. M. Elliott, Prin., Alexander Graham Junior High School, Charlotte.

T. T. Hamilton, Prin., New Hanover High School, Wilmington.

Burt Johnson, Prin., Goldsboro High School, Goldsboro.

I. E. Ready, Prin., Rocky Mount High School, Rocky Mount.

W. H. Plemmons, Prin., Lee H. Edwards High School, Asheville.

A number of local group meetings have been held and several state meetings of principals have given primary consideration to the "Issues" and "Functions." Great interest is shown in this state in the possibilities of the Project.

North Dakota

COORDINATOR: William L. Neff, Prin., Senior High School, Mandan.

REGIONAL DIRECTORS:

- J. H. Colton, Prin., Senior High School, Minot.
- R. J. Hanson, Prin., High School, Dickinson.
- L. G. Thompson, Prin., Central High School, Grand Forks.
- B. C. B. Tighe, Prin., High School, Fargo.
- A. C. Van Wyk, Prin., High School, Valley City.
- William Gussner, Prin., High School, Jamestown.
- O. J. Berg, Prin., High School, Devils Lake.
- L. E. Fortsch, Prin., High School, Williston.

Eight regional directors have been appointed in North Dakota. These men are in the more populous centers, with the adjacent districts forming a part of the region. Quite a number of regional meetings have been held, and fine cooperation is being received. Discussion meetings are taking place in the faculties of the larger schools.

"I believe the project can be permanently successful in this state, only if the organization is built slowly and naturally," reports Mr. Neff.

Ohio

COORDINATOR: Karl E. Whinnery, Prin., Sandusky High School, Sandusky.

REGIONAL DIRECTORS:

District 1. Walter Peoples, Prin., Withrow High School, Cincinnati.

District 2. O. C. West, Prin., Ironton High School, Ironton.

District 3. Merrill Z. Conn, Prin., Martins Ferry High School, Martins Ferry.

District 4. H. W. Emswiler, Prin., Central High School, Columbus.

District 5. D. D. Longnecker, Prin., Fairview High School, Dayton.

District 6. H. W. Leach, Prin., Central High School, Lima.

District 7. A. C. Stokes, Prin., Ross High School, Fremont.

District 8. S. F. Jameson, Prin., Ashland High School, Ashland.

District 9. Milton Mollenkopf, Prin., Harding High School, Warren.

District 10. G. A. Beck, Prin., High School, East Liverpool.

District 11. J. W. Flood, Prin., West High School, Akron.

District 12-E. M. C. Dietrich, Prin., Shaw High School, East Cleveland.

District 12-W. C. C. Tuck, Prin., West Technical High School, Cleveland.

District 13. A. C. May, Prin., Newcomerstown High School, Newcomerstown.

District 14. M. C. Nauts, Prin., DeVilbis High School, Toledo.

This state has been quite effectively organized into regional groups for a number of years, and the discussion group work has been especially successful. Mr. Whinnery has been active in securing the cooperation of these groups with the Discussion Group Project. Reports from the state indicate that Ohio is one of the leaders among the states in the establishment of machinery for the systematic and sustained discussion of vital educational problems.

Oklahoma

COORDINATOR: Eli Foster, Prin., Central High School, Tulsa.

Regional directors have not yet been appointed in Oklahoma, and the discussion group work is confined to organizations which had already been functioning and to the meetings of high school faculties.

Oregon

COORDINATOR: Troy D. Walker, Field Director, Oregon State Teachers Association, 602 Studio Building, Portland.

Regional directors have not been appointed, but the discussion group work has been promoted through more than a dozen existing principals' groups in the state. A more active campaign is planned by Mr. Walker for the coming year.

Pennsylvania

COORDINATOR: Oscar Granger, Prin., Haverford Twp. High School, Upper Darby.

REGIONAL DIRECTORS:

F. G. Davis, Dept. of Education, Bucknell University, Lewisburg.

Mary Wyland, Dept. of Education, Penn State College, State College.

Robert E. Boyles, Prin., Washington High School, Washington.

P. A. Jones, Sharon City High School, Sharon.

W. G. Davis, Senior High School, Hazelton.

G. W. Lefever, Prin., Gettysburg High School, Gettysburg.

W. Alan Hammond, Prin., Senior High School, Hershey.

For the important work being done in this state which has pioneered in group discussion, see the article by Mr. Granger in this issue of the **Bulletin**.

