

THE BULLETIN of the NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

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CONTENTS

The Changing Secondary School Curriculum

Statement of the principal, school and community, and
principles to govern the selection of material in the curriculum

JOHN L. HENNINGSEN

The Contents of This Bulletin are Listed in "Contents List"

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By

JOHN L. BERGSTRESSER

SNAPSHOTS of how thirty-eight schools and communities are attempting to improve the educational opportunity of their youth.

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THE NATIONAL ASSOCIATION OF
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H. V. CHURCH, Executive Secretary
5835 Kimbark Avenue, Chicago

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Published by the National Association of Secondary-School Principals, 1940

Foreword

CONTINUING ITS GENERAL policy of emphasis upon adaptations of secondary education to meet the needs of all American youth, the Implementation Committee of the National Association of Secondary-School Principals presents herewith *Counseling and the Changing Secondary School Curriculum*. Under the sponsorship of the General Education Board, the author, John L. Bergstresser, has had an unusual opportunity to visit secondary schools from coast to coast for the purpose of studying what is being done by schools through counseling and curriculum changes better to meet youth's educational needs. The Committee believes that the pictures which the author presents in this study of what is going on in thirty-eight schools and the impressions which he, as an experienced worker in guidance gained, will be valuable to other schools which are seeking to improve their educational services and programs, and consequently the Committee is gratified to be able to present this monograph.

It is indebted both to Dr. Bergstresser and to the General Education Board for the opportunity to present this material as a bulletin of the National Association of Secondary-School Principals.

WILL FRENCH, *Chairman*

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Contents

FOREWORD	3
CHAPTER I	
The Whys and Wherefores of the Report	7
CHAPTER II	
The Youth Problem and the Schools	11
CHAPTER III	
Some Planks in a Platform for Reconstructing Secondary Education	21
CHAPTER IV	
Visits to Junior High Schools	28
CHAPTER V	
Visits to Senior High Schools	56
CHAPTER VI	
Programs of School and Community Action	72
CHAPTER VII	
A Word in Conclusion	97
BOOK NOTES	101
IMPORTANT NOTICE	106
NEWS ITEMS	107
SUMMER CONVENTION PROGRAM	113
WINTER MEETING 1941	114
STANDARDIZED PERSONNEL BLANKS	115
CALENDAR OF PROFESSIONAL EVENTS	116
OFFICERS OF THE NATIONAL ASSOCIATION.....	Inside Front Cover
SECRETARIES OF STATE ORGANIZATIONS	Inside Back Cover

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CHAPTER I

The Whys and Wherefores of the Report

BETWEEN OCTOBER, 1938, and June, 1939, while serving as a consultant to the General Education Board, the writer had the rare privilege of visiting approximately ninety secondary schools in the northeastern, middle western, and southwestern sections of the country. The general aim of these visits might be said to be an attempt, through informal observation, interviews, and conferences, to acquire an understanding of some of the new measures which schools are trying out as aids in the solution of the most pressing secondary-school problems that have grown out of economic and social conditions of the past ten years. Another way to characterize these visits is to describe them as an effort to find out what some schools are actually doing to modify their programs as a consequence of their acceptance of certain new implications for secondary education which are predicated upon modern conditions for youth. The specific implications which the writer had in mind will be stated in Chapter III.

What specific guidance practices and curriculum modifications are being developed to meet the present needs—and especially the occupational needs—of young people whose formal education terminates in the junior and senior high school? This was the most important of all the questions which were kept prominently in mind during the school visits.

In the selection of schools to be visited reliance was placed upon the opinions and suggestions of recognized experts in such fields as guidance, curriculum, and administration. Suggestions were also received from school people and others who had worked on youth and educational surveys, and from the current literature on guidance and secondary education. Of the several hundred schools which appeared to be promising prospects only a relatively small proportion could actually be visited. In making the final choices among the schools listed, the selective criteria were largely factors of chance and necessity, such as exigencies of travel schedules, necessity of correlating school visits with various conferences and other obligations, and limitations in time.

It is not to be assumed, therefore, that the schools visited represent, either theoretically or actually, the best possible sampling that could be made of schools of the desired type. Without a doubt some of the most interesting and significant of such schools were inevitably omitted. On the other hand, the group of schools chosen cannot be called a random sampling or cross section of secondary schools in general. The chosen schools are manifestly a rather highly selected sampling, very much better than average as a group, in terms of the criteria of selection. Even so, it should be

pointed out that by no means all of the schools in this group are at present engaged in reconstructing their programs upon a really broad scale. Some of the schools are experimenting with only a few aspects of the total school program. Nevertheless, all of these schools have, in one respect or another and to a greater or lesser degree, advanced from the level of discussion and theory to the more active stage of experimentation and implementation.

The visits to schools were made very informally. The writer did not go to the schools as an official investigator or for the purpose of making a survey. He went merely as a friendly visitor, and was invariably treated as such by the school people who were his hosts. To principals and superintendents he stated frankly that he was interested in knowing about and observing guidance procedures, curriculum changes, special classes, techniques for helping teachers to gain new insights and to improve their effectiveness—in short, anything related to the work of the school which was aimed at the improvement of the educational program for pupils whose formal education would not extend beyond high school. Ordinarily not more than a day was devoted to any one school, and sometimes the time available was limited to half a day. Whenever possible, a major part of the time was spent in visiting counselors' offices, observing classes and individual pupils at work, and talking with teachers and pupils. The object was to try to see aspects of the school program as they appear in operation, as well as how they appear on paper, in outlines, charts, syllabi, and so forth. Emphasis was placed upon getting a large sampling of firsthand observations and experiences rather than upon acquiring a neat abstract picture of a school's total program—that is, actually to get the spicy taste and flavor of some of the chef's specials on the educational menu, rather than to read the bill of fare with the critical eye of a dietitian whose purpose is to judge the completeness and quality of the menu as a whole. The disadvantages of this approach are recognized. For instance, there is always the risk of failing to comprehend the whole pattern through overabsorption in some of the interesting pieces. But there are also obvious advantages in obtaining information and impressions through informal observation and person-to-person conversations. The positive values of this procedure are thought to be sufficient to justify its use as one of several methods for examining the school program; and that is all that is claimed for it.

In the discussion of visits to schools, a sort of diary form of presentation will be made, a kind of mixture of narrative reporting and interpretive exposition. The effort will be made to "take the reader into the school situation" as much as possible, to give the reader vicariously, to some extent, the experience of having visited the school himself. It seems that this purpose will be better served by speaking about the schools one at a time than by selecting fragments from the stories of several school visits to

illustrate a succession of types of school practices. In deciding upon this form of presentation, the writer has received encouragement from his experiences in talking to several groups of secondary-school teachers, counselors, and administrators. Some of these school people have said that this method of reporting helped them to visualize actual school situations. Again, however, the method is considered to be only one of several which can be profitably exploited to describe and appraise school programs.

Speaking of the evaluative aspects of the report to be made on school practices, it should be evident that any judgments expressed and values asserted are necessarily subjective in character. Naturally, the reader should be forewarned of the inevitable influence of the writer's personal biases, which, he trusts, will be made fairly evident in the pages which are to follow. There is a frank intention to make a report which is more than a mere list of practices and procedures or a completely neutral description of them. Consequently, there will be no hesitation in allowing appraisals to creep in, either directly or by implication, whenever there seems to be adequate evidence for them. Because the primary concern was the discovery of experiences and practices which seem interesting and promising, rather than the discovery of weaknesses and deficiencies in school programs, most of the evaluative comments will be of a favorable nature.

The procedures that have been used for studying and reporting on schools will, it is hoped, supplement in a useful way other studies which are likewise concerned with the implementation of newly conceived secondary-school functions and objectives, but which have taken a different approach to the subject. The recently published monograph, *That All May Learn*, by B. L. Dodds¹, is an example of a very desirable and fruitful approach which is different from the one used in this report. Dodds has brought together many useful data which are of great service to secondary-school people in identifying those pupils who are at present the educationally neglected, in understanding their characteristics and needs, and in considering how they may best be taught. Dodds also includes in his monograph descriptions of new procedures, courses and curricula which are being utilized by secondary schools for the improvement of opportunities among the educationally neglected. The present writer hopes that his reports of visits to secondary schools will supplement Dodd's monograph by supplying other kinds of information about implementation programs, partially through eye-witness accounts of new and experimental school practices. Many persons engaged in secondary education have been heard to express a desire for more information than is now generally available about the steps that schools are taking for the benefit of the educationally neg-

¹B. L. Dodds, *That All May Learn*. "The Bulletin of the National Association of Secondary-School Principals," November, 1939.

lected and about the results of these projects. It is hoped that to get down to specific cases through descriptions of actual school situations will help to clarify further various proposals which have been made for the reconstruction of the school program and to encourage increased experimentation in all types of secondary schools.

In the pages which follow it will not be practicable to include accounts of all of the school visits that were made. The omission, dictated by space limitations, of comments concerning many of the schools visited does not imply a lack of appreciation for what these schools are achieving nor a critical or negative attitude toward them. The selective factors which had to be considered were these: range and variety in the school practices described, variation in the kinds of schools represented, and adequacy of the writer's observational records and other school data. The necessity for delimitation will be apparent when it is revealed that, among the data which were gathered during an eight-months' period, the writer's diary of school visits alone fills considerably more than three hundred single-spaced typewritten pages. The actual account of school visits, which will begin in Chapter IV, consists, in large part, of selected and edited excerpts of this diary, which was written from day to day as the school visits were being made.

Occasional slight inaccuracies of statement are probably the inevitable consequence of the informal procedures which were used in obtaining and recording information. The writer wishes to apologize in advance for any errors of omission or commission which are unwittingly made. He also wishes to take this occasion to express his sincere thanks to a host of secondary-school administrators and teachers, far too numerous to mention by name, for their gracious hospitality, willing assistance, and cordial cooperation.

The accounts of school visits will be classified roughly under the headings of junior high schools, senior high schools, and community programs of action. Preceding these comments concerning specific schools and communities, there will be two chapters which are intended to portray the writer's general viewpoint concerning some pressing needs in secondary education and to reveal the presuppositions which influenced his observations. The first of these two chapters (Chapter II) will discuss present conditions for youth and some resultant youth problems. The second of these chapters (Chapter III) will set forth some implications for secondary education growing out of modern conditions which appear to the writer to have vital significance just now for school administrators and teachers.

CHAPTER II

The Youth Problem and the Schools

CONDITIONS GROWING OUT of the unparalleled economic and social upheavals of the decade recently passed have fashioned a new, difficult, and perplexing world for to-day's youth. In this country, as almost everywhere, the resultant problems have made exceptionally heavy demands upon every institution which society has created to foster and preserve its own welfare. Most urgently is this the case for all the secondary schools, the junior and senior high schools, and the junior colleges, which are providing the last years of full-time educational training for that tremendous majority of our total youth who take permanent leave of formal education between the ages of sixteen (or fourteen in many areas) and twenty.

Literally millions of these youths have not found steady work or have been compelled to take monotonous, blind-alley jobs. Great numbers of them have not yet been able to establish fully their status as adults in society. Marriage and normal sex adjustment have been denied to many young men and women as they have reached full physical maturity and moved on through their twenties. Hundreds of thousands of young people have had to continue their dependency upon homes in which the parents themselves have suffered the shattering effects of financial insecurity. Because of all these and other seemingly insoluble difficulties encountered by youth after they have terminated their formal education in the secondary schools, these schools have had to withstand the brunt of the vigorous, and sometimes unfair and vicious, attacks that have been made upon the educational system for its failure to prepare its pupils for successful living in the America of to-day.

The secondary schools have also been on the firing line in the crucial struggle that the educational system has been making—wherever it has refused to yield to the inertia of defeatism or to employ the purely defensive tactics of "alibi-ing"¹ and attempting to divert the attack—to discover more effective educational procedures and experiences for preparing youths to solve their major problems of postschool adjustment. Doubtless it is the hope of some of those who are actively engaged in this search that its successful conclusion will, in the long run, also enable the young people to participate sturdily and intelligently in the continuing effort which must be made in America to preserve the democratic way of life.

Since the early thirties this country has been growing increasingly aware of and disturbed, as never before, by what is now commonly called

¹As an excuse for the atrocity committed between the quotation marks, the writer might offer the explanation that the schools which rely upon the alibi are merely defending themselves on the ground that they were "elsewhere when the crime was committed."

"the youth problem." The depth of our concern can be attributed not only to the piling up of facts and figures about the sorry plight of our own youth, but also to the distressing, though frequently repressed, fears which wormed their way into our minds as we began to sense the full implications of the solutions to the youth problem that were being advanced and put into operation in Hitler's Germany and elsewhere. In the minds of more and more of us the catch phrase "it can't happen here" came to be followed, consciously or subconsciously, by a question mark—if not by a cynical "Oh, yeah!"

We can see now, as we scan the events of the past few years and as we study the volumes of evidence uncovered by the American Youth Commission and a host of other fact-finding agencies concerning the thoughts and actions of the masses of out-of-school and out-of-work youth, that our worst fears have been unfounded—up to now, at any rate. The evidence available shows that the vast majority of American youth have not fallen easy prey to purveyors of cockeyed cure-alls or to the insidious promises of the exponents of authoritarianism. A rather confused and inarticulate, yet tenacious, belief in democracy, a strong, though often blind, faith in the future of America, continues to exert a stabilizing influence upon the minds of a large proportion of our population, especially among the numerically and politically important middle class. As long as this belief remains strong enough to prevent widespread unrest and powerful movements for drastic economic and political reorganization among adults, our youth will probably continue to be poor prospects for would-be Pied Pipers. Furthermore, America has far greater resources than were available to Germany, for instance, with which to ease and eventually solve the difficulties of youth to-day. At least a fractional part of these resources has already been devoted to the objective study of the youth problem and to concrete enterprises for giving real assistance to youth. The continuous, constructive efforts of many varieties of youth-serving agencies, public and private, obviously constitute another potent, controlling factor in the American youth situation.

The fact that the mass of American youth have not become bitterly articulate or actively resentful of the social order, however, should not blind us to the urgent need for action which still faces us. That our young people have not, on the whole, badgered themselves into a state of hysteria and open rebellion should not dupe us into believing that danger no longer exists. Among youth to-day there is entirely too much apathy, uncertainty of the future, discouragement, drifting, and genuine financial distress to warrant any such Pollyanna viewpoint. Within the past few months the American Youth Commission² has issued several dramatic radio warnings

²Recommendations of the American Youth Commission are listed in a pamphlet entitled *A Program of Action for American Youth* which was published late in 1939.

on this score, which have been accompanied by proposals for action and appeals for additional federal funds for the assistance of youth.

We should recognize that the youth problem is a complicated poser which involves, not one, but many aspects of living and preparation for living. This has been made increasingly clear by a number of youth studies during the past few years. These studies have identified and defined a variety of serious problem areas, such as: jobs for youth, preparation for employment, physical and mental health, family, marriage, leisure time, rural youth, racial issues, citizenship and preparation for its responsibilities, self-expression, population trends and their implications, and equality (which is not to say *identity*) of educational opportunity.⁸

All the foregoing problems are interrelated. Each of them is vital. Not one should be forgotten or neglected. At the same time, it may be wise as a matter of strategy to direct a major attack first of all at that sector where the enemy is doing the greatest damage to our defenses and to our morale. The most immediately crucial problem to attack, according to many eminent strategists, is that of finding or creating employment for youth and of better preparing youth to adjust themselves in a changed and still changing vocational milieu. This appears to be the position that was taken by the American Youth Commission after it had made far-reaching studies of its own and had scrutinized the findings of a great number of other youth studies. To direct a major assault upon obstacles related to the occupational placement and adjustment of youth, let it be explicitly emphasized, is not to ignore the possibility of strong, synchronized attacks upon all of the related problems. Indeed, the American Youth Commission itself has exploited this possibility consistently.

The youth problem is not only complex; it is extensive in scope and Gargantuan in size. Neither the school system nor any other one social agency, no matter how well endowed with personnel and funds, can solve this hydra-headed problem unaided. In cities, towns, and rural areas the resources of all community agencies should be mobilized for a coordinated attack. By resources is meant funds of brains and energy, as well as funds of money. By community agencies is meant not only the local units of government with their powers of legislation and taxation, but also the schools, social-service institutions, churches, civic and service clubs, fraternal organizations, youth organizations, employer and labor groups, professional associations, libraries, museums, and so on.