Rhode Island

COORDINATOR: Alfred Grant, Asst. Supt. of Schools, Cranston.

The Coordinator was appointed at the end of the last school year and the work of organization has necessarily gone over until the current year.

South Carolina

COORDINATOR: John G. Kelly, Registrar, Winthrop College, Rock Hill.

The work in this state has been done through the Department of Superintendence of the South Carolina Educational Association, and a director has been appointed for each of the 46 counties of the state. Discussion groups were organized last year in a number of counties.

South Dakota

COORDINATOR: Marvin Kemp, Supt. of Schools, Faulkton.

REGIONAL DIRECTORS:

R. Y. Chapman, Prin., High School, Mobridge.

R. R. Deimer, Prin., High School, Aberdeen.

O. D. Dunbar, Prin., High School, Huron.

Lyman Fort, Prin., High School, Sioux Falls.

C. E. Haskins, Prin., High School, Rapid City.

Frank Gellerman, Prin., High School, Webster.

John Headley, Prin., High School, Winner.

G. W. Janke, Prin., High School, Mitchell.

J. Howard Kramer, Prin., High School, Spearfish.

M. A. Lynott, Prin., High School, Brookings.

Dwight Miller, Prin., High School, Watertown.

J. C. Miller, Prin., High School, Tyndall.

R. E. Nichol, Prin., High School, Yankton.

Theo. Wrage, Prin., High School, Madison.

A. G. Wright, Prin., High School, Pierre.

A number of local groups were organized last year under the guidance of the regional directors. Several meetings were held by each group during the year, some of the groups reporting an attendance of fifty principals.

Tennessee

COORDINATOR: Wilson New, Prin., Christenberry Jr. High School, Knoxville.

Regional directors have been appointed and are making plans for the coming year. State high school supervisors are giving assistance in promoting the Project, and the state teachers association is interested.

Texas

COORDINATOR: Ernest B. Comstock, Prin., North Dallas High School, Dallas.

REGIONAL DIRECTORS:

Region I. R. W. Matthews, Prin., Lubbock High School, Lubbock.

Region II. L. E. Dudley, Supt. of Schools, Abilene.

Region III. J. F. Bateman, Prin., Paschall High School, Fort Worth.

Region IV. B. B. Lawson, Prin., Texarkana High School, Texarkana.

Region V. E. D. Martin, Prin., Alexander Hamilton Junior High School, Houston.

Region VI. George H. Wells, Prin., High School, Austin.

Region VII. Floyd G. Betts, Supt. of Schools, Wharton.

Region VIII. R. R. Jones, Prin., El Paso High School, El Paso.

This state has been divided into eight regions, and each region into four districts. There are, therefore, forty men who are charged with the work of organization under the leadership of Mr. Comstock.

Mr. Comstock reports: "Our Discussion Group Project has been very successful in the State of Texas during the past year. Schoolmen in various parts of the state tell me that their groups have received much benefit through the study of the 'Issues' and 'Functions' of Secondary Education, and that they are looking forward with interest to continuing the work in the coming year." We are planning to work with the state P. T. A. organization this year.

Utah

COORDINATOR: C. Ray Evans, Prin., North Summit High School, Coalville.

REGIONAL DIRECTORS:

Group I. George S. Bates, Prin., Logan High School, Logan.

Group II. Ralph Sanford, Prin., Weber High School, Ogden.

Group III. LeRoy Bishop, Prin., Morgan High School, Morgan.

Group IV. Harold J. Stearns, Prin., Roosevelt Junior High School, Salt Lake City.

Group V. Jesse Wright, Prin., Provo High School, Provo.

Group VI. A. M. Maughn, Prin., Richfield High School, Richfield.

Group VII. P. E. Beecher, Prin., Beaver High School, Beaver.

Group VIII. Henry Oberhansley, Prin., Cedar City High School, Cedar City.

Group IX. Melvin Wilson, Prin., Carbon County High School, Price.

Group X. H. C. Stewart, Prin., Monticello High School, Monticello.

Group XI. O. Truman Swallow, Prin., Valley High School, Orderville.

The discussion group work in this state has been made a project of the state association of high school principals, and this association plans to carry the work on actively during the coming year.

Vermont

COORDINATOR: John C. Huden, Prin., Bradford Academy, Bradford.

REGIONAL DIRECTORS:

Jerome Q. Bullis, Prin., High School, Milton.

John N. Erickson, Prin., High School, Northfield.

Tobin Haggerty, Prin., High School, Enosburg Falls.

Hilton Holland, Prin., High School, White River Junction.

John C. Hylan, Prin., High School, Essex Junction.

Cedric Pierce, Prin., High School, Barton.

Rupert Spencer, Prin., High School, Hyde Park.

Walter C. Wood, Prin., High School, Bennington.

Bennett C. Douglass, University of Vermont, Burlington.

Ralph E. Noble, State Supervisor of High Schools, Montpelier.

Quite a number of regional meetings have been held, with discussion on definitely assigned "Issues" and "Functions." The Coordinator has personally contacted more than a dozen areas, and as a result discussion groups were formed and discussion meetings held.

Several discussion meetings have been held for laymen. The program is planned beforehand and care is taken by those directing the meetings that the language of the layman is used.

Virginia

COORDINATOR: H. I. Willett, Prin., Cradock High School, Portsmouth.

REGIONAL DIRECTORS:

Alonza B. Haga, Prin., High School, Colonial Beach.

Fred D. Thompson, Prin., High School, Chester.

R. J. Costin, Prin., High School, Gretna.

Q. D. Gasque, Prin., High School, Front Royal.

C. L. Jennings, Prin., High School, Max Meadows.

Rothwell J. Lillard, Prin., High School, Madison.

C. R. Six, Prin., High School, Richlands.

W. R. Savage, Prin., High School, Holland.

J. E. Mallonee, Prin., High School, Hopewell.

M. L. Carper, Prin., High School, Buchanan.
R. C. Jennings, Prin., High School, Waynesboro.
O. G. Caldwell, Prin., High School, Pembroke.
S. A. MacDonald, Prin., Ruffner Junior High School, Norfolk.
George H. Armacost, Professor of Secondary Education, College of William and Mary, Williamsburg.

Edward A. Alby, Fredericksburg State Teachers College, Fredericksburg.

"We have the machinery set up for a real program for the coming year in Virginia," says Mr. Willett.

Washington

COORDINATOR: H. B. Jory, 3231 Grand Avenue, Everett.

REGIONAL DIRECTORS:

Truman G. Reed, Prin., Lewis and Clark H. S., Spokane.
Dean Lobaugh, Prin., Walla Walla H. S., Walla Walla.
John W. Shaw, Prin., Wenatchee H. S., Wenatchee.
Clarence Zimmerman, Prin., Yakima H. S., Yakima.
Henry DeYoung, Prin., Vancouver H. S., Vancouver.
Joe Miles, Prin., Sumas-Nooksack H. S., Sumas.
Harry P. Hansen, Prin., Puyallup H. S., Puyallup.
Perry Mitchell, Prin., Renton H. S., Renton.
W. J. Matters, Prin., Olympia H. S., Olympia.

Mr. Jory reports: "Provision has been made for a meeting in each of the nine regional districts of the educational association in the state. We hope from these meetings to get real action."

West Virginia

COORDINATOR: Thomas R. Hornor, Prin., Charleston High School, Charleston.

REGIONAL DIRECTORS:

Fred P. Wiehl, Prin., Weston High School, Weston.
J. H. Gorby, Prin., New Martinsville High School, New Martinsville.
E. B. Saunders, Prin., Kelley Miller High School, Clarksburg.
V. A. Staggers, Prin., Piedmont High School, Piedmont.
Cyrus Work Mann, Prin., Hinton High School, Hinton.
Dan H. Perdue, Prin., Nutall High School, Lookout.
Most of the county groups of principals were holding discussion meetings before the end of the last school year.

Wisconsin

COORDINATOR: Herbert Helble, Prin., Appleton High School, Appleton.

REGIONAL DIRECTORS:

L. B. Clarke, Prin., High School, Two Rivers.

G. W. Bannerman, Prin., High School, Wausau.
O. L. Robinson, Prin., High School, Janesville.
D. W. Miller, Prin., Wm. Horlick High School, Racine.
A. B. Rothwell, Prin., High School, Superior.
J. D. Scott, Prin., High School, La Crosse.
H. C. Wegner, Supt., High School, Waupun.
L. A. Waehler, Prin., High School, Madison.
Orlando C. Sauer, Prin., Amherst High School.
Fred Sontag, Prin., High School, Birnamwood.