To local efforts there should be added the resources of state agencies, not forgetting the universities, teachers colleges, state boards of labor, com-

⁸A recent and very revealing study is *Equal Educational Opportunity for Youth* by Newton Edwards, a report to the American Youth Commission of the American Council on Education, Washington, D. C., 1939.

merce, health, et cetera, nor the many private state-wide agencies. Finally, the resources of the Federal Government and of privately supported national agencies should be marshaled. These national resources should provide direct financial assistance, especially to the more sorely pressed states and localities which are prepared to demonstrate a genuine sense of social responsibility for youth by utilizing fully their own available resources of money, intelligence, and coöperative enterprise. National assistance is also needed for study of the youth problem on a country-wide basis, for broad-scale coördination and planning, for setting up experimental projects in coöperation with states and communities, and for interpreting and publicizing the results of experimentation and research.

The efforts of community or state or national agencies, alone and independent of each other, can do no more to solve the youth problem than they can to solve any other major American problem in this age of interdependency. However intelligently and energetically the local communities employed their own resources, they would generally—if not aided by state and national agencies—bog down before attaining a really conclusive victory. The trouble is that a single community has not a long enough reach to place a knockout wallop on *all* of the basic causes of the difficulties faced by its young people. To bear down on causes that are deeply rooted in the economic and social structure of the country as a whole and of state or region necessitates study, planning, experimentation, and coördinated action on national and state or regional bases. Conversely, the expenditure of the vast resources of the Federal Government and private agencies which are predominantly national in character would produce only meager results in the end if most local communities took the position that the problem had grown too big for them to tackle, and then idly waited their turns in the bread lines for handouts from Uncle Sam and his wealthy private friends.

The nature of the part played by the local community needs even more emphasis than it has received in the voluminous literature of the youth problem. Although we have recognized that the utmost individual communities can do in the war on youth problems *must* be supplemented and supported in the rear by state and national forces, it should be made equally apparent that the front-line trenches are always in these same communities. In them a large proportion of youth experience practically all of their primary and most of their secondary social relationships. In their home communities they have their face-to-face contacts with each other and with adults—with placement officers and employers, fellow workers, adult relatives and friends, school teachers and administrators, attendance officers, ministers, scoutmasters, social workers, relief officers, unemployed adults, judges, politicians, police officers, and so on. These contacts constitute concrete life situations in terms of which youth actually feel and define their individual

and intensely personal problems of employment, leisure time, self-expression, social life, sex adjustment, race relationships, health, and educational training.

To put it another way, the types and especially the character of such experiences are important because face-to-face contacts are powerful primary stimuli which condition both the conscious thought and affective being of the young people. Perhaps for most youth the effects of any single contact or the mere additive effects of many are not as significant as some other more subtle and complex effects upon the individual's *Gestalt* or design for living. In either event, most psychologists and sociologists would agree that these face-to-face contacts are potent influencers of the aims, the actions, and the morale of young people. In so-called normal times when youths left school in their teens they could usually find jobs or begin an apprenticeship of some kind. In that case, they were not only kept constructively occupied a good part of the time, but they also attained a certain measure of adult status. Thus during the transitional years from late adolescence to the adult world they were in a much more favorable position than most of to-day's youth in their personal relationships with adults. At present, it is well to remember that the contacts of youth with adults are often subject to heavy strains because of circumstances which force young people to prolong their economic dependency and their adolescent roles for some time after they leave school. While physically and chronologically these youths are approaching or have reached adulthood, they are still treated as children in many respects, although in some situations a large degree of maturity is expected or demanded of them. The ambivalent role which is thus thrust upon them frequently makes their contacts with adults difficult, irritating, and confusing. Under these circumstances, much harm can be done by adults who lack insight into the problems involved in the changed conditions and who do not possess the generous impulse to exercise tact and understanding in their direct contacts with youth.

There is a convincing ring in the assertion so often made by war veterans that for the buck private at the front the immediate environment is vastly more important to his fitness and morale at any given time than the grand strategy of the generals or the worthiness of the cause he serves. To the man on the firing line the conditions of the immediate environment are his war. He usually lacks both the opportunity and the advantage of perspective which are available to high ranking officers far back of the front for thinking things out with the detachment essential to getting an over-view or a long-time view of the situation. It is not surprising that he ordinarily does not consciously concern himself much about the progress of the war as a whole.

This is not a matter of callousness or indifference. It simply means that the private is too preoccupied with his own struggle for existence on the best terms possible under unpropitious circumstances. Actual physical conditions and the consequences of enemy action in the near future may be unpredictable, and there may be very little that anyone can do to change them radically in a hurry. But here is the important point—the tolerableness of the situation for the individual soldier and his determination to make the best of it, especially under the most distressing circumstances, depends in large measure upon his immediate personal relationships. For men in the front line these relationships are established by direct contacts with fellow privates and with the mess crew, the medical corps, the chaplains, the noncoms, the second lieutenants, and so on. As any experienced soldier will testify (if you ask in the appropriate vocabulary) the nature and affective quality of these face-to-face contacts make a whale of a difference in how the war shapes up to a man.

The foregoing military analogy, it seems to the writer, can be applied to the so-called war on the youth problem in a rather direct and justifiable manner. The generals who plan the major strategy of the war are those who are attempting to solve the fundamental causes of the youth problem along state or regional and national lines. The noncoms and commissioned officers of lower rank are adults in the community who have the responsibility for training and guiding youth and then leading them into the battle with postschool problems. The community itself is the fighting front. The youth are the infantry on the firing line. Since a decisive victory is ordinarily achieved only when the infantry is able to advance and occupy enemy territory which has been made vulnerable by large scale strategy or heavy artillery bombardment from the rear, the factors which make for good morale and the capacity for continued combat at the front are of supreme importance. If these are neglected, the work of the heavy artillery and the master plans of the major strategists may be largely wasted.

Fortunately, in spite of the insuperable obstacles in the way of quick and sweeping victories in the war on the youth problem, much can be done without delay to improve conditions at the front, that is, the local community. The primary and secondary relationships of youths among themselves and with adults in the community, and thus many environmental influences and pressures which are dependent upon these relationships, can be revised. Many environmental factors related to training, guidance, use of leisure time, social life, health, and, in some instances placement and employment are variables which are to a considerable extent subject to community control. The modifications possible in the situation are extensive and drastic. Some of these changes can be effected fairly rapidly and at comparatively small cost. Equally as important as money for getting results

are understanding of the present real needs of the local youth based upon evidence rather than guesswork, determination to find ways of meeting these needs more adequately than before, social sensitivity, a readiness to experiment with promising new concepts and procedures, and the willingness of individuals and community agencies to plan and act coöperatively.

In the community situation the secondary schools have heavy responsibilities and correspondingly large opportunities for service. The teachers and administrators of these schools have presumably studied the social sciences and have acquired at least some abstract knowledge of social and economic forces and of democratic institutions. They should be able to read and digest the results of surveys and researches. Through libraries, colleges, and professional associations they have ready access to the literature which reports the findings of youth studies and attempts to extract valid conclusions, inferences, and implications for schools from the data. One service, then, that they can perform is to interpret to the community in nontechnical and easily understandable form the information and "leads" which are necessary as a basis for coöperative community planning and coördinated action.

Secondly, secondary schools are in an advantageous position to take the initiative in urging all community social agencies to coöperate effectively. The school, theoretically at any rate, serves all young people impartially without regard to race, creed, color, political faith, ability, or economic status. The school does not have a limited or special clientele. It has no partisan ax to grind. If it takes the lead in seeking the help and the coöperation of other agencies and institutions, it should be able to do so without arousing suspicion of ulterior motives or self-seeking. The school can and should engage actively in rallying other social agencies for united action in the attack upon the youth problem. Furthermore, after it has taken the leadership, the school should also be willing to step gracefully back into the ranks whenever it is more effective to have some other existing agency or some newly created community agency fulfill the functions of coördination and leadership.

Thirdly, and most important, the secondary school has responsibilities in reference to the training and guidance of youth which are unique to it—unique not only because of the particular jobs which have been assigned by society to secondary schools in the past, but also because of the new tasks which are demanded of the schools by the conditions of the present.

What are the new tasks and changes in program which the schools should undertake? Convincing answers to this question can be formulated from an analysis of the many comprehensive studies which have been made

during the past five or six years. Conspicuous among the publications which have become available are those of the Regents' Inquiry into the Character and Cost of Education in the State of New York, the Educational Policies Commission of the National Education Association, the Commission on Human Relations and the Commission on Secondary-School Curriculum of the Progressive Education Association, the American Youth Commission, and the Federal Government's Advisory Committee on Education. Although some of these publications are necessarily too technical, too bulky, and perhaps too expensive to be widely circulated and read even among professional educators, there are a number of them which are concise and inexpensive, as well as readily understandable to educators and laymen alike. Also, it is increasingly common to find in nonprofessional periodicals good articles which attempt to summarize for the general public the meaning and implications of the data from these researches. An example of the latter is the stimulating article entitled "The Nation Challenges the Schools" by Dean Henry W. Holmes in the January, 1940, issue of *The Atlantic*.

The needs of the average school teacher and administrator, of the average worker and executive in other social agencies, and of socially sensitive laymen for brief, authoritative, definitive summaries of data on youth problems and their implications for schools and other community agencies have been especially well provided for by the American Youth Commission. *How Fare American Youth?* by Homer P. Rainey and others⁴ presents in terse, simple language an admirable overview of youth problems generally in a small volume of only 186 pages. The third chapter of that book alone brings to a focus in twenty pages cogent facts concerning modern youth and some resultant challenges for schools which are of startling significance to the thinking of local administrators and teachers.

Still another publication of the American Youth Commission merits the special attention of all school people and laymen, namely, a report by Harl R. Douglass which is called *Secondary Education for Youth in Modern America*.⁵ This 137-page monograph is an intelligible and succinct statement of what the secondary schools are up against as the result of youth problems of the day and what these schools must do to fulfill successfully their functions in a modern democratic society. The report simplifies and synthesizes for the reader the multiplicity of facts and factors which enter into the problem dealt with. It focuses attention on the large basic issues which must be reckoned with by secondary schools in formulating a revised program. It sets forth unequivocally the general prerequisites of

⁴Homer P. Rainey and others, *How Fare American Youth? A Report to the American Youth Commission of the American Council on Education*, New York, D. Appleton-Century, 1938.

⁵Harl R. Douglass, *Secondary Education for Youth in Modern America. A Report of the American Youth Commission of the American Council on Education*, American Council on Education: Washington, D. C., 1937.

what Douglass believes to be a desirable program of universal secondary education. Implications for the secondary school and proposals for implementation in the school program are stated with definiteness.

Ignoring the minutiae which might too easily lead to endless and profitless argument—such as, certain of the specific proposals for implementation—the program advocated by Douglass provides a practical working blueprint for the reconstruction of secondary education which has won hearty approval of its general outlines from many socially responsible educators and school board members who have been impressed by its convincing logic. Those who read and are convinced should also be stimulated to formulate ideas appropriate for prompt application in the local situation and charged with zeal to begin the job. Those who read and are not convinced should be challenged to reinterpret the facts for themselves and to formulate in equally definitive terms their own programs of secondary education. This might conceivably result in proposals for radically different programs which still aimed to fulfill all the functions which Douglass ascribes to secondary education. More likely, however, it would lead to a radically different conception and definition of the legitimate functions of secondary schools.

There are those who view with profound distaste and alarm the experimentation and alteration in practice which would be necessitated by acceptance of the newly formulated secondary-school functions and the new kinds of educational programs that have been proposed to meet the depression-born conditions of the present. Certainly this would be true of any educator who firmly believes that the only primary purpose of secondary education is preparation of a limited proportion of youth for college, and that the only legitimate secondary-school content is to be found in a linguistic and mathematical or classical curriculum. Would the educators who take or lean strongly toward this position prefer to have all or most of the newer functions and activities of the revised secondary-school program advocated by Douglass taken care of by the expansion of C.C.C. camps and N.Y.A. resident centers or by the creation of new local, state, or national youth agencies? If so, let them openly express their preference. A forthright statement of their arguments for a secondary-school program of definitely limited scope and their open advocacy of an alternative social policy for aiding all youths who do not adapt themselves to this restricted program would be salutary. First, such a statement would clear these educators of the suspicion that they are callously indifferent about the welfare of the majority of youth to-day. Secondly, it would prove that these educators are not deluding themselves or attempting to deceive others into believing that the kind of program they stand for does or can adequately prepare all youth for life in modern America. Thirdly, it would bring the

opposing educational philosophies and programs out into the open for all to examine and debate. If the premises, conclusions, and proposals of those who are strongly opposed to Douglass' general viewpoint were stated as frankly and unequivocally as Douglass has stated his case, much of the fog and confusion induced by concealed motives and objectives, undercover skirmishes among the vested interests of the profession, unanalyzed prejudices and stereotypes, and opportunistic compromises might be dispelled. At any rate, the attempt should be made in order to help both schoolmen and laymen to reach decisions about educational policy in their own communities with their eyes wide open. The concise, fearless, and unambiguous statement of the case for a narrowly restricted secondary-school program in America under present conditions, however, still remains to be made in so far as the writer can judge; and he is thoroughly disqualified by his own experience and convictions for tackling the job himself.

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CHAPTER III

Some Planks in a Platform for Reconstructing Secondary Education

IT SHOULD BE clear by now that the writer stands squarely with those who believe that new times demand new measures in secondary education. To attempt to present a truly comprehensive list of the implications for secondary education which are suggested by the facts about modern American youth would require more space than could be justified in this report. In any case, the job has already been done very effectively by Douglass and others. Here it should suffice to try to select and paraphrase rather briefly a few of the implications which have been put forward that are particularly pertinent to the subject matter of this report. In preparing such a statement, the writer has drawn liberally upon the writings of Douglass and of Rainey and others which have been previously cited and upon the Maryland study of the American Youth Commission.¹ Virtually all of the implications stated below will be found in one or another of these sources. Also in these references will be found the essential statistical data and the premises upon which the implications are based. In the interest of brevity, however, references to specific sources of the various implications will be omitted.

SOME IMPLICATIONS FOR SECONDARY EDUCATION WHICH ARE PREDICATED UPON THE FINDINGS OF RECENT STUDIES OF AMERICAN YOUTH

1. Extensive modifications of the secondary-school program are essential to provide for the present needs of youth, particularly for those who are not qualified to go on into college or into specialized vocational training for skilled trades and for those who now leave school before graduation from high school. At a conservative estimate this means that the school program needs revision to provide adequately for at least one half of the present high-school graduates and at least two thirds of all youth of high-school age, approximately one third of whom are not now enrolled in any school.

2. In the reconstruction of secondary education one objective should be to help close the wide gap which exists for many young people between leaving school and getting a job. This gap is an especially serious problem for young people who now leave school before the age of eighteen, because job opportunities for youth below this age have become exceedingly scarce. Raising the compulsory school attendance age to eighteen is a possible,

¹Howard M. Bell, *Youth Tell Their Story*. A Study of the Conditions and Attitudes of Young People in Maryland between the ages of sixteen and twenty-four conducted for the American Youth Commission, Washington, D. C. American Council on Education, 1938.

though debatable, solution. Nevertheless, under present conditions, the secondary schools have an unmistakable obligation to retain as many pupils as possible until the age of eighteen regardless of compulsory attendance laws. The crux of the problem is not so much compulsory attendance in the traditional high school as it is the reconstruction of the high school in the light of the facts concerning the needs, interests, and abilities of those who are not adapted to the present program.

3. At present, one of the most vital needs of youth is preparation for finding a job and adjusting himself occupationally. Secondary schools devoted to general education that profess to be concerned with the real needs of young people cannot logically ignore a need which changing economic conditions have made immediately crucial and pressing for those whose formal education ends at the secondary level. During the terminal years of a youth's formal education he should be given preparation for vocational life. For a large majority of youth these terminal years at present are at the high-school or the junior high-school level. Preparation for vocational life for these youth does not, in most instances, imply highly specialized or technical training for specific jobs. For many, such preparation may be provided by a more generalized training aimed at producing occupational adjustability in a variety of semiskilled or unskilled occupations and by realistic vocational orientation. This conclusion is based upon the fact that opportunities in skilled jobs requiring specialized or technical training are sharply limited just as are professional, managerial, and executive positions. The conclusion also rests upon the correlative fact that the majority of to-day's youth will find employment, if at all, in semiskilled and unskilled occupations which require little or no specialized training in school. Nevertheless, for the latter kinds of jobs good work habits and attitudes, certain basic general skills, adaptability to working conditions, and other similar qualifications of importance are within the scope of legitimate secondary-school objectives.