During the last school year, thirty-one local meetings were held in various parts of the state. Regular faculty meetings in many high schools were given over to the discussion of "Problems of Secondary Education." A number of district meetings of high school teachers were built around the "Issues" and "Functions." The materials furnished by the Discussion Group Project are widely used in this state.

Wyoming

COORDINATOR: Karl Winchell, Prin., Cheyenne High School, Cheyenne.

It is planned that organization will be effected at the meeting of the state teachers association this fall.

REFERENCES ON GROUP DISCUSSION

WALTER E. HESS

Assistant Director, Discussion Group Project

Bagley, W. C. "A Century of the Universal School." N. Y. Macmillan, 1937, 85 pp. \$1.00. A portion of this book is concerned with the problem of providing a type of instruction that will be socially profitable to the large group now in school who in former times at this age were wage-earners and not in school.

Bear, R. M. "The Social Function of Education." N. Y. Macmillan, 1937, 447 pp. \$2.25. What education should do in the way of social betterment.

Bell, H. M. "Youth Tell Their Story." Wash., D. C. Amer. Council on Ed., 1938, 275 pp. \$1.50. Presents the results of a comprehensive survey of the conditions and attitudes of 13,500 Maryland young people between the ages of 16 and 24.

Briggs, T. H. "Secondary Education." N. Y. Macmillan, 1933, 577 pp. \$2.50. An extensive discussion of each of the Issues and the Functions.

Counts, G. S. "The American Road to Culture." N. Y. John Day Co., 1932, 194 pp. Textbook edition, \$2.00. Counts, on pages 69 ff., contends that because of lack of sequence true specialization is not accomplished. ". . . The very frequent result is a scattering of student energies."

Doughton, Isaac. "Modern Public Education, Its Philosophy and Background." N. Y., Appleton, 1935, 729 pp. \$2.75. Four points of view presented: The child-centered, the scientific, the social, and the personalistic.

Douglas, H. R. "Secondary Education for Youth in Modern America." Wash., D. C. Amer. Youth Commission, 1937, 133 pp. \$1.00. Basic theory and objectives of secondary education; problems and needs of youth; trends in society as they affect the education of youth; a program for universal secondary education; implications for the secondary school; and proposals for experimental studies.

Ely, M. L., editor. "Adult Education in Action." Amer. Association for Adult Education, 60 East 42d St., N. Y. C., 1936, 480 pp. \$2.75. Stresses the need for adult education. Presents the views of 166 thinkers on the problem of educating the adult. Shows what can be done by newspapers, radio, motion picture, forums, and other discussion groups.

"Evaluative Criteria." Wash., D. C. Cooperative Study of Secondary School Standards, 1937. 65 cents. The 14 check sheets used by the commission to evaluate the 200 secondary schools in the United States

included in the study. These criteria are now being used quite extensively as the basis for the accreditation of secondary schools.

Everett, S. "Challenge to Secondary Education." N. Y. Appleton Century, 1935, 353 pp. \$2.00. Describes 12 different programs to meet present-day needs. These represent a wide variance in practice and in philosophy.

Frederick, R. W. and Sheats, P. H. "Citizenship Education Through the Social Studies." N. Y., Row Peterson, 1936, 312 pp. \$1.60. Presents a philosophy and a program in teaching. Suggests a six-year program of the non-conventional subject-field divisions type for secondary schools.

French, Will. "Education and Social Dividend." N. Y., Macmillan, 1935, 119 pp. \$1.50. A discussion of educational problems arising in recent years in this country.

Gluck, Harold. "The Social Studies and Foreign Language." N. Y., The Abco Press, 121 East 24th St., 1937, 21 pp. 50 cents. The results of an experiment in the integration of these two fields conducted with high school pupils.

Hanna, P. H., et al. "Youth Serves the Community." N. Y. Appleton, 1936, 303 pp. \$2.00. Describes civic projects being carried on by various schools in the nation as a part of regular instruction.

Harap, Henry, et al. "The Changing Curriculum." N. Y., D. Appleton-Century, 1937, 351 pp. \$2.00. A discussion of those elements basic to the school curriculum and those aspects of planning for curriculum development. This is followed by an appraisal of outstanding work being promoted in states, counties, cities, and individual schools, as well as in classrooms. He states that schools should move toward the goal of democratic living.

Harley, D. L. "Surveys of Youths." Wash., D. C., American Council on Education, 1937, 106 pp. 50 cents. Lists and briefly describes the surveys of youth which have been made in recent years.