4. In secondary schools there should be less of a cleavage between liberal or general and vocational education. General education might be emphasized at the beginning of secondary education, and vocational preparation toward the end for any given group of pupils. Special stress upon vocational competence might for a few youth safely be deferred until college or even graduate school; but for the large majority it should occur in high school; and for some, such preparation must be given, if at all, as far down as the junior high-school level.

5. Many of the youth for whom a new kind of vocational preparation is necessary should also be given a kind of general education which is different from that now provided by traditional academic courses. In other

words, there is as great a need for providing for individual differences in the general aspects or common core of secondary education as there is in the area of vocational preparation. Preparation for speaking, writing, use of leisure time, participation in community life, and so on, should be varied on the basis of abilities, interests, and needs. Differentiation in the area of general education should also take into account the nature and the resources of the community and the probable future adult experiences, responsibilities, and interests of pupils.

General education, in the sense that Rainey has defined it as "education for the common life," is needed by all in a democracy. Although the traditional academic courses are commonly considered to be in the realm of general education, they do not constitute the exclusive means of providing it. Youths who are not adapted to the present academic courses cannot be adequately provided for simply by transfer from an academic or a general to an exclusively vocational curriculum. Neither will the needs of these young people generally be well served by offering them merely a combination of the common type of shop courses and old-line academic courses. Merely thinning out or attenuating the latter type of course will not help matters very much.

6. New or radically revised general and vocational curricula and courses are necessary to provide educational experiences which are adequately differentiated for all youth of secondary-school age—or, for that matter, even for the two thirds of these youth who are actually attending secondary schools to-day. During the past decade or two the secondary schools have, whether they wanted it or not, acquired a greatly expanded constituency in terms of both total numbers and of numbers and proportion of youths of average or low academic ability. Largely because of present economic conditions, it will be to the advantage of society to have this constituency even further expanded. However, the schools must change with their changed constituencies in order to accomplish this desired result on a sound and educationally fruitful basis.

7. Although differentiation is essential at the secondary-school level, this requirement does not necessarily call for dual or multiple systems of education or separate schools for different ability groups. Within the same school, within the same subject or core of subjects, and perhaps even in single classes, differentiation should be found possible for pupils who fall into different groups on the basis of intellectual and nonintellectual abilities and interests.

Differentiation does not always necessitate the addition of a great variety and assortment of new courses. Variation in the specific materials of instruction and in teaching methods should provide considerable differen-

tiation for pupils of varying abilities and interests even when the curriculum is composed of relatively few courses. The variety of courses should, however, whenever possible, afford appropriate educational experiences for all pupils with special interests, skills, and abilities.

8. As a basis for grouping or classifying pupils for differentiated curricula (or differentiated educational experiences within the same curriculum) good cumulative personnel records and expanded testing programs will be required. Even with the best of tests and record systems, groupings must always be tentative and flexible, subject to change on the basis of new evidence. No rigid, pat formulas for classifying or grouping are acceptable. No known method can be applied automatically. Therefore it is necessary for administrators, counselors, and teachers to learn through cautious experimentation and continuous evaluation of results how to group pupils wisely and without incurring the risk of doing serious injustice to individual pupils. As the schools make progress in this direction, they should also find it possible to help pupils themselves to make sounder and more realistic self-appraisals of their abilities, opportunities, and needs. Parents also need help in understanding the educational needs, aptitudes, and limitations of their sons and daughters, as well as sound information about the occupational and educational opportunities available. Schools should learn to work more closely and effectively with parents to the end that the parents may know what the school is trying to accomplish through a differentiated program and the bases upon which their children are counseled concerning educational experiences and choices.

9. The schools have a responsibility for utilizing the most effective guidance procedures and instruments now available which can help to identify and describe the real needs of pupils and to provide reliable and valid data for classification or grouping. The discharge of this responsibility implies that counselors and teachers must be trained as rapidly as possible to understand and to use constructively with proper safeguards the best procedures and instruments now at hand. To wait until these aids to grouping have been perfected, for fear of making an occasional mistake, is to strain at the gnats and swallow the camel.

10. Reconstruction of the secondary-school program for an expanded constituency will call for more effective individual counseling and group guidance than is now generally available. As the number of pupils of low academic ability and of pupils from homes of very low economic status increases, less dependence can be placed upon parents for the guidance of youth. The schools' own program of guidance must become more comprehensive and diversified.

Guidance, as well as training, should be available to youth for help

in dealing with problems and difficulties of the immediate present in addition to those which will be met after leaving school. Vocational guidance is especially urgent for those whose schooling ends at the secondary level; but guidance for vocational life should not constitute the entire guidance program, nor should it be isolated from and uncoordinated with guidance for other aspects of living. Here, as in the case of the curriculum, the sharp dichotomy which is now frequently found in secondary schools should be eliminated.

11. The guidance work of the secondary schools should also be correlated with the guidance activities of the home, the church, and other related social agencies in the community. The need for such correlation is especially apparent at present in the area of occupational adjustment. Schools should take the initiative in working coöperatively with employment offices, employers, labor unions, and other community groups which have a mutual interest in the occupational adjustment of youth.

12. New materials of instruction and greater variety and flexibility in methods of learning are essential. For nonbookish pupils there should probably be less abstract material and reading, but much more visual, auditory, and concrete materials. These same pupils should have more opportunities actually to do things and to participate in coöperative group projects. There should also be, particularly for the nonbookish group, a more active and immediately meaningful correlation between school practices and the activities of the adult life of the community. Many informal and nontraditional educational experiences—both curriculum and extra-curriculum, both within the school and in the community—can be realistically incorporated into the total educational program with beneficial results.

13. A new kind of teacher and a new kind of teaching will be required to carry out the revised program for the pupils who do not continue their formal training beyond high school, especially in the case of pupils of low academic ability. Teachers will be needed who have a genuine interest in, and understanding of, pupils of this type, that is, teachers who can establish effective human relationships with such young people. The new kind of teaching, the spirit in which it is carried on, the methods used, and the materials of instruction selected, must be sensitively adjusted to the personalities, interests, and abilities of all pupils and not just to those who are academically gifted or who are preparing for college.

Providing the new kind of teacher who will be needed in the reconstructed secondary schools is as much a problem of teacher training or improvement while in service as it is a problem of the preparation of on-coming teachers by the teacher-training institutions. For prompt results,

the inauguration of vitalizing opportunities for the growth and improvement of teachers in service is especially urgent.

14. Variation, rather than uniformity, in the secondary-school program from community to community and from region to region should be encouraged. School programs should be indigenous to the communities or areas which they serve. For the reconstruction of the secondary-school program, therefore, local and regional experimentation should be relied upon heavily. A single type of school program prescribed for a state or for the nation as a whole is neither possible nor desirable as an objective.

15. It is possible that new types of secondary schools, as well as new types of curricula, will be found necessary to provide appropriate educational experiences for all youth of secondary-school age. Further experimentation and experience will be necessary, however, before a final decision can be made with assurance. Meanwhile, in the interest both of economy and of democratic procedure, every effort should be made to encompass the entire secondary-school program within a single school organization or system to which all youth of secondary-school age have access.

16. Secondary schools should help provide for a more gradual shift from school to adult life. For pupils who feel compelled because of economic considerations to leave school before high-school graduation, the possibilities of more coöperative arrangements with employers and labor unions for part-time work and part-time schooling should be explored. Such arrangements may prove to be one of several useful methods for meeting the new conditions which have resulted from drastic changes in the apprenticeship system in industry and trade and the present scarcity of full-time job opportunities for youth in their teens.

The schools should attempt to keep some connection with all youth during their first few years of participation in adult life. Not only would young people be helped in making their early postschool adjustments, but the schools themselves would obtain data concerning the problems of young adults which should be of value in curriculum revision. To accomplish the best possible results, however, schools must acquire greater competency in counseling youth who have recently left school and are facing actual life situations in the adult world.

17. Secondary education should, as rapidly as funds and facilities permit, provide additional training for vocational competence for those who have left school when unemployment, change in occupation, or requirements for advancement indicate the need for such training. This will call for experimentation with short courses, re-training courses, semiprofessional courses, and so on and for the active coöperation of high schools, vocational schools, and junior colleges: Various devices, such as more complete utiliza-

tion of existing buildings through evening and late afternoon classes, should be tried out as methods for holding down the costs of the expanded program.

18. The problem of coördinating the junior-college program with that of the lower secondary schools must be given serious study. The function of the junior college in providing terminal training in the areas of both general and vocational education should be further emphasized. Semi-professional and terminal courses, providing preparation beyond high school both for living and for earning a living, should be improved and expanded.

It may be noted that a large proportion of the implications which were selected for the foregoing outline are directly or indirectly related to occupational adjustment. This particular emphasis here may be justified: (1) on the ground that staff members of the American Youth Commission and other qualified experts have identified the problem of occupational adjustment as perhaps the most immediately vital and urgent one now facing American youth; and, (2) by the fact that the report which is to follow of visits to secondary schools will also give special emphasis to aspects of the school program which have a bearing upon what may be broadly defined as occupational adjustment. It should be clearly understood that other kinds of youth problems are recognized by the writer as being equally important to attack and, in the long run, equally as vital to the welfare of youth. The reports of school visits will, because of this very viewpoint and firm conviction, include numerous comments concerning what some schools are doing about certain other kinds of problems.

Once again, in concluding this section of the report, the writer wishes to assert that the implications stated above are not to be considered as anything more than a partial list, a sampling of implications selected for a special purpose. To round out the picture of implications for schools in the present conditions of youth the reader is urged to consult the published studies which have been referred to in these pages.

CHAPTER IV

Visits to Junior High Schools

IN THE LIGHT of the foregoing implications for secondary education which have been predicated upon present conditions for American youth, the attempt will now be made to outline a variety of school practices that are being tried out as means for meeting some of the new demands and obligations imposed upon secondary schools by the economic and social changes of the past decade. This present chapter will be confined to comments concerning a number of the junior high schools which were visited by the writer.

In introducing these school accounts it is necessary to reiterate the statement that the major purpose of the school visits was to observe guidance and curriculum practices which are intended to meet the peculiar needs of those youths whose formal education ends at the junior or senior high-school level. This will explain the fact that relatively little of what is said about particular schools is aimed *specifically* at school practices which have a direct bearing upon the training of pupils who are preparing to enter college or pupils, generally, who have sufficient scholastic ability and interest to adjust themselves reasonably well to traditional academic procedures.

The two points which the writer wishes to make here, as emphatically as possible, are these: (1) that the paucity of comments concerning new secondary-school programs and practices which appear to be especially well adapted to the special needs of pupils in the higher levels of ability is not a matter of indifference or oversight, but rather a case of necessity in view of the writer's specific assignment; and (2) that the strong emphasis that is given to curriculum and guidance practices designed especially for pupils of lower ability does not warrant the assumption that the writer thinks there are no urgent needs for changes in the secondary-school program for pupils who are college bound or for those pupils, generally, who are now considered to be academically well adjusted.

UNIQUE SHOP CLASSES AND A NURSERY SCHOOL PROJECT IN THE BAKER JUNIOR HIGH SCHOOL OF DENVER, COLORADO

This school is serving a part of the city which is very close to the bottom economic level in Denver. Very few of the pupils from this school will ever get to college; and a very large proportion will not even finish high school. The average academic ability is low. Only a handful have I.Q.'s, as measured by standard group tests, as high as 105; probably a rather large majority have I.Q.'s well below 100. The school building is

one of the smallest, oldest, and most poorly equipped of the Denver secondary schools. It had been overcrowded to the point where it became necessary to eliminate the ninth graders by sending them to one of the senior high schools. The school does not have much money to spend on equipment, shop facilities, and the like.

In this situation, which would lead many schoolmen to become quite discouraged, the faculty, under the able and effective leadership of their principal, George E. Hook, appears to be making steady and encouraging progress in constructing an educational program that is realistically adapted to the abilities and needs of its particular pupils. One finds evidence of this progress in both the vocational and general education courses, although it is fortunately true that there seem to be no hard and fast distinctions made between book learning and other types of educational experiences.

A visit was made to a large room which serves as the shop for the school. Here there was no complicated and expensive power machinery, but there were many work benches of an ordinary type, the simpler types of hand tools, a barber chair, a shoe-shining outfit, laundry tubs, and an ironing board. The teacher in charge of the class, who has the same boys also for a course in personal problems, is concentrating on the development of manual skill in the handling of commonly used hand tools (e.g. saw, hammer, plane, chisel, pliers, etc.) and the construction of useful articles from kinds of inexpensive materials which might be available even to people of low economic status. Several boys were constructing very sturdy and presentable chairs, which were destined for actual use in their homes, from rough lumber and old, abandoned automobile seats. Another group was making surprisingly attractive pieces of furniture, such as bookcases and dressing tables, from orange crates and other kinds of discarded boxes. The boys were working with enthusiasm and with apparent pride in the fact that their products had utility, as well as being attractive in appearance. The teacher remarked that the parents of the boys have been quick to appreciate the school's attempt indirectly to do something constructive for the home, and that a welcome by-product of the shopwork has been an increased parent interest in and appreciation of the school program. The boys, meanwhile, are acquiring interests, manual skills, and good work attitudes which are preparing them for occupational adjustment when they leave school.

Boys in this school have very little pocket money even for the so-called necessities of life, such as haircuts, soap, suits, shoes, and shirts. Furthermore, many come from homes where the parents pay very little attention to the personal appearance and cleanliness of their children. To develop pride in personal appearance and to provide the means of achieving neat-

ness and cleanliness, the shop teachers have installed at very small cost a used barber chair and the other facilities previously described. As a part of the shopwork, boys learn to cut each other's hair, press their trousers, launder their shirts, and shine shoes. Activity along these lines is especially keen and well motivated for a day or two preceding school parties! Both the principal and two of the counselors testified that the social life of the school has been markedly improved, and that the social adjustment of many of the crudest boys has been greatly facilitated, by the shop program. Here is an interesting example of integration of shopwork and social life. Such outcomes, however, are not automatically obtained by the installation of certain kinds of equipment. Skillful teaching by a teacher who can win the confidence and respect of the boys is absolutely essential. It was interesting to note in the shop at Baker Junior High School that the teacher knew all the boys and their home backgrounds intimately, and that he conducted the class on a very friendly and informal basis. From his contacts with the boys in the class one could see that he was functioning just as much as an individual counselor as he was as a teacher. Other courses which are likewise planned to meet the needs of low ability pupils, both boys and girls, include classes in junior business and remedial reading.

For a group of girls of very limited ability, a very interesting nursery-school project has been inaugurated. The nursery-school is located in one fairly large room from which the regular classroom equipment has been removed. To this room during certain hours of the afternoon the girls bring their small brothers and sisters or young neighbor children. The pupils, under supervision, learn how to care for small children, acquire habits of cleanliness and neatness, and develop numerous useful skills which can be employed at home or in working out. All the furniture in the nursery school was made by boys in the school shop. The furniture includes very attractive little chairs made from orange crates, tables, cupboards, and benches. The boys have also made a variety of toys and games, such as simple blocks and puzzles from ordinary scrap wood. Girls who are in home economics have contributed other articles, such as decorations of various kinds and colorful mats (with ordinary wrapping paper as the base) on which the small children lie during their rest period. The girls in this class, all of whom are very poor readers and slow learners in academic subjects, were participating in the various activities with apparent pride and enthusiasm. Not only are these girls acquiring skills and attitudes which will be valuable later on jobs or in homes, but at the same time the small children who are brought into the program and their mothers are also benefited. The relationship between the girls and the instructor who supervises them is very informal and friendly. Thus in this class, as in

the case of the boys' shop course, counseling and teaching have become practically synonymous.

By chance it happened that at the same time the nursery school was in operation, the principal of the school was having a meeting with the mothers of the girls and the mothers of the small children who were engaged in the nursery-school program. Both groups of mothers had a natural personal interest in the nursery-school project, and they expressed freely their appreciation of what the school was doing for the children. They also came forward with constructive ideas for improving the program. Such a meeting, devoted to the discussion of questions which were of direct and specific interest to the parents, seemed to the writer to be fostering a kind of school-parent relationship which is mutually profitable.

The traditional courses in English and social studies have been largely supplanted in this school by a double-period, core course which is called Community Living. The major objective of this course is, as the name implies, to prepare pupils for postschool life in the sort of community in which they will live. A great deal of stress is placed upon simple, practical projects which involve physical activity, group discussion, field trips, and handicrafts, as well as reading and writing. In one class the writer found the students working on scrapbooks in the preparation of which ample opportunity was given for the use of visual materials for the purpose of illustration and decoration. The classroom, old and dingy though it was, was equipped with bookcases filled with reading materials which had been carefully chosen to fit the interests and abilities of slow learners. On the walls were displayed numerous pictures, simple charts, and samples of work done by the pupils. The teacher in this class told the writer that with some groups she finds it necessary to use very unorthodox practices to stimulate interest in reading. For example, in one class she found it necessary to start with funny papers and scrapbooks of pictures and cartoons from the papers. She discovered that some of the pupils in the class did not even have an opportunity to see funny papers at home. Having them available at school not only delighted them, but also provided a strong motivation for reading on the part of these very dull pupils. On the other hand, for the small number of pupils whose scholastic ability and interest is sufficient to warrant their preparation for academic courses in high school—or in rare instances even for college work—the Community Living course is very considerably upgraded. These abler pupils, incidentally, also have the opportunity to study a foreign language and other subjects which will prepare them to fit into the academic high-school curriculum.

The first period of the school day, from half past eight to nine in the morning, is set aside as an activity period for the pupils and as a curriculum-planning period for the teachers. The activities in which the pupils engage are considered an integral part of the total educational program, and they provide several kinds of nonacademic experiences for the pupil. One day a week is used for the showing of movies and slides. On other days the activities include class meetings, student council meetings, club meetings, corrective gym, and sports. Another kind of nonacademic experience which is thought to be very successful is the field trip. Frequent visits are made by groups of the pupils to industrial establishments, museums, and other places of interest throughout the city. Such trips are greatly facilitated in Denver by the work of the Department of Special School Services.¹ This new school agency serves as a central clearinghouse for field trips, completes the preliminary arrangements for the schools, and provides school buses for transportation.

It is the writer's opinion that the practices which have been described have produced an excellent school morale and a degree of interest and enthusiasm which are not often found among pupils of such low scholastic ability when they are held to a strictly conventional school program. The administration of this school is flexible and thoroughly democratic in nature. Teachers are not merely permitted but rather actively encouraged to experiment with methods and curriculum innovations which will make the school program more meaningful and attractive to the pupils. This kind of administrative procedure has apparently resulted in much creative effort and very good morale on the part of the teachers.

CURRICULUM ADAPTATIONS AND PART-TIME JOBS FOR UNDERPRIVILEGED YOUTH IN THE LOWELL JUNIOR HIGH SCHOOL OF TULSA, OKLAHOMA

The student body of this school is rather similar to that of the Baker Junior High School of Denver; and T. H. Broad,² principal of Lowell Junior High School, appears to have an educational viewpoint and a philosophy of administration which are rather similar to those which have been ascribed to Mr. Hook, principal of the Baker Junior High School. Lowell Junior High School draws most of its pupils from families of very limited financial resources; many fathers are unskilled laborers; many others are on relief. The average scholastic ability of the pupils is low; and a fair proportion have I.Q.'s below 80. Probably not more than one or two out of a hundred of these children will go to college, and a large percentage of them will drop out of school at age sixteen. Because of these facts, Broad believes that the school's main task is to give the pupils experi-

¹See page 78 for further information concerning this department.

²Mr. Broad has recently been appointed principal of the Daniel Webster High School of Tulsa.

ences and training that will prepare them realistically for the kinds of postschool adjustments they will have to make.

Approximately one half of the scheduled classes are nonacademic, e.g., art, foods, metals, clothing, shop, music, physical education, orchestra. The academic work is chiefly concentrated in the general education courses which take up two of the six daily periods. There are a few special English and social studies sections, some science classes, and a relatively small number of mathematics classes, which are primarily for the more able pupils. The double-period general education course, as well as all other academic subjects, are very flexibly administered as to both content and method. The teachers are encouraged and expected to exercise initiative in adapting both content and method to the aptitudes and needs of their various groups.

Ability grouping is practiced in the general education courses and in the other academic subjects. To a more limited extent such grouping also occurs in all of the nonacademic subjects, except music and physical education. In most of the academic courses provision is made for five different groups, representing roughly five levels of academic and reading ability.

One of the academic classes visited was a 7-5 (lowest ability) class in science. The chief emphasis in this science course is on health education. In this 7-5 group there is a very limited amount of reading; and the materials selected are at the third or fourth grade level of reading ability. Each pupil keeps a health scrapbook. One interesting feature of this scrapbook is a drawing of upper and lower teeth on which the teacher marks cavities that she detects during frequent inspection of the children's teeth. The child who is found to have a cavity is asked to show his parents the drawing. The science teacher and the principal are always glad to help parents arrange for inexpensive or, if need be, free dental service. If and when the child receives the proper dental care, the black mark on the drawing is erased. The teacher has to work with the 7-5 youngsters on a very elementary basis, because these children would have very short attention spans if they were forced to work on conventional science materials, which would be very difficult and lacking in interest for them. Some of the abler groups in science have produced scrapbooks in which one finds good writing, as well as well-selected materials from various sources and well-drawn illustrations. These scrapbooks, in which the pupils take great pride, are filed in shelves at the back of the room. Children who have shown special interest and skill in taxidermy have stuffed and mounted the birds and small mammals which are on display in this science classroom.

A visit was made to one of the nonacademic courses, a class in metals.

The controlling objectives here are to give the pupils a feeling for handling tools, simple machines, and several kinds of metals and to develop self-responsibility and the ability to work with others in a situation which simulates actual shop conditions. Pupils alternate in filling certain straw boss jobs, e.g., the foreman in charge of cleaning up at the end of the class and the person in charge of the tool and supply room. Highly skilled workmanship is not stressed. The pupils in this class—all boys in this case, although girls are admitted to some shop classes—appeared to be working industriously on a variety of projects. The pupils came to the teacher when they felt the need for directions in much the same way as a workman might go to a shop foreman in an industrial plant; and the teacher treated them much as an enlightened and competent shop foreman might have done. At the end of the class period the pupil in charge of the clean-up work, although he had been assigned to the job for the first time on this day, was responsible and quite efficient in handling the direction of the work.

A very interesting feature of the school program at Lowell Junior High School (as well as at all other Tulsa secondary schools) is a teacher conference period from a quarter past eight to nine every morning at the beginning of the day. Only physical education and music classes are scheduled at this period. On Mondays, Wednesdays, and Fridays most of the teachers are free to meet by grades for curriculum planning and conferences on pupil problems. On Tuesdays the teachers serve as sponsors for various clubs in which participation by the pupils is on an optional basis. On Thursdays almost all of the teachers are free to call in pupils for individual conferences. Thus, although the counseling work is a primary responsibility of the teachers of the general education course, all teachers are expected to participate actively in guidance work and are given some time for it. The principal also devotes a great deal of time to special counseling problems which are referred to him by teachers. A continuous effort is made to keep in very close touch with parents, because the coöperation of the parents is felt to be vital to many aspects of the school program. Two of the teachers have one period a day each for home visitation; and parents are always made to feel welcome when they visit the school.

The principal of this school has been keenly aware of the grave financial difficulties which are being experienced by the families of many of the pupils. Consequently, every possible effort is made to provide financial assistance in all cases where the need is pressing. These pupils are not pampered, however. For example, pupils who cannot afford to bring or buy their lunches are not eligible for free lunches (which are provided by funds donated by private citizens) unless they have attended

school the entire day before. Arrangements have also been made to permit pupils to earn money by working as caddies, handbill distributors, errand boys, and so on, without becoming involved in charges of truancy. In other words, the available odd jobs are equitably distributed among the pupils and are scheduled, in effect, as an integral part of the educational program of the pupils. Those who are excused from class for this remunerative work are held strictly accountable for reporting to work at the specified hours and for giving satisfaction to the employer. So important are the meager earnings of the pupils from these jobs that the principal has actually taken the initiative in promoting such work opportunities and in making arrangements with prospective employers.

FOSTERING INTERRACIAL AMITY IN THE HERRON HILL JUNIOR HIGH
SCHOOL OF PITTSBURGH, PENNSYLVANIA

This school has had the task of solving difficult problems in interracial relationships, as well as the job of modifying its program to provide suitable experiences for an underprivileged student body of low average ability. Approximately 72 per cent of the pupils are Negroes; and at one time in the past conflict between whites and Negroes was a serious problem. Now the relationships between the two groups is characterized generally by friendliness, tolerance, and fair play. The school building itself is impressively located on the top of a hill in one of the poorest residential districts of the city. The building is comparatively new and provides modern facilities for both academic and shop courses.

The writer had an opportunity to talk with seven or eight of the fifty-four teachers. Judging from this sampling of the faculty, the teaching staff is remarkable in several ways. A large proportion of the teachers have apparently served in this district by choice for a long period of years, and they have taken the trouble to become intimately acquainted with the neighborhood environment and with the families of the pupils. All of the teachers who were met gave evidence of a cheerful and vigorous zest for their work and a sympathetic, yet realistic, understanding of the types of pupils which the school serves. In general, the atmosphere of the school impressed one as being happy, invigorating, and purposeful.

One of the school practices which, though not an uncommon one, appears to play an especially important part in this school in promoting good morale and in establishing fine human relationships, both among the pupils and between the pupils and the teachers, is the incorporation of the student activity program into the regular curriculum. An activity period three times a week is a part of the regular schedule of classes. One of the teachers, a lively and enthusiastic young man, spends full time on the organization and direction of the activity period. At present, more than

thirty activities (or clubs, as they are usually called) are functioning. The great variety of interests served is suggested by the names of the clubs. Examples are as follows: Reading, Motion Picture, Traffic, Foremen, Leaders, Girl Reserves, Swimming, String Orchestra, Dramatics, Costumes, Puppets, Stamps, Science, Craft, and Drafting. During the activity period the following two clubs were visited by the writer:

(1) *Girls' Mechanical Club*.—A group of fifteen to twenty girls, predominantly Negro, making simple objects (e.g., jewel boxes) of wood under the supervision of one of the several shop teachers. Considerable enthusiasm and wide grins exposing gleaming teeth accompanied awkward saw and hammer wielding.

(2) *Travel Club*.—A cheerful group of thirty or more, five-sixths Negro and practically all boys. A small Negro lad was solemnly and charmingly relating some tales his father, a veteran, had told him about the World War. The children had just seen some slides of France and Belgium during and following the war. The experiences of relatives and friends during the war made these countries seem more real and helped to dramatize the travel study. A large and colorful map was referred to frequently, with the boys vying for the honor of pointing out places of interest. During the free discussion, the teacher, who handled the group with rare skill, took advantage of opportunities to bring in references to recent map changes and present conflicts in Europe.

A visit was also made to a ninth grade social studies class. The pupil chairman, a Negro boy, took charge of the meeting which opens the class. The secretary read the minutes and various committee chairmen made reports on such topics as current events, athletic contests, and social events. Several pupil volunteers presented newspaper clippings which had interested them. Altogether, the class meeting was a creditable performance and was characterized by a surprising degree of dignity and the active participation of almost every pupil.

Another classroom visited was one which was being used by an able and experienced teacher who has charge of a special group (fifteen or sixteen) of orthogenic and problem girls. The teacher has these pupils (all Negroes) for all their general education training, and she is also the special counselor for these girls. For each pupil, the teacher has made a case study as a basis for diagnosis and the treatment of individual problems. She is not entirely satisfied with the results obtained in working with the girls; she believes that she had much better success with a group of boys of this type last year. However, after observing the girls and after hearing about the home conditions of several of them, the writer wondered how the teacher managed to keep the girls in school at all. Actually, the

attendance record of the girls for this year has been very good; whereas previously nearly every one of them had been a truancy case.

Almost all of the teachers are actively engaged in guidance. So effective is their work, according to the full-time counselor, that he is free to spend all of his time on testing and on a limited number of the more acute problem cases. According to statements received from the principal, Mr. Rheinhart, and several teachers, subject matter and method have been modified freely in all courses to meet the special needs of the pupils, an overwhelming majority of whom will never get beyond high-school graduation at best. What was seen in classes and discovered in conversation with teachers seemed to substantiate these claims.

GUIDANCE PRACTICES AND ABILITY GROUPING IN THE MAPLEWOOD NEW JERSEY JUNIOR HIGH SCHOOL

This junior high school (grades 7 through 9) has an enrollment of slightly more than nine hundred pupils. Most of the pupils come from upper middle-class families, but there are a number of children whose fathers are workers in the industrial plants in and around Maplewood. A small proportion of the pupils are from families which are on relief. The I.Q.'s of the pupils range roughly from 70 to 145, with a median of approximately 110.

The principal of this school, Ross O. Runnels, has a very interesting point of view with respect to secondary-school administration. The basic tenets of his philosophy apparently include these: (1) that the school should be, above everything else, a pleasant, happy place both for teachers and pupils; (2) that the school should be closely linked to the total life of the community, rather than an institution which tends to isolate teachers and pupils from the community life; and (3) that one of the principal functions of the chief administrator is to foster conditions of work and a school atmosphere which will give teachers a sense of freedom to experiment and to initiate and a sense of responsibility. Dr. Runnels, therefore, exercises great care in the selection of a new teacher; but once the selection is made, he "turns the teacher loose" to do the job as the teacher thinks best, with a minimum amount of formal supervision or direction from the principal.

Dr. Runnels has an interesting definition of guidance, the gist of which is that guidance consists of helping a young person to formulate objectives which are for him dynamic and reasonable (i.e., within the scope of his abilities and interests). It seemed to the writer that Dr. Runnels has been quite successful in imparting this viewpoint to his teachers. There are approximately thirty teachers in the school; and during the day, at lunch and in wandering around the building, the writer must have

talked with at least half of the teachers in the school about their attitudes toward guidance and their functions in the guidance program. Almost without exception, the teachers referred to individual pupils in whom they were interested from a counseling point of view. In many of these cases the problems of the pupils were discussed in terms of the need for helping them to find stimulating objectives within the range of their abilities and interests.

This is a school where the home-room teachers have been assigned several definite responsibilities. The home-room teachers, for example, are responsible for keeping up the cumulative record forms, even though the pupil folders are ordinarily kept in the central office. All of the data which are recorded on the cumulative records in the Junior High School are entered by the home-room teachers, except the intelligence test scores, which are recorded by the psychologist in the district's child guidance department. In several typical folders the following materials were found: a picture, a kindergarten report, a record of annual conferences for grades 7 through 9, and two forms which were cumulative from the first grade through the senior high school. These latter two forms provided summaries of tests and measurements and scholarship records on one form, and social and health history and personality comments on the other form. For students in the eighth grade the typical record includes five or six I.Q.'s (one of these an individually administered Binet) and the results of six or seven standardized achievement tests. Although the cumulative records were not perhaps as elaborate or as professional in appearance as some of the widely used standardized record forms, the data recorded on them appeared to be ample and decidedly useful for diagnosis and counseling.

Although the principal wants all teachers to be good counselors and assigns specific counseling functions to the home-room teachers, the school also has counseling specialists whose job it is to supplement the guidance activities of the classroom and home-room teachers. For each of the three grades there is a specially qualified teacher known as a guide, who spends approximately half time on guidance work. The seventh grade guide keeps in close touch with the elementary schools and has special responsibility for the orientation of the entering seventh graders. She gets a great deal of information about the children before they come to the Junior High School, and she keeps an eye on the potential problem cases throughout the year. Much of her work is carried on through the seventh grade home-room teachers, for whom she acts as a kind of leader or chairman. The ninth grade guide has as one of her special responsibilities the pre-high-school counseling of the ninth graders.⁸

⁸For comments concerning the high school to which these pupils are transferred, see pages 58-61.