Hopkins, L. T. et. al. "Integration, Its Meaning and Application." N. Y., Appleton, 1937, 315 pp. \$2.00. Deals with the meanings, principles, and ideas of integration and describes and evaluates the practices under various types of curriculums.

"Implications of Social-Economic Goals for Education." Wash., D. C., N. E. A., 1937, 126 pp. 25 cents. Lists and discusses ten socio-economic goals for education.

Jessen, C. A. "Trends in Secondary Education." Bulletin, 1937, No. 2. Advance pages of Vol. I., Chap. II of the Biennial Survey of Education in the U. S., 1934-36, Wash., D. C., U. S. Dept. of the Interior, Office of Education, 1937, 78 pp. 10 cents. Trends as indicated by the survey of schools in 1934-36.

Kilpatrick, W. H. "Remaking the Curriculum." N. Y., Newsom & Co., 1936, 128 pp. 80 cents. Since society is constantly changing, social education must begin before the age of majority of the individual. Most of this material was published in the N. E. A. Journal from Nov. 1935 to May 1936.

Martin, P. M. "Prohibiting Poverty." N. Y., Farrar & Rhinehart, 1933, 115 pp. \$1. Suggests a plan to use the services of all youth between 18 and 26 years of age.

Mort, P. R. and Cornell, F. G. "Adaptability of Public School Systems." N. Y., Bureau of Publications, Teacher College, Columbia University, 1938, 146 pp. \$2.10. An analysis of adaptations made by the public schools. The authors state that "new developments in the structural organization of education should not proceed without the benefit of appraisal with respect to their bearing on adaptability."

Myers, A. F. and Williams, C. O. "Education in a Democracy." N. Y., Prentice-Hall, 1937, 434 pp. \$3.00. Units I to VI discuss what education is doing and must do in these changing times.

Norton, J. K. and Norton, M. A. "Wealth, Children, and Education." N. Y. Bureau of Publications, Teachers College, Columbia Univ., 1937, 100 pp. \$2.00. A study of the nation's and the states' financial ability to support public education.

Patty, W. L. "A Study of Mechanism in Education." Contributions to Education No. 739, N. Y., Bureau of Publications, Teachers College, Columbia University, 1938, 183 pp. \$1.85. An examination of the curriculum-making devices of Bobbitt, Charters, and Peters from the point of view of relativistic pragmatism.

"Population Trends and their Educational Implications." Research Bulletin of the N. E. A., Vol. XVI, No. 1. Jan., 1938, Wash., D. C. The Asso., 59 pp. 50 cents. A survey of the trends in population, with a statement of some of the educational problems involved.

Prescott, D. A. "Emotion and the Educative Process." Wash., D. C., Amer. Council on Education, 1938. \$1.50. The results of an exploratory study of the relationship of non-intellectual factors and the aims, methods, material, and personnel involved in education.

Proceedings of the St. Louis Convention, Bulletin No. 60. Dept. of Sec. Sch. Prin. Discussions of the "Issues of Secondary Education."

Proceedings of the 74th and 75th Annual Meeting of the N. E. A. 1936 and 1937, Wash., D. C., The Asso. Discussions in the former pertain to the problems of secondary education, such as social indoctrination, federal financial support, facts to determine curriculum content, the school's function in society, etc.; in the latter, to the ten functions of secondary education.

"Purposes of Education in American Democracy." Wash., D. C., The Educational Policies Commission of the N. E. A., 1938, 157 pp. 50 cents.

Rainey, H. P. "How Fare American Youth?" Wash., D. C., Amer. Council on Education, 1937, 186 pp., \$1.50. A statement of the current problems of youth.

Rainey, H. P. "Three Major Factors in the American Youth Problem." Bulletin of the Dept. of Secondary-School Principals of the N. E. A., Vol. 21, No. 60, Nov. 1937, pp. 19-26. Universal secondary education for all youth, the kind of program of vocational education, and the responsibility of the school for the employment and vocational adjustment of youth are discussed in the article. Stresses the need for a new service which will correlate the functions of the schools with those of the employers of labor.

Reeves, F. W., Chairman. "The Advisory Committee on Education, Report of the Committee." Feb. 1938, 243 pp., Supt. of Documents, Wash., D. C. 35 cents. The Committee's report to the President on the existing program of federal aid for vocational education, and its relation to general education and to prevailing economic and social conditions; the extent of the need for an expanded program and what should be done.