One responsibility which is common to all of the guides is the placement or sectioning of pupils. Differentiation in terms of content and teaching method is made possible through classification of pupils into A, B, and C groups. Then there is further differentiation, chiefly in the ninth grade, on the basis of the elective subjects which are recommended for pupils of varying ability. In the assignments which are made to the A, B, and C groups the guides put the greatest weight on the factor of ability, as measured by I. Q.'s and achievement test results. However, there are other factors, such as social maturity, congeniality, age, and personality, which are also taken into account in arriving at decisions in individual cases. The classification of the pupils is always considered tentative, and changes to higher or lower groups are made whenever there is good evidence in favor of such action. It should be noted that the counseling and classification of pupils are carried on more in relation to future educational goals than in relation to highly specific vocational goals. It is believed that vocational opportunities or choices will be largely determined or at least partially circumscribed by the future educational experiences of the young people. It is felt that the junior high school has made marked progress in the accurate determination of the pupils' potentialities for success in the available types of educational training, but that the means are still lacking for making an equally sound appraisal at the junior high-school level of fitness for the confusingly large number of occupational alternatives which it might be necessary to consider. In other words, if the junior high school does a good job of differentiating pupils on the basis of present and future educational experiences and plans, the assumption is that it has done about all that can be accomplished at that level. Presumably, if the junior high school has done its job well, the high school (in a community where practically all the young people enter high school) can continue the educational differentiation and begin to point pupils, through the provision of a wide variety of offerings in both general and vocational education, toward more specific vocational goals.

It may be added that for cases requiring unusually skillful and expert handling, the school is free to call upon the services of the school district's child guidance department. This department, in addition to doing the intelligence testing for the entire South Orange-Maplewood school district, provides the services of a psychiatrist and two psychologists for school consultation and treatment of individual cases. The services of these experts are called upon for assistance in the training of the school's teachers and counselors, as well as for the individual counseling of pupils who are badly maladjusted.

DIFFERENTIAL TREATMENT OF PUPILS OF WIDELY VARYING ABILITY IN THE
HORACE MANN LOWER DIVISION HIGH SCHOOL OF SALT LAKE CITY, UTAH

Utah has had compulsory school attendance to age eighteen or graduation from high school since 1919. Consequently, the secondary schools of Salt Lake City have, for a period of twenty years, been forced to face the problem of adjusting the school program to the abilities and needs of all the youth of a large community, including those of very limited scholastic ability.⁴ The schools of Salt Lake City are organized on a 6-1-2-2 basis—i.e., six elementary grades, an articulating unit which normally requires one year, and lower and upper division high schools of two years each. The articulating unit is sometimes provided for in connection with an elementary school and sometimes in connection with a lower division high school. At the Horace Mann Lower Division High School, pupils come directly from elementary school and are placed in an articulating unit for a year or, in the case of some of the most retarded pupils, for a longer time.

In the articulating unit at this school, pupils normally have a program which includes English, social studies, natural science, mathematics, transportation (boys only), homemaking (girls only), physical education, and music (voice or instrumental). There is no arbitrarily set method of sectioning or grouping, but there are slow classes whenever they are required for retarded students, and special classes for pupils of exceedingly limited ability. The writer saw good work being done with a special class in English, and also with a boys' class in general shop where very simple, practical, manual skills were being developed. The programs of pupils in special classes are flexibly arranged; one pupil may be in special classes most of the time and another for only one or two periods a day, depending in each case on what benefits the pupil can gain from attending other classes. Special and retarded children are brought into contact with the other children as much as possible both in classrooms and in pupil activities to avoid feelings of segregation and inferiority. Most of the slow pupils are eventually passed along to the lower division high school, then on to the upper division, with individual counseling and special programs fitted to their needs all along the line.

In the first year of the lower division high school, elective courses are introduced. Programs are made out on the basis of thorough group study of alternatives and possibilities, supplemented by extensive individual counseling. The election of mathematics may mean either arithmetic or algebra, depending upon the pupil involved. Commercial courses and other semi-occupational or "tryout" courses, become available. A relatively

⁴For additional comments concerning Salt Lake City Schools, see pages 94-96.

small proportion of pupils in this school are headed for college; consequently, college requirements may be safely ignored in most cases as a vital factor in the selection of electives. On the other hand, the I.Q.'s of the pupils spread out over a large range; and the interests of the very able ones are not neglected in terms of the kinds of courses made available to them.

Content in the required courses of English and social studies is flexibly arranged. Within a single English class (thirty to thirty-five students) there were three sets of assignments or projects (called simply group one, two, and three) of varying degrees of difficulty. Thus a kind of ability grouping was made within the class. Teachers of English and social studies courses frequently introduce projects involving handicrafts, creative art, and other types of nonlinguistic activities to supplement the reading and writing. For slow readers especially, such projects, when related to reading materials which are chosen on the basis of the students' abilities and special interests, seem to be effective in motivating reading. In one English class, for example, the pupils were found working on a unit on basketball. Model basketball courts (complete with players, ball, and referee) had been cleverly constructed from pipe cleaners, clay, and various other materials. The pupils were reading all kinds of references related directly or indirectly to basketball, including stories which dramatized the good qualities associated with sportsmanship, team play, and so on.

Visual aids to learning, many of them student made, were found in almost every classroom. In one social science class there was a fine display of charts, pictures, and cartoons, to illustrate various projects; e.g., the child's relationship to the home, the government of the city. "The passage of a bill" through the legislature had been amusingly illustrated by a series of perhaps fifty cartoons. Each of these drawings had been worked out by a student committee and represented one step in the passage of a bill through Senate and House. The teacher of this class said that even her slowest pupils, after working on the committees and studying the cartoons, passed a fairly stiff objective test on this project.

The natural science teacher has one of the best amateur collections of fossils the writer has ever seen. It fills many large cases at one end of a large room. The teacher has also made a fine collection of bird and animal pictures and of specimens of bird and beast which she has mounted herself. All of these concrete objects are utilized extensively in the classroom teaching of natural science. The principal of the school, Miss Arbuckle, said that even the nonbookish pupils become enthusiastic about the natural science courses, and that discipline problems in the science classes (with forty or more pupils per class) are practically unknown.

In talking with the principal and approximately a dozen of the teachers, the writer was impressed time and time again by the evidences he found of keen awareness of the practical implications of individual differences in a secondary-school program and of sympathetic, yet realistic, attitudes toward the problems of the slow learners. Among both teachers and pupils the writer sensed a spirit of tolerance and friendliness—and a genuine kind of democratic attitude toward fellow beings—which enabled young people representing several races, many levels of ability, and various socioeconomic levels to live pleasantly and harmoniously together in the school community while partaking of rather widely differentiated educational experiences.

COUNSELING PROCEDURES AND CORE COURSES IN THE SOUTH PASADENA,
CALIFORNIA, JUNIOR HIGH SCHOOL

One of the interesting devices used in this school to achieve improved counseling, coördination of counseling services, and the sensitizing of teachers to the counseling point of view is called the counseling clinic. Any teacher, counselor, or administrative officer may "call a clinic" on any pupil who appears to be maladjusted in any way. The teachers of the pupil, the counselor, the assistant principal, and any others who may be directly concerned attend the clinic and bring to it whatever recorded data they possess, as well as their unrecorded knowledge of the young person. Such clinics have been held with increasing frequency and, seemingly, with beneficial results for both pupils and teachers.

The mental hygiene approach characterizes the guidance program, and much more attention is given to problems of social and emotional adjustment and of academic orientation than to problems of occupational purposes or adjustments. The viewpoint which seems to be held is that intensive vocational counseling and organized courses in occupations would not be of much value to these particular junior high school boys and girls. It should be noted, however, that the pupils in this school are a selected (i. e., high-ability) group. Practically all of them are expected to finish high school; and an exceptionally high proportion will eventually enter college.

Teachers of the core course, a combined English-social studies course, have a special responsibility for knowing and counseling individuals, because they have their pupils for double periods each day. Three English-social studies classes were visited. Brief comments on each of them are summarized as follows:

(1) *First Class*

The pupils were finishing up a unit on the citrus fruit industry. The

classroom situation was informal and natural, yet businesslike and orderly. Pupils moved around freely to consult references or the teacher. The writer talked with two pupils who did a good job of explaining their projects. He also looked over some of the written work dealing with the citrus fruit unit and found it to be of excellent quality. One girl interested in music had composed an original song. All of the pupils had done some drawing in connection with the unit.

The teacher of this class is one of the older members of the teaching staff, with many years of successful teaching behind her. She is a stickler for thorough work; yet, at the same time, her relationships with the pupils are friendly and informal. She seemed to know intimately the capacities and limitations of the young people, and to be able to vary her expectations of achievement in accordance with her knowledge of these individual differences. It appears to the writer that this teacher demonstrated in her practice that insistence upon high standards of achievement need not be incompatible with informality in the classroom or with variety and flexibility in teaching methods.

(2) *Second Class*

In this class the teacher was having individual conferences (stressing self-evaluation) on semester reports which had been prepared for presentation to parents. Meanwhile the pupils were carrying on various individual and group projects. Several of the boys were helping to install built-in pieces of furniture which had been designed and constructed by members of the class. Naturally, there was a great deal of noise and confusion, but everyone seemed to be busy and unperturbed by the racket.

(3) *Third Class*

The teacher of this class is a shop teacher who had asked to be allowed to teach one section of English-social studies. He appeared to be doing a remarkably good job. At any rate he has certainly displayed resourcefulness and ingenuity in arousing enthusiastic pupil interest in the study of the English grammar, usage, and composition. One of the devices employed was the preparation of a book by the pupils to dramatize and animate correct usage and grammar through a series of dialogues and graphic illustrations (i.e., wood block prints). This book, which was nearing completion, had been inspired by *Grammar Can Be Fun* by the author of *Ferdinand*.

The assistant principal of this school, Edwin C. Morgenroth, gave the writer a copy of a mimeographed student handbook entitled, "I Go to Junior High," which has been a very useful aid in the program of guidance. This handbook, written in a friendly and informal style which appeals

to the youngsters, explains the Constitution of the student body, the junior high-school courses of study, the school club program, and the sources of information concerning the kinds of questions that new pupils are likely to run up against. The club program, incidentally, includes all of the pupils; and periods for club meetings are scheduled just like any of the academic classes. At the beginning of the school year, each pupil enrolls in a club of his own choosing for a period of approximately nine weeks. At the end of each nine-week period changes in club membership are made. Most of the teachers in the school serve as sponsors for club activities in which they have special interests and for which they have special qualifications. The variety of interests served is indicated by the following sampling of the names of clubs: Automobile, Cartoon, Cartographers, Collectors, Crafts, Creative Art, Players, Puppets, Stage Crew, Fencing, Knitting, Choir, Garden, Modern Airplanes, Photography, Reading, Salesmanship, Sewing, Stamp Collectors, Telescope, Travel, Coins, and Weaving. It is felt that the club program has been unusually successful, not only in broadening student interests, encouraging worthwhile hobbies, and aiding in the social adjustment of many of the more timid youngsters, but also in fostering happy, friendly, and effective human relations between pupils and teachers.

OCCUPATIONAL CLASSES FOR PUPILS OF VERY LOW ABILITY IN THE NICHOLAS
JUNIOR HIGH SCHOOL OF MT. VERNON, NEW YORK

The school has an enrollment of approximately eight hundred and seventy pupils distributed throughout four grades (grades 7 through 10). The tenth grade is included in the Junior High School because the one Senior High School in Mount Vernon is too overcrowded to take care of all tenth graders. Approximately 65 to 70 per cent of the pupils are of Italian extraction. The parents of these young people are comparatively recent immigrants from Southern Italy. Most of these parents come from peasant stock; many of them are uneducated, even illiterate; the bulk of the fathers are on relief or engaged in unskilled labor jobs. Almost all of these Italian families may be classified as very poor. The children average low in scholastic ability. A large proportion have I.Q.'s below 90, and a number are as low as 50.

Mr. Townsend, the principal, and his staff have long been aware that the traditional academic curriculum does not meet the needs of a majority of the pupils in this school. A number of years ago, therefore, the academic curriculum was supplemented by curricula, designated as commercial and general, in which drastic modifications were made for the benefit of pupils of lower ability. After the full effects of the depression had been felt, it was found that further differentiation was necessary to take care of

certain of the boys and girls who were at the very bottom in terms of ability—roughly, a group ranging from 50 to 85 I.Q. Accordingly, in September, 1935, the school inaugurated a fourth curriculum, which was designated by the term occupational classes. Not all of the pupils in the lowest ability group, however, have been placed in these classes. Those who have made satisfactory progress and have a strong interest in the commercial or general curricula are permitted to remain in them. The first occupational classes were for boys only, but now there are classes for both boys and girls. At present, there are more than fifty pupils enrolled in the occupational classes. For pupils in this group a diploma is given at the end of the tenth grade, but the pupils are not entitled to enter high school.

The need for a special course of this kind and the objectives of the course are indicated in the following three paragraphs which are quoted from a mimeographed report prepared by the principal of the school:

The immediate need for such classes came out of the acute economic conditions which have been felt in this school district since the latter part of the year 1931. Previous to this time it was quite possible for our boys and girls, who were not especially interested in our conventional school work, to find jobs and to leave school. During the last few years, however, this has been impossible and in accordance with the State law, which has been consistently raising the compulsory school age, pupils have been required to remain in school often much against their will.

Many of the pupils of our school come from illiterate parents born in Southern Italy of the peasant class. Naturally their transmission of mental characteristics to their very large number of descendants, our pupils, sooner or later, has not always been all that could be desired. As a result, these pupils of border-line mentality have found it exceedingly difficult to learn from books and to do the formal school work. Time and again in their school history, they have faced failure. These unfortunate and handicapped individuals in their desire to gain satisfaction, when it is not forthcoming through achievement in academic performance, often choose to seek the lime light through behavior extraordinary. This, of course, becomes a serious administrative problem, and at times upsetting to the whole school. Unless these pupils are handled sympathetically and understandingly in school and are permitted to gain satisfaction and the joy of achievement in some legitimate way, they bid fair to become bitter, antagonistic, antisocial and perhaps delinquent, and criminal. Accordingly, our occupational classes were formed with a realization that there should be some legitimate place in school where some type of activity might be derived that would be within the ability of these pupils, and where they might succeed to such an extent that their self-confidence as far as school work was concerned might be at least partly restored, and the work which they did might be honestly praised and commended.

In our occupational classes approximately one half of school time is devoted to manual activities and approximately one half to modified courses in English, social science, Mathematics, and general science. The pupils are in no way segregated from the rest of the school (thus avoiding, it is hoped, an inferiority complex that might arise), but meet in their various home rooms and attend regular school choruses and gymnasium classes with other

pupils of their size and age. Occupational work is considered among the pupils just as such a course as the commercial course, general course, or academic course.

The work of the pupils in the occupational classes is, as has been indicated above, divided into shopwork and general education courses. For the boys, the shopwork gives elementary training in building maintenance and repair, painting, plumbing and electrical work, simple repair work with cement and plaster, work with wood and metal, automobile care and minor repairs, gardening, and so on. For the girls, training is given in personal service (clothing, food, laundry), in what is called coöperative school assistance (assisting in preparation of school lunches, etc.), in home furnishing and maintenance, in foods, laundering and cleaning, child care, home nursing, and health habits. The work in general education is drastically revised for pupils in the occupational classes. All of this work is handled by one instructor, who gives full time to the job. The instructor is given the greatest possible freedom in bringing anything into the general education program which will interest the pupils and stimulate them to do some thinking. In one of the classes visited, for example, the teacher was reading to a group of boys an article on Germany from the *Readers' Digest*. Although these boys would have been very unlikely to have read such an article of their own volition, they did become interested in the account and curious enough to ask several questions about it after the teacher had read it to them and explained in very simple language some of the facts and ideas which were presented.

In connection with the so-called shopwork, both the boys and girls are given an opportunity to earn pocket money. This is handled through what is called the personal service bureau. The boys can earn as much as a dollar or two a week taking care of the instructors' automobiles and making, for sale to the instructors, such articles as bookcases, metal trays, and clay products. The girls can earn approximately the same amount by providing for teachers of the school food service, clothing service, laundry and cleaning service, and home service. Townsend believes that the opportunity to earn pocket money has removed many of the temptations of truancy and juvenile delinquency. The problem of providing opportunities for pupils to earn a little spending money is also considered to be of major importance in the maintenance of good pupil morale.

In classifying pupils for the four curricula in the Junior High School, no rigid formula has been worked out. The data received from the elementary schools, extensive though they are, are not considered sufficient as a basis for classification when pupils enter the seventh grade. The seventh grade is therefore used as a sort of tryout year; and the pupils are studied by the home-room teachers and counselors and are tested for I.Q.,

subject-matter achievement (Stanford Achievement Tests), and reading ability. By the end of the seventh grade, or by the end of the first half of the eighth grade, it is believed that the pupils can be classified with a considerable degree of accuracy. Recommendations for courses are made by the home-room teachers and then reviewed by the school counselor. All of the data available for the pupil are considered in arriving at a judgment. In the last analysis, the pupil and his parents have the final choice, but it has been found in a vast majority of cases that the recommendations of the school are accepted after they have been carefully explained. The classification of the pupil is not necessarily permanent. Flexibility in administration makes possible the reclassification of the pupil at any time.

The counseling program relies strongly upon the effective functioning of the home room, which in this school is synonymous with a group guidance course. Since only twenty-four of the forty-two teachers in the school are used as home-room teachers, it is possible to exercise selectivity in choosing teachers for guidance work. A full class period (forty-five minutes) is given over to the home room. The home-room activities are carefully planned. The teachers are given a great deal of help and supervision by the full-time counselor. For example, as a specific aid to home-room teachers, the counselor prepares what are called guidance bulletins. These bulletins bear such titles as "Working Paper Information," "Student Council Election and Organization," "Guidance Bulletin on Clubs," and "The Art of Kindness." Pupils from all four of the curricula are lumped together in the home room. This heterogeneous grouping also applies in certain other school activities, such as music and physical education. The idea, of course, is to avoid social discrimination.

Home-room teachers have ready access to the cumulative records of the pupils; these teachers are, in fact, responsible for entering a good portion of the data on records. In examining the records the writer found many more entries of interview notes and anecdotal materials than are ordinarily found in secondary-school records. The home room is also important as a unit of student government. Care is taken that every pupil shall be an officer or a member of a committee. Group guidance, however, is not confined to the home room, and there are eleven other types of activities which are considered to be a part of the group guidance program. The total guidance program is organized to provide all of the following types of guidance: health, physical and mental, educational, ethical, social, and vocational.

The visiting teacher, or home visitor for the school, is a young man who speaks the Italian language and is therefore able to deal effectively with the parents of many of the problem cases. The home visitor and the

counselor maintain close relationships with all of the social service agencies in Mount Vernon. As for placement, the counselor and teachers manage to get a few jobs for leaving students, but most of the job seekers are referred to the central school placement office, which is maintained by the school system of Mount Vernon for junior and senior high-school pupils. Some of the boys from the occupational classes have been placed as handy men and car washers in garages and in similar types of unskilled and semiskilled jobs.

The general shopwork for the boys and girls in the occupations classes was found to be severely handicapped by lack of equipment and facilities. This is not surprising in view of the fact that the school was given a very small sum of money originally to equip the general shop for boys. Very little money has been made available to augment the equipment since the opening of the shop in 1935. Nevertheless, the teachers of both boys' and girls' shop courses are making a courageous effort to provide instructive and interesting activities; and they have displayed a considerable amount of ingenuity in making the most of their limited facilities.

Another class of special interest to the writer was the personality class which was being taught by the teacher of home economics. In this class the low-ability girls were getting useful information concerning manners, dress, make-up, and so on. The teacher said that she also spends a good portion of the time on matters of boy-girl relationships, sex hygiene, and family relationships. She seemed to have established a very fine relationship with the young people in the group, all of whom appeared to be alert and responsive during the class discussion.

VOCATIONAL HOME ECONOMICS AND COEDUCATIONAL SHOP COURSES IN THE WILSON JUNIOR HIGH SCHOOL OF MUNCIE, INDIANA

This school offers several interesting illustrations of what can be done to make adaptations to the advantage of pupils of varying degrees of academic ability within a curriculum which appears on paper to be more or less conventional in nature.

The boys and girls of this school (grades 7 through 9) come, for the most part, from lower middle-class and lower-class homes. The requirements which are specified for the seventh and eighth grades are more or less traditional junior high-school requirements, although considerable differentiation of individual programs is made possible in the ninth grade where three electives may be chosen from half a dozen of more courses. Even in the seventh and eighth grades, however, consideration of the needs of individual pupils has been made possible to a surprising extent

by the flexibility in teaching procedures which has been developed in a faculty that has become keenly and sympathetically alert to individual differences of pupils in ability, interests, and educational and vocational goals. Several of the practices which have been rather recently developed in this school situation will be described below.

(1) *A recently organized course of training for girls which is called vocational home economics*

In the front part of the school building there is a suite of rooms which is referred to as the apartment. In it there are kitchen, dining room, and living room, all of them furnished in a style suitable for a good middle-class home. These facilities are used for the training of girls for domestic, hotel, and restaurant service. Pupils in this course may be girls who have dropped out of high school, overage junior high-school pupils, or even high-school graduates. Apparently, the course has met with great success and many job placements have resulted. The writer had an excellent lunch which was prepared and served in the dining room by the girls then in training. The living room of the apartment, during the latter part of the afternoon, has been made available to the regular junior high-school pupils for use as a homelike lounge and center for informal social activities.

(2) *Coeducational shop and home economics courses*

The principal of the school, John V. Maier, believes in having boys and girls share together all of the educational activities of the school. Consequently, in all courses—with the exception of physical education and perhaps two or three ninth grade courses—one may find mixed groups of boys and girls. The writer saw one class of boys and girls in the print shop which appeared to be functioning very smoothly. The teacher of this shop class seemed to be keenly aware of the individual traits of his pupils and to be utilizing his knowledge in the pairing of pupils on projects and in the assignment of jobs. For example, one pair of pupils, a boy and a girl, who were obviously subnormal in intelligence were put to work on a very routine proof press job which they could handle satisfactorily; and then they were praised generously for their conscientious efforts.

The writer also saw a mixed group in home economics in which the boys were as enthusiastic as the girls about cooking and home management activities. All seventh and eighth grade pupils, girls and boys alike, are in both home economics and shop courses (printing, wood, and metalcraft).

(3) *After-school recreational program for pupils, teachers, and others*

Certain school areas, and especially the gymnasium, are kept open until eight o'clock in the evening. From immediately after the close of school

at three-forty in the afternoon until dinner time a program of social and recreational activities is provided for pupils and teachers. This arrangement is a great boon both to pupils and parents because the recreational facilities of the neighborhood are very inadequate. The gymnasium floor is used not only for dancing, but also for roller skating—a triumph of no small proportions in Indiana where a basketball court is the holy of holies. For skating the school provides standard rink skates. All teachers are expected to participate frequently in these social affairs, to dance and skate with the pupils, and to get to know the young people intimately in an informal and definitely nonacademic situation. Without question, this program has been tremendously effective in establishing the friendly feeling of fellowship which permeates the school.

In the early evening, the gymnasium is available to adult groups. Weekly schedules are made out to avoid conflicts in use for various purposes. The principal says that through this arrangement the school and community have been brought closer together to the benefit of both.

(4) *Experimentation with double-period classes (English and social studies) under one teacher*

One such class was visited. The regular teacher was not present, but a student-teacher from Ball State Teachers College was in charge. The pupils were discussing various kinds of safety precautions which they thought should be considered in a unit on safety. Although the inexperienced student-teacher was subjected to considerable tension by the unannounced visit of a stranger, she did very well in handling a lively class discussion.

The principal said that he was pleased with the results of the experiment with double-period classes. He feels that the possibilities for sound integration of subject matter are beginning to be realized. Because the teacher of a double-period class has fewer different pupils to deal with, she has a chance to know her pupils intimately and to function more effectively as a counselor.

For guidance purposes, the school uses both home-room teachers and part-time counselors. The home-room period and the first class are combined and are scheduled for one hour and five minutes. (The regular class period is fifty-six minutes in length). When necessary for group guidance purposes, the home-room teacher may utilize a part of the first class period.

THE SECTIONING AND COUNSELING OF PUPILS IN THE WESTPORT JUNIOR
HIGH SCHOOL OF KANSAS CITY, MISSOURI

In Kansas City ability grouping is practiced in junior and senior high school for all classes in which enrollments are sufficiently large to make

this procedure practicable. It is customary to assign a code number for each pupil, determined primarily by scholarship records and grade percentiles on tests of academic ability, "to assist the teacher in checking the pupil's present achievement in his class against available information which the school has about that pupil's possibilities." Teachers are cautioned against allowing the code number to determine grades; and the objective which is stressed is that of encouraging pupils to use their abilities fully and effectively. Pupils are classified into three—and occasionally more than three—ability levels. The groups are designated as A, B, and C, with the C group including pupils of the lowest scholastic ability. Differentiation of content and teaching method for the three ability levels is encouraged by the school administration, but each school is given freedom and responsibility for working out its own problems of adaptation. Some of the schools have been giving serious attention to the problem of adapting content and method to the lower (B and C) groups. The Westport Junior High School is one of them.

In this school, for example, the writer visited the class of one teacher who had a C group in both English and social studies. This teacher does not rely upon a single textbook, but works out her own special projects for her courses. Reading references for the C group pupils are chosen from a variety of sources and are carefully selected in terms of the abilities, needs, and interests of the pupils. The amount of reading required is also restricted in accordance with the limitations of these slow learners; and the work in reading is liberally supplemented by other types of learning experiences, e.g., class discussion, visual aids, field trips, and so on. It appeared to the writer that the pupils in these two C groups were responding favorably and energetically to the experiences provided in these modified courses.

A form of report to parents which is in use at this school is worth noting. This report is prepared by classroom teachers and sent to the parents of pupils who are doing unsatisfactory work in the light of their tested abilities. No grades are given in these reports, but the teachers are expected to describe the specific causes of failure and to outline constructive suggestions for improvement. The parents in turn are asked to record their comments and reactions before signing and returning the reports to school. The parent comments have frequently supplied valuable counseling data and have resulted in many parent-teacher and parent-counselor conferences. A valuable by-product of this procedure has been the acquisition of new insight and increased appreciation of the pupil personnel viewpoint on the part of the teaching staff.

Before pupils actually transfer from elementary schools to the junior high school, one of the counselors prepares, with the help of the lower

schools, a preliminary enrollment card. She also holds conferences with principals, counselors, and teachers of the elementary schools and makes notes concerning special factors (e.g., physical disabilities, home conditions, and unusual aptitudes) which may be important to consider in the placement and adjustment of pupils at the time of transfer. From these notes, the counselor dictates memoranda for the junior high-school teachers, so that even on the first day of classes the teachers are aware of special problems and significant individual traits among their new students. This plan, aside from facilitating pupil adjustment, has also helped the teachers to become more efficient counselors. Still another interesting guidance device which has been found useful both to pupils and their parents is the subject guidance chart. These charts have been prepared for several subject fields by committees of teachers from several schools under the direction of Elizabeth Wilson who supervises junior and senior high-school counseling. They present in simple, graphic form the content of subjects and the specific outcomes, in terms of both vocational and cultural implications, of the mastery of these subjects.

IN-SERVICE TRAINING OF TEACHERS FOR GUIDANCE WORK IN THE MT.
VERNON JUNIOR HIGH SCHOOL OF LOS ANGELES, CALIFORNIA

During a visit to this school the writer observed an unusual and apparently effective procedure for assisting teachers to improve their understanding of the dynamics of adolescent psychology and their knowledge of sound techniques for individualizing their instruction, for use in their counseling of young people.

The procedure which is used to accomplish these objectives is to bring groups of teachers together one class period per week during an interval of six or more weeks for the reading and discussion of one or more case studies. The person in charge of these conferences is Elizabeth Woods, supervisor of educational research and guidance for the schools of Los Angeles. On the day of the writer's visit to Mt. Vernon Junior High School, Dr. Woods was spending the entire day at that school. During each of the class periods throughout the day she met with a small group of teachers.

At one of these conferences which was attended by the writer the participants included the principal of the school, one counselor, a shop teacher, and three teachers of academic subjects. This group had previously completed the reading and discussion of a case study which Miss Woods had obtained from the Study of Adolescents of the Progressive Education Association. At this session attention was given to the case of a pupil in Mount Vernon Junior High School which had been prepared by

one of the participating teachers. Following the presentation of the case materials, a discussion was begun of the causes of the difficulties experienced by the pupil and the remedial steps which might safely be attempted by the teachers and counselors of the school. This discussion clearly revealed, in the opinion of the writer, that the participants had acquired surprisingly keen insight and understanding as a result of their previous conferences and discussions. Later in the day, the writer thought that he could trace some observable results of this teacher growth in what went on in classrooms, shops, laboratories, and offices of the school.

There should be added the statement that this type of conference procedure which was observed at Mt. Vernon Junior High School is being duplicated under Miss Wood's leadership in a number of other Los Angeles secondary schools. Although all of the conferences are conducted on a purely voluntary attendance basis and require the teacher to make a sacrifice of time which is ordinarily available for her own use, a very large percentage of the teachers have responded eagerly to the opportunity to participate in all of the schools where the conferences have been held. The writer concluded, on the basis of what he learned, both through observation in the conferences and in conversation with a number of teachers, that skillful leadership of discussion, the utilization of excellent and comprehensive case materials, and Miss Woods' cordial and democratic relationship with the teachers and administrators of the schools have been important factors in making these conferences stimulating to teachers and productive in terms of teacher growth as reflected in improved counseling and instructional techniques.

OCCUPATIONAL GUIDANCE AND TRAINING IN THE OYLER AND WASHINGTON JUNIOR HIGH SCHOOLS OF CINCINNATI, OHIO

The writer spent part of a school day with the counselor who works with the eighth and ninth grade students in these two schools. At Oyler Junior High School a visit was made to an eighth grade class in occupations. The teaching unit on occupations is a part of the social studies course which the vocational counselor takes over for a total of ten to twelve class periods. The class was composed of approximately thirty pupils—a dull-normal group with an average I.Q. of about ninety.

The topic of discussion for this class meeting was planning the next step in educational training. The counselor started the meeting by explaining very clearly and fully the educational choices which were open to the young people at the end of the eighth grade. She reviewed the various offerings of the vocational schools of Cincinnati and also the several curricula of the academic high schools. Members of the class, when questioned, responded well and gave evidence of being well informed concerning their

possible choices, the requirements of the compulsory attendance law, and related matters.

The counselor then used a very effective technique for getting the young people to think about the various factors which should be considered in making educational and vocational choices. The technique was to give brief, understandable, and interesting case studies. After describing a hypothetical case and giving all the pertinent facts, the counselor would call upon members of the class to give their judgments as to what a good decision would be in such a case. At least two thirds of the young people in the class participated actively in the ensuing discussion. The pupils were apparently learning to think realistically about their future educational plans.

The personnel records which were examined were quite complete. In the counselor's office there was also available a great quantity of materials on occupations appropriate for use with junior high-school pupils. These materials included comprehensive and useful data⁸ (compiled by school counselors under the direction of Mary P. Corre, director of the Division of Occupational Research and Counseling) concerning a large number of unskilled and semiskilled occupations in Cincinnati which are open to youths who have not had college training or preparation for skilled trades.

At Washington Junior High School, the writer was particularly interested in special classes which had been organized for retarded and dull-normal pupils who, upon completion of the elementary grades, do not seem to fit in either the academic junior and senior high schools or the vocational schools. One of the special courses provides shop training for boys. Emphasis is put upon training for semiskilled work, such as mass production operations which are rather common in various types of factories. The so-called academic courses, which take up about one half of the school day, are quite drastically modified to meet the needs, interests, and abilities of this special group of pupils. A similar type of course in home economics has been worked out for a group of girls. Pupils for these courses are sent to the Washington Junior High School from all parts of the city. These courses appear to be carefully planned; and they seem to be meeting the needs of the pupils enrolled much more satisfactorily than would the ordinary junior high-school curriculum or the type of vocational school work which is confined to preparation for skilled trades.

The counselor with whom the writer visited the Washington Junior High School serves the pupils in the special classes, as well as the regular eighth and ninth graders in this school. She finds that it is very difficult to interest the special pupils in a study of occupations, particularly the types of

⁸For more detailed description of these data, see page 85.

occupations for which they will actually be qualified at the end of their present school training. She is, however, continuing to experiment with new methods of presenting information which is pertinent and applicable in the experience of these pupils.