Rugg, Harold. "American Life and the School Curriculum." N. Y., Ginn, 1936, 471 pp., \$2.60. Examines critically the development of mass education, and with this as background, he outlines an educational program for the future. He believes mass education has not bridged the gap between the school and society.

Schorling, R. and McClusky, H. Y. "Educational and Social Trends." Yonkers, World Book Co., 1936, 154 pp. \$1.32. Problems affecting the educational program, together with suggested problems for discussion.

"Science in General Education." A Report of the Committee on the Function of Science in General Education, Commission on Secondary School Curriculum, Progressive Education Ass'n., N. Y. Appleton, 1937, 591 pp. \$3.00. Discusses the problem of teaching the natural sciences in its relation to the purposes of general education. Points out what should be done to integrate science teaching with the entire education program and suggests a basis for the reorganization of the science curriculum. Contains a course in functional chemistry and in fused physical-science, as well as a unit on public health and a source unit in genetics.

Slesinger, Zalmen. "Education and Class Struggle." N. Y., Covice-Friede, 1937, 313 pp. \$3.00. "The natural function of the school is that

of rationalizing and perpetuating the existing order and not that of fundamentally reconstructing it."

Snedden, D. S. "American High Schools and Vocational Schools in 1960." N. Y., Bureau of Pub., Teachers College, Columbia Univ., 1931, 122 pp. \$1.50. Predicts that education in 1960 will be required of all to eighteen years of age and at stated intervals until about twenty-two years of age; will be of a general type with little vocational training until after eighteen.

"Structure and Administration of Education in the United States." Wash., D. C., The Educational Policies Commission of the N. E. A., 1938, 128 pp. 50 cents. Sets forth the best current thought as to the administrative policies which should control public education at all levels as well as the relationships of local, state, and federal governments, insofar as they affect educational finance and administration.

Tildsley, J. L. "The Mounting Waste of the American Secondary School." Cambridge, Harvard Univ. Press, 1936, 91 pp. \$1.50. Advocates more attention to and the segregation of young people of high mentality.

"Unique Function of Education in American Democracy." Wash., D. C., The Educational Policies Commission of the N. E. A., 1937, 129 pp. 50 cents. An interpretation of the nature and obligations of education in national life.

Weeks, R. M. "Correlated Curriculum." English Mono. No. 5, N. Y., Appleton, 1936, 326 pp. \$2.00 paper. Offers detailed suggestions and models of English correlated with the other school subjects.

"What Schools Are Doing." Progressive Education Association, 310 West 90th St., N. Y. C. A mimeographed pamphlet describing actual practices in a number of specific schools. Includes material up to March 1937.

Wrightstone, J. W. "Appraisal of Experimental High School Practices." N. Y., Bureau of Publications, Teachers College, Columbia University, 1936, 194 pp. \$2.25. A comparison of the newer and the older curricula of representative high schools.

Yearbooks of the Dept. of Supt.: "Character Education" (10th); "Social Change and Education" (13th); "The Social Studies Curriculum" (14th); "The Improvement of Education" (15th); "Youth Education Today" (16th). Wash., D. C., N. E. A. \$2.00 each. The first book (536 pp.) pertains to the development of character. One conclusion is that the possibilities of the school developing attitudes, opinions, and prejudices is not too great. The second book (384 pp.) indicates social trends and adjustments and discusses some implications

for education. The third book (480 pp.) presents three patterns of organizing the curriculum. The fourth (328 pp.) offers "Guiding principles for the interpretation of a modern school program for both educators and lay men." The fifth book (512 pp.) is a statement of the essential facts about youth and the practical next steps.

"Youth." U. S. Office of Education, Dept. of Interior, Bul. 1936, No. 18, I-VI. Gov. Printing Office, Wash., D. C., 70 cents for the six. These six bulletins, prepared by the Commission on Youth Problems, discuss various problems with which youth are confronted.

PROBLEMS OF INTEREST TO ADMINISTRATORS

By A. A. Brown, Principal Junior Senior High School, Fort Morgan, Colorado,
and Coordinator for Colorado.

[In formulating discussion programs it is worth while to find out what problems are actually in the minds of principals. This is what Mr. Brown, the Colorado Coordinator, has done. Inquiries were made to find out what the administrators of the state considered most important, and the problems they wished to discuss during the coming year. The following are the questions suggested from the field.—Editor.]