CHAPTER V

Visits to Senior High Schools

THE DESCRIPTIONS of the guidance and curriculum practices which are primarily related to senior high-school programs will be divided into two chapters. The present chapter contains, for the most part, comments which are specifically related to the programs of a number of individual high schools. In the next chapter descriptions will be given of procedures and policies which apply, by and large, to the programs of school systems and of entire communities, although in Chapter VI, also, frequent references will be made to particular schools and their practices.

In presenting the following comments on senior high schools, the writer again calls attention to the statement at the beginning of Chapter IV which explains the primary objectives of his visits to secondary schools.

SERVING A SCHOOL CONSTITUENCY OF MANY NATIONALITIES LINCOLN HIGH SCHOOL, LOS ANGELES, CALIFORNIA

Lincoln High School is a very large school which serves a lower-class district peopled by an amazing mixture of races and nationalities. In general, the pupils are socially and economically underprivileged, and a large proportion of them can be classified as below average in intellectual ability. A rather high percentage of the pupils are Mexican and Japanese; the school population includes thirty-seven different nationalities in all. The school has, through steady effort over a period of perhaps twenty years, built a program which is remarkably well adjusted to the widely varying needs and aptitudes of this heterogeneous student body. Ethel Percy Andrus, the able and energetic principal, told the writer the fascinating and dramatic story of the school's early struggles to win the confidence and respect of its unusual constituency, to eliminate the racial conflicts which at one time were continually creating serious crises in school and community, and to reach out into the community, through revised school practices and the effects of the school program, to foster the growth of tolerance, coöperation, and community pride in the school. The courageous and devoted efforts of the administrators and teachers of the school have been bountifully rewarded in this writer's opinion, as well as in the opinion of several other visitors to the school with whom he has compared notes. Now the school has established close and harmonious relationships with the people, churches, and social agencies in the community; it has created an unusually vigorous and effective student government; and it has built up a comprehensive curriculum program which is intelligently planned, especially for the great majority (approximately ninety-five per cent) of the pupils for

whom high-school training will be terminal. The school also has a magnificent new building (perhaps one should say a series of buildings) which has been designed to provide the facilities necessary for achieving the objectives that are unique to this particular school. The comments which follow will, it is hoped, substantiate in part the foregoing generalizations.

The heart of the academic or general education program is a course in social living which runs straight through the high-school years and is required of all pupils. Pupils are grouped on the basis of I.Q.'s, backgrounds, interests, and educational and vocational objectives. The work done by different social-living groups is varied in accordance with analyses of the special needs and of the aptitudes of pupils in these groups. A common and all-important objective in all of the social-living work is learning to get along successfully and happily with one's fellows in school, at home, and in the adult community.

A great deal of attention is given to the problem of occupational adjustment. Special courses are provided to prepare pupils for jobs in kinds of occupations which may possibly be open to them after high-school graduation. For example, the writer saw a group of boys who were learning upholstery. Another group of pupils was found learning the simpler processes and skills which are related to the ceramics industry. A group of retarded girls were spending much of their school days studying cooking, sewing, and allied domestic arts. There are other vocational courses which aim to prepare pupils for specified semiskilled jobs; but in all of the vocational training a conscious effort is made to develop good work habits and attitudes and basic skills which can become assets to youth in a variety of semiskilled or unskilled occupations.

The student government functions with extraordinary effectiveness, especially considering the multiplicity of races in the student body and the diversified backgrounds of the young people. The writer had several opportunities to see student government in action. He met with the student council in a session where newly elected members were being given advice and a resume of their responsibilities and duties by the retiring members. Intelligent talk, vigorous discussion, and pertinent questions filled the air from start to finish. The meeting was, on the whole, superior to most similar meetings of college students which the writer has attended. The president of the council was a Mexican boy, and almost all the council members had different racial backgrounds. The writer also witnessed an assembly program which was being conducted entirely by pupils. The purpose of the assembly was to give recognition to a number of groups and individuals for various kinds of achievement, including good citizenship and community service. The meeting began with a very impressive

ritual, in the form of a choral pledge, which has been introduced to symbolize the democratic spirit and ideals of good citizenship in the school. The pupils who directed the program did a remarkably good job.

The health program in Lincoln High School is very comprehensive in scope. Well-equipped rooms have been provided for the school physician and nurse. There is a health coordinator whose responsibility it is to coordinate the health program with the other pupil personnel services. Every pupil is examined thoroughly once a year, and this general examination is supplemented by special services and examinations throughout the year, e.g., eyes, ears, tuberculin tests, and free vaccinations. One responsibility of the persons in charge of the health program is to help teachers to become alert and skillful in observing evidences of illness and physical disability. A visual-aid room, equipped for movies and slides, is being extensively used in the program of health education, as well as for other purposes.

The principal of the school has always been profoundly interested in problems of school-community relationships. She has recently been giving serious thought to problems growing out of the circumstance that many of the parents of pupils have come to this country from the totalitarian nations. Because of conflicts which have frequently arisen between pupils, trained in the democratic way of life, and parents, still uninitiated in the ways of democracy and often exposed to propaganda from the old country, the school is providing an evening course for parents. The content of this course roughly parallels that of the twelfth grade social studies course. By means of this adult course the school hopes to foster the growth of democratic ideals and practices throughout the entire community, a school function which is considered to be especially vital in a community where the proportion of foreign-born and unassimilated elements is very large.

Another immediate problem which is being given continuous study is the revision of the curriculum to meet the needs of some of the most retarded pupils who now leave school when they reach the age of sixteen. Although this problem has not yet been entirely solved, the writer found many evidences of progress in the provisions which are made for individualized instruction, flexibility in program planning, and realistic counseling of pupils in terms of their individual problems of academic, social, and occupational adjustment.

CRITERIA FOR COUNSELING AND SECTIONING

COLUMBIA SENIOR HIGH SCHOOL, SOUTH ORANGE, NEW JERSEY

The Columbia High School serves both South Orange and Maplewood (which form the combined South Orange-Maplewood School District)

and draws its pupils from two junior high schools, one of which is the Maplewood Junior High School that was described on pages 37-39.

Most of the pupils in the school are from upper middle-class families. Fifty per cent of the graduates go to college, and another 20 per cent go to commercial, technical, secretarial, and other posthigh-school institutions offering advanced specialized training. Of the 30 per cent who do not continue formal education beyond high school, a large proportion seek employment; and a high percentage of this group are said to be successful in finding jobs. This is not, of course, a typical high-school situation in terms of the make-up of the student body or of the occupational adjustment factors. Nevertheless, this school has modified its program and requirements for the lower ability pupils and has inaugurated a number of school practices which make possible considerable differentiation of educational experiences for young people who possess different kinds and amounts of ability.

Differentiated curriculum experiences are provided in two ways: (1) through a very flexible plan of programming—the only requirements for graduation being four years of English and one of United States History; and (2) through the sectioning of pupils for all academic courses into three or four ability groupings. Each pupil's program is a "hand-tailored" one which is worked out by the counselor and the pupil. Frequently the parent is also brought into conference. There are a considerable number of nonacademic and vocational courses from which to choose in the planning of a pupil's program. The data from the elementary and junior high school (described in the account of the Maplewood Junior High School), plus additional data obtained by the senior high school, are utilized by the counselor in advising the pupil.

The sectioning of pupils in various courses is done by the class guides (counselors). Assignments are made, not by any mathematical formula, but rather as the result of the best possible subjective judgment, after consideration of the following nine factors which have been listed by Curtis Threlkeld, principal of the school:

1. Intelligence quotient.
2. Recommended classification submitted by the teacher in a particular subject field.
3. Pupil's achievement in the particular subject field as reflected by the marks he has earned in that field.
4. The future plans of the pupil. For instance, if a pupil is determined to apply for admission to a college of high order and his record and ability may not justify his placement, yet he will be kept in A and B sections until he either demonstrates his ability to do that kind of work or finds that he will have to make a substitute choice.

5. Special interests of a pupil as they are reflected in his work in a particular subject field.

6. Handicaps or disabilities, such as deafness, reading defects, defective vision, and the like.

7. Personality factors, such as response to competition, reaction to pressure, emotional maturity and stability, reaction to failure or success, purposiveness or the will to do, degree of determination, etc.

8. Health.

9. Pupil load, involving the number of subjects a pupil may be carrying, his sectioning in other groups, home responsibilities, employment outside the school, etc.

By considering all course placements subject to change and by maintaining flexibility in the process of transferring pupils who have been wrongly placed, provisions have been made to guard against the dangers of rigid classification.

The writer visited several of the D (lowest) sections in academic subjects. In a biology class he found a D group of tenth graders working in the laboratory. The pupils seemed to be interested and well motivated; and the teacher was on excellent terms with the pupils, was tolerant of their shortcomings, was quick to encourage and to praise conscientious effort. In a D section of mathematics for eleventh graders the pupils were studying general mathematics with emphasis upon application in the affairs of everyday life in ordinary business transactions.

In some of the lower sections in English, movie and radio materials were being utilized for instructional purposes. Much attention is also being given to oral English in classroom work. One of the English teachers said that he was exploring new types of reading materials to use with the lower sections. He added that his experience indicated that the slow groups did not get much from the reading of such commonly prescribed books as *Silas Marner* and *Ivanhoe* unless they were read aloud in class and interpreted to the pupils by the teacher.

The counseling staff at Columbia High School is large in comparison to what one finds in most schools of comparable size. There are five counselors now, and it is expected that a sixth will be added eventually in order to have two counselors for each of the three grades. In addition to individual counseling, the counselors assist the home-room teachers in the planning of group guidance projects. The counselors also plan and administer an ambitious program of occupational orientation, carried on outside the regular curriculum but set up as an integral part of the all-inclusive guidance service. The written report of the program which had been arranged for the eleventh and twelfth graders gave evidence of a plan that had been well conceived and carefully organized. A serious

attempt to evaluate this program had been made by means of questionnaires filled out both by pupils and teachers and by means of the application of several objective criteria in the study of purposeful activities which pupils voluntarily undertook as the result of the occupational orientation program.

A COURSE IN HUMAN RELATIONS
PHOENIX (ARIZONA) HIGH SCHOOL

In this school the writer found a course that has the objective of helping adolescents to develop understanding and skill in human relations and to objectify and solve the many problems which young people encounter as they approach the critical period of transition from adolescence to adulthood. This course, an elective for Juniors and Seniors, is called social living. It was being offered for the third year. The teacher is a mature woman who was head of the home economics department of a large university some years ago before her marriage. Now that her children have grown up she is employing her wide experience and great talents in teaching. A part of her time is spent in offering to adult groups, composed chiefly of housewives, informal courses dealing with practical problems of home and family life. The high school has been fortunate in obtaining her services on a half-time basis for teaching boys and girls.

The social-living course now has three sections, two for girls only, and one for boys and girls. The coeducational class is being tried out for the first time this year; it was inaugurated at the demand of boys who had heard about the course from their friends among the girls. The writer visited the mixed class and was very keenly impressed by what he saw and heard. The course content for the work of the semester in this class (as in all of the other social-living classes) is largely the result of pupil thinking and planning. The outline of topics for the semester which had been agreed upon by the pupils contained the following major headings: the meaning of human relations, getting along with other people; improving personality; boy-girl interests; social customs and etiquette; making marriage a success; and a general category which included such problems as how to make a satisfactory home adjustment; how to make good in the business world; living up to what the community expects of you; and how to become cultured.

Although the class was comparatively large (forty-three pupils), every one of the pupils was drawn into the exceedingly lively and stimulating class discussion. Six or eight pupils presented anecdotes and concrete life situations which served to illustrate in a meaningful way problems of human relations within the family. These situations were then discussed and debated with great vigor and refreshing frankness. Although the class

had met only two times previously, it was clearly apparent that the teacher had already completely won the confidence of the students. It was evident that a very important factor in the success of this class was the ability of the teacher to demonstrate in her own behavior the valuable art of establishing good human relations. As the result of the helpful and challenging class discussion, many pupils in this course voluntarily seek the help of the teacher on individual problems. Two or three such cases have cropped up already in this particular class since the beginning of the semester. Even in the short space of one class period, the writer was able to observe significant evidence of individual problems and clues as to their causes in the case of five or six of the pupils.

Toward the end of the class period the pupils and teacher together worked out an assignment for the next class meeting. Certain pupils were asked to present to the group actual incidents and life situations which would illustrate certain aspects of human relations. The following topics (which were copied practically verbatim from the blackboard) will serve to indicate the kinds of problems the pupils suggested: helping people to improve through encouragement rather than through punishment; giving people the benefit of the doubt; tolerance, the consideration of others; improving relationships by willingness to listen to explanations; making clear agreements as a basis of improving relations at home; understanding that people are all different. After the class the writer talked with several pupils who spoke with great enthusiasm about the courses and the teacher. Then there followed a one-hour conference with the teacher. During this conference the writer learned that not much information about this course is available in written form, but he did get two mimeographed stenographic reports of discussions held by pupils. These reports had been prepared at the request of the pupils. The pupils felt that by showing the reports to their parents they could get them to understand more clearly the adolescent point of view. A significant outgrowth of this pupil-sponsored project was a series of panel discussions in which both pupils and parents participated. The writer was fortunate enough to obtain copies of the stenographic reports on two such pupil-parent conferences. The contents of these reports give additional evidence that the objectives of the social-living course are being achieved in very large measure.

THE CLINICAL APPROACH IN COUNSELING
CENTRAL HIGH SCHOOL, ST. PAUL, MINNESOTA

Central High School has an enrollment of slightly more than two thousand pupils who are spread over a wide range in terms of ability, home background, financial status, and educational and vocational objectives. In

accordance with a revised statement of the school's philosophy which has been set down on paper, the teachers and administrators are endeavoring to implement a policy of differentiated training for the various types of pupils enrolled. The tentative grouping of pupils into three major categories which has been made is somewhat as follows: (1) those who can hope to enter and succeed in college (estimated to be less than 50 per cent); (2) those who are interested and can succeed in the commercial course (a relatively small percentage); and (3) all other pupils (estimated as at least one half of the pupils) for whom high school will probably be a terminal course.

The third group of pupils is put into a general course which provides a rather wide variety of electives and includes modified courses in some academic subjects. The requirements for graduation in the general course are twenty-four senior high-school credits, of which ten may be selected from the nonacademic group. There are fourteen subjects classified as nonacademic from which the pupils may choose. A pupil of low ability, whose achievement is below the standard required for college recommendation, but who makes a conscientious effort in his school work, is given a P grade (passing without college recommendation). Those who are given P grades are not disqualified from receiving a high-school diploma. Since the new program for the lower ability pupils went into effect, the "dropouts" due to failure and discouragement have been reduced from 43.7 per cent to 26.8 per cent of the number of pupils entering the tenth grade.

In order to have available the most comprehensive and reliable data possible for the sectioning of pupils and the counseling of individuals with respect to educational and vocational goals, Central High School has built up an unusually comprehensive testing service. The testing is carried on under the auspices of the guidance department which has one very large room and two or three smaller ones in the basement of the school building. Although the guidance department administers a number of group tests for various purposes, the most important part of the test service is the testing of individual pupils for specific purposes. An individually prescribed battery of tests, in other words, is administered whenever particular kinds of information are needed to help a pupil make important decisions concerning his educational experience or vocational plans. In the emphasis placed upon this kind of testing procedure, the school has been strongly influenced by the Testing Bureau of the University of Minnesota and its clinical approach in the testing and counseling of pupils. Several of the University of Minnesota counseling and testing experts have, in fact, served as expert consultants to the high school.

A full-time head counselor directs the guidance department. He supervises all of the testing work and is responsible for the scientific interpretation of test data. The director of guidance is assisted by several part-time counselors, selected from the teaching staff, who work individually with pupils assigned to them. These part-time counselors are given intensive in-service training for their work. One of the aids in the training of counselors is a loose-leaf manual which is expanded from time to time. When the writer saw this manual, it contained fifty-eight mimeographed pages of data and instructions concerning various aspects of counseling. The materials in the manual included instructions on counseling techniques, data on the interpretation of test results, reports of studies in the prediction of success in various courses, and suggestions for the counseling of pupils concerning education beyond high school. In the writer's judgment, this counselor's manual is an exceedingly valuable and useful guidance instrument.