Problems Involving Curriculum Revision

1. What can be done to keep the curriculum functional?
2. What can be done to provide a functional curriculum in the smaller secondary schools in the rural areas?
3. What should be the requirements for graduation from high school?
4. Should students be encouraged to take the more general courses in the secondary school, or should they be permitted to specialize in vocational courses?
5. How many "hour" subjects should a student be allowed to carry?
6. What are the implications involved in the recommendations of the Cooperative Study on Secondary School Standards for the North Central Association of Colleges and Secondary Schools?
7. What should be done about college entrance requirements?
8. Should the high school provide a college preparatory standard of work, a general type of education, or both?
9. Should the high school or the college determine whether a graduate from a high school should attend college?
10. What can the secondary school do about safety education?
11. How can sex education be taught most effectively?
12. To what extent should the plans of the Progressive Education Association be adopted in the secondary schools?
13. How can the philosophy of Progressive Education be made practical in the secondary school?
14. What place should the subject of conservation have in the curriculum? Could it become a core subject?

Extra-Curricular Activities

1. How many students participate in school government?
2. How can an activity program function in the secondary school?
3. Who should plan the assembly programs, how often should assemblies be held, and what type of programs should there be?
4. How should members be elected to the National Honor Society? What privileges should be extended to members of the National Honor Society?

5. What should be done to overcome the overemphasis on interscholastic contests?
6. Should state football championships be eliminated?
7. What should be done about basketball tournaments?
8. What should be done about music contests and festivals?
9. What can be done to encourage student participation in intramural activities?
10. How can an effective intramural athletic program be developed in the high school?
11. What is the relationship between extra-curricular activities and the regular curriculum? To what extent is the extra-curricular activity program being absorbed by the curriculum?

Guidance

1. To what extent is the school responsible for the child in the present social order?
2. To what extent is the school responsible for the social order of the child as it affects the community?
3. What responsibility should the secondary school assume in providing Vocational-Civic, and Educational guidance?
4. What can advisory groups or home rooms do in fulfilling the function of guidance?

Pending Legislation

1. There is need for a tax revision in Colorado. What can be done about it?
2. What about tax exemptions?
3. What can be done about the Old Age Pension law? How is it affecting the public schools of Colorado?
4. What can be done to keep the income tax as a replacement tax?
5. What can be done about the George Dean Act? Should the secondary school program include vocational apprenticeship training? How extensive should this be carried out?
6. What can be done to improve teacher tenure in Colorado?
7. What should be done to bring about salary equalization for those serving in the poorer or rural areas?
8. How about salary schedules?
9. What can be done to bring about teacher retirement plans?
10. Should Colorado have a uniform secondary school tuition law?
11. On what basis will federal grants for secondary schools be most acceptable?

Administrative Problems

1. Superintendent and Principal Relationships. What responsibilities should the superintendent assign to the principal? What responsibilities should be divided?

2. What should be the qualifications for school board members? How can the standards for school board members be improved?
3. What about consolidation of school districts? Should high schools be consolidated when distances are not too great?
4. What is being done or could be done to provide liability insurance on private cars used to transport students on school trips, when these trips are made in privately owned automobiles?
5. What can be done about transfer students from the larger systems, mid-year promotions, limited curriculum, present problems to the smaller schools, especially in the suburban areas near Denver?
6. To what extent should the secondary school principal be consulted by the superintendent in the selection of teachers? Is this a matter for the superintendent and board only?
7. How may we have more democracy in the administration of the schools? To what extent should the members of the faculty participate? How about student participation?

Problems Involving the Teaching Staff

1. What can be done to get teachers to plan courses together in order to bring about a more integrated course of study?
2. How should administrators carry on effective supervision of teachers?
3. What professional or educational periodicals should be read by the faculty? To what extent do teachers go together in clubs in subscribing for professional magazines?
4. How can Teacher Training be improved?
5. How should teacher training institutions prepare teachers? What about the proposed plan of the Colorado State College of Education of having the aptitudes for teachers emphasized in the secondary schools?
6. What can be done to improve teachers in service?
7. How can teachers be made aware of the problems involved in this day and age, and apply them to their courses?

Public Relations

1. What can school executives do to interpret the school to the public?
2. To what extent can the newspaper, P.T.A. Service clubs, school exhibits, and other agencies be utilized?
3. To what extent should teachers participate in community affairs?
4. How can teachers become adjusted to the community?
5. What are the ways of knowing our communities?

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