The individual diagnoses of skills, interests, special aptitudes, and the interviews based upon careful analysis of test results and school histories are done very well indeed in the guidance department. The writer did get the feeling that perhaps not quite enough attention was being given to matters of social adjustment and mental health or to the possible advantages of utilizing group guidance for some purposes. However, it cannot be said that the guidance department is a thing apart, completely divorced from the curriculum and the classroom teaching. Through numerous service studies and frequent informal conferences between counselors and teachers, the guidance department is increasingly relating its activities to the other aspects of the educational program; and as a consequence, it is exerting a growing and desirable influence upon the curriculum and upon teacher attitudes toward the problems of individual pupils.

One of the comparatively recent outgrowths of the revised philosophy of the school is a placement and employer contact service. The development of this service has been entrusted to one of the science teachers, an able, genial, and vigorous man, who is very popular with the pupils and very well qualified to deal successfully with employers in the community. This man is now spending a good part of his time on placement work. As the placement officer has become better acquainted with employers, he has had growing success in the placement of pupils. Now he is planning to devote most of the summer vacation to solidifying school-employer relations. His work in the field is also giving the school a great deal of information which will be valuable in curriculum planning. For example, the discovery was made that there is a strong trend on the part of a number of employers to prefer male stenographers and secretaries. Accordingly,

next year a number of qualified boys will be encouraged to enter the commercial course for secretarial training.

Visits were made to two modified English classes which are especially designed for low ability pupils. One of these, a class for 11-A students, was being superbly taught by a teacher who is a very cultured, charming, and witty person. This teacher had for years taught only college preparatory pupils; she is still the special advisor for the most brilliant group of pupils in the school. Nevertheless, she has become very much interested in the modified work for the slow learners, because she sees that real creative imagination and effort are called for in developing a stimulating and worth-while English course which will meet their needs. In addition, she has found that these pupils are very appreciative, likeable, and fun to work with when the teacher gives them half a chance.

In the class which was visited, the pupils were trying out a new method of making book reports. The pupils were paired, and then each one of a pair took turns in questioning the other concerning the book to be reported on. This procedure worked very well and afforded a natural situation for practice in correct oral English usage. The teacher made abundant use of encouragement and praise. For every pupil she tried to discover some kind of skill or ability in which the pupil excelled. One boy whose intellectual deficiencies were made apparent during the oral work was asked to write the title of his book on the board. This gave the pupil an opportunity to show off his handwriting, which was very neat and legible, to the class and the visitor.

In a 12-A class in modified English, the writer observed another interesting technique for encouraging pupils to improve their speaking ability. In the front of the room there was a radio microphone which had been hooked up with a loud speaker. The pupils participated enthusiastically in a program of informal and unrehearsed broadcasts. It was obvious that the opportunity of speaking into a microphone and of hearing their voices come through the loud speaker served to arouse keen interest among the pupils and to motivate them strongly in their efforts to use good diction and grammar.

A few words may be added in passing concerning a new service which has been organized by the St. Paul Public Library in coöperation with the schools. This is an Occupational Guidance Service for youth from sixteen to twenty-six who are out of school and out of work. In addition to providing numerous references on occupations, this service includes aptitude testing and individual counseling by a trained advisor, a former school counselor who has been loaned to the library. A certain number of tests are administered free of charge, and additional testing is made available on payment of a small fee.

TRAINING PUPILS OF LOW SCHOLASTIC ABILITY FOR
SEMISKILLED OCCUPATIONS
NEWARK (N.J.) VOCATIONAL SCHOOL FOR GIRLS

In this school, one of the Essex County vocational schools, the writer investigated a course of training for pupils of limited ability that should be of special interest to junior and senior high schools which are located in industrial areas, and which have large numbers of low ability pupils who may be expected to seek work of an unskilled or semiskilled nature in shops and factories. The course was formerly called the multi-vocational course, but is now designated as the general vocational course. In this unique course the girls, most of whom enter by transfer from the academic schools at the age of fourteen or fifteen, are given three years of training of a very general nature in occupational skills and activities related to factory work, laundry, foods, and shopwork.

The mechanical department or shop, in which the factory training is given, is very different from most school shops. Instead of lathes and similar equipment requiring highly skilled operators, this shop is equipped with a great variety of drill presses, buffers, and other kinds of relatively simple machines which require very little skill in their operation. There were many factory type workbenches and most of the simple hand tools which are commonly used for assembly work and similar operations.

The girls learn to operate all of the machines and to attain the degree of speed and expertness which would be required in an industrial plant. They also work in small groups on assembly jobs (e.g., assembling parts that are used in radios) which are split up into a number of simple operations exactly as is done in a typical factory situation. The objective of the general education course is not to produce skilled workers for highly technical jobs, but rather to give the girls systematic, elementary training in a variety of occupational skills and to develop work habits and attitudes that will be useful in almost any kind of employment situation.

Supplementary to the vocational training, required courses of a modified type are provided in English, social studies, hygiene, and physical education. The average girl in this course is able to complete all of the required work in three years. A few of the ablest and most conscientious of the pupils are successful in completing the requirements—all of which are set up in the form of units or projects—in as little as two years. No girls, however, are recommended for jobs until they have achieved good standards of workmanship. By establishing high standards (in terms, of course, of the kind of training which is given) the school is producing good, conscientious workers, an important consideration in maintaining the confidence of employers in the school's recommendations.

PRE-EMPLOYMENT CLASSES

MOUNT PLEASANT HIGH SCHOOL, PROVIDENCE, R. I.

The extensive student personnel studies which have been made by Richard D. Allen, assistant superintendent of schools in charge of guidance, have revealed many pertinent facts about those young people who are very difficult to fit into the program of the academic senior high schools and who, as a consequence, decide to drop out of school as soon as they reach the age of sixteen, when compulsory attendance ceases to apply. Under present conditions, it was evident that few of such youth can get jobs within the first year or two after leaving school. All too frequently these youth enter the job market with inadequate knowledge about occupations and about their own occupational potentialities. Furthermore, they usually lack the information and special training needed to cope realistically with the problems of seeking and winning a job.

In the attempt to meet the special needs of the pupils who indicate their intention of leaving school at age sixteen, the Providence schools have inaugurated a new type of course which is called a pre-employment class. The teachers of these classes are called pre-employment counselors; they have all had special training in guidance and are specially qualified by experience and interest to deal successfully with the type of young people enrolled in these classes. The pre-employment counselors have these pupils for all of their school work excepting shop courses. In the pre-employment class the counselor devotes a great deal of time and effort to giving the pupils specific, practical preparation for meeting their individual problems of occupational and social postschool adjustment. The counselor also attempts, however, to give the pupils a certain amount of modified instruction in English and social studies. The counselors are given a very free hand to experiment with teaching materials which will function successfully with the pupils, all of whom are, of course, poorly endowed with academic and reading ability.

The writer visited two pre-employment classes—one for boys and one for girls—at Mt. Pleasant High School. These classes were being offered for the first time in this school. Naturally, the teachers, working without precedent or past experience to guide them, were feeling their way along on an experimental basis. A definite pattern of instruction had not yet been crystallized. Even in this early stage in the development of the course, however, many encouraging evidences of successful achievement could be found. The teacher of the boys' pre-employment class was a young man who had had several years of experience in industry before becoming a counselor in the Providence schools. As a result, he had firsthand knowledge concerning the kinds of jobs which his pupils could hope to compete

for successfully. The counselor likes and understands the type of boy with whom he works in the pre-employment group; and he is endeavoring with energy and enthusiasm to construct a course which will meet the needs of these pupils. It seemed to the writer that the boys, on their part, were responding very well to the counselor's friendly interest and sincere effort. The class morale was apparently good; and almost all of the boys with whom the writer talked voluntarily expressed satisfaction with their experience in this course. It has already become evident that some of the pupils in the pre-employment groups have abandoned their intentions of dropping out of school when they reach the age of sixteen and have decided to continue on in pre-employment classes at least for a time.

During his Providence visit, the writer was privileged to attend a conference of the six pre-employment counselors from three senior high schools. At this meeting the pre-employment counselors discussed the problem of placement for their students. Plans were made for coördinating their work more closely with that of the junior employment service which is operated by the school system. The counselors also made plans for taking pre-employment classes to visit various industrial establishments in Providence. The industries to be visited will be carefully chosen with a view to acquainting these pupils with the kinds of jobs which may eventually be open to them in the community.

A PRACTICAL ARTS DEPARTMENT FOR GIRLS
CENTRAL JUNIOR-SENIOR HIGH SCHOOL, SOUTH BEND, INDIANA

In order to provide suitable occupational training and a modified type of general education for girls of limited scholastic aptitude who have failed to make a satisfactory adjustment in the academic curriculum, this school has established a practical arts department for girls. The course of training offered by this department is an integral part of the school program, although it is only two years in length and is classified as ungraded.

To be admitted to the practical arts course a girl must be at least thirteen years and eight months of age and be recommended for acceptance by her teachers, her counselor, and the principal of her school. There is no requirement in terms of grade completion; and although most of the girls enter the course from the junior high school, some retarded pupils are transferred directly from the elementary grades. School records, reading and scholastic aptitude tests, pupil interests, the attitude of parents, and the judgment of teachers and counselors all enter into the decisions which are made concerning recommendation and acceptance of pupils into the course. The pupils who finish the course do not receive high-school diplomas, but they are given certificates showing that they have completed the two years of training.

There are ten types of vocational classes in the practical arts department. These are designated as foods, meal and table service, sewing, power sewing, home management, household science, home service training, cafeteria service, personal regimen, and infant care. The writer visited one of the meal and table service classes where the pupils were learning to order food, to plan meals for a family, and to cook and serve in the home. The students were apparently working busily and happily. The teacher was doing a good job of individualized instruction, and she seemed to know her girls intimately. The class work was well organized and the attitude of the pupils businesslike and purposeful. In other classes girls were being trained for jobs in tea rooms and restaurants. In the power sewing class the pupils were being prepared for work in factories. At the same time they were producing garments for themselves and for members of their families. The writer was told that a high proportion of the practical arts pupils have been placed in jobs at the completion of the two-year training. The courses in general education which are required of all practical arts pupils are English, social studies, occupations, arithmetic, art, music, and physical education. The pupils also participate freely in the assemblies, clubs, and other extra-curriculum activities of the school. In all of the academic courses teachers are attempting to utilize practices and to select teaching materials which fit the abilities, needs, and interests of the pupils. The teachers of the academic subjects are members of the practical arts department who are selected in terms of their ability to work sympathetically and successfully with pupils whose scholastic aptitude is limited. The academic teachers cooperate very closely with the teachers of the vocational courses.

CURRICULUM REVISION AND GUIDANCE
MADISON (N.J.) HIGH SCHOOL

Madison, with a population of perhaps eight thousand, is known as a commuters' town; but there is a large Italian group and a fair sprinkling of Negroes living in the city and in near-by districts from which the high school draws pupils. As compared with a typical American community—Middletown, for example—Madison is said to have a larger proportion of upper middle and upper class families, as well as of lower class families, but a much smaller proportion of middle and lower middle class families. The abilities of the high-school pupils range from very high to very low. A distribution curve of the I.Q.'s of the pupils would be much flatter than a normal curve. Less than 40 per cent of the graduates enter college. The school is a four-year high school (grades 9 through 12) and has an enrollment of approximately seven hundred fifty. This figure includes a few seventh and eighth graders, the overflow from the junior high school.

The high school offers differentiated curricula leading toward several types of posthigh-school objectives. There are three college preparatory curricula which are designed to prepare pupils (1) for liberal arts college work, (2) for college agriculture, (3) for technical college training (engineering and sciences). Only two noncollege curricula were being offered at the time of the writer's visit, namely, a course in vocational agriculture and a commercial course; but the teachers and administrators of the school were working energetically to construct a third noncollege sequence. This new course is called the social-scientific curriculum and may be described as a combination of general education and preparation for the occupational adjustment of noncollege pupils. Eventually, this may well be the most important of all the curricula, in the sense that it will probably enroll the largest group of pupils (one half or more)

The writer was fortunate in being invited to be present at a curriculum-planning conference which was attended by the supervising principal, the high-school principal, the visiting teacher, and eight of the high-school teachers. The teachers present represented a number of subject-matter areas, including physical education, home economics, English, social studies, and physics. All members of the conference group entered actively into the discussion, which was vigorous and stimulating. In regard to general education for the noncollege pupils, the members of the conference seemed to be thinking in terms of the kind of training which Rainey has called "education for the common life." In reference to preparation for occupational adjustment, the trend of the group's thinking appeared to be moving in the direction of training in various elementary skills which are useful for unskilled and semiskilled jobs in manual, clerical, and personal service occupations. There was also a rather strong sentiment in favor of promoting, eventually, a plan of cooperative part-time work, with the assistance of local employers, as an integral part of the social-scientific curriculum. The conference demonstrated very clearly that a serious effort is being made to attack, on a broad front and in a very thorough manner, the problem of devising a set of educational activities and experiences which will be more useful, meaningful, and interesting to the noncollege pupil than is the conventional type of college preparatory course.

It is clearly recognized by the administrators of the high school that, in order to advise pupils intelligently concerning their curriculum choices in a differentiated program, it is absolutely essential to have comprehensive pupil personnel records and an effective counseling system. In line with this recognition of the need, a strong guidance program has been built up. Some of the distinguishing features of this program are as follows:

1. Comprehensive cumulative records are maintained and kept constantly up to date. Although the records are usually on file in the principal's office, they are grouped according to the home rooms of the pupils and are readily accessible to teachers.

2. There is a home-room program which gives the home-room teachers (representing a majority but not all of the teachers of the school) four half-hour periods per week with their groups.

3. Several special counselors (called guidance teachers) are selected from among the teaching staff to supplement the guidance functions of the home-room teachers. For example, there is a guidance teacher who teaches orientation classes and gives individual attention to pupil objectives and long-range educational planning; and there is a guidance teacher who assists pupils in problems relating to the preparation for college.

4. A rather unique type of report card is sent to parents. The report gives the parents a great deal of information in addition to grades, e. g., an indication of the young person's special strengths and weaknesses in behavior, attitudes, and scholastic achievement.

5. Frequent individual and group conferences are held with parents concerning their children's educational experiences and the school's program. It has been found that, as the parents come to have a clearer understanding of the school's objectives and of their own children's abilities and limitations, their confidence in the school and their willingness to coöperate actively increase.

6. A comprehensive program in the testing of scholastic aptitude and achievement is carried on. As an aid to teachers in the interpretation of test scores, percentile curves of test results are constructed and distributed to the teachers. Practically no vocational aptitude testing has been attempted, however, because the principal believes that unless a well-trained staff and a well-equipped testing laboratory can be provided, it is dangerous for a school to "play around with" any of the vocational aptitude tests, other than a few of the well-standardized mechanical and clerical tests.

7. Brief, interesting, mimeographed bulletins and guidance aids are frequently prepared by the principal (who has had special training in pupil personnel work) for distribution to the counselors and teachers. Among the copies of guidance aids which were obtained by the writer are short bulletins with these titles: *The Use of Intelligence Test Results and the Problem of Grouping*; *Test Results for the Class of 1942*; *Home-Room Period Discussion*; and *Problems Bearing on the Selection of Courses*.

8. An employment service is operated by the school.

It is the opinion of the high-school principal, Ward Schoemaker, that the school's system of personnel records, its extensive testing program, and its counseling services make possible rather accurate and defensible classification of pupils for the six curricula which the school plans to offer. However, as a safeguard, every effort is to be made to enable pupils who may be wrongly placed to transfer from one curriculum to another with little or no loss in time or credit.

CHAPTER VI

Programs of School and Community Action

AS PREVIOUSLY EXPLAINED in the introduction of Chapter V, the present chapter is concerned chiefly with the work of the senior high school and is devoted, for the most part, to discussion of practices which apply to entire school systems and to programs of community action. Procedures which have been developed in individual schools within the communities are, however, frequently described for purposes of illustration and supplementation.

In this chapter, as in the two preceding ones, the writer emphasizes aspects of the secondary-school program which are directly related to the major purposes he had in view when he visited the schools. These purposes have been stated in Chapter I and in the introduction of Chapter IV.

A COMMUNITY PLAN OF ACTION FOR YOUTH IN A SMALL TOWN DOWAGIAC, MICHIGAN, AND ITS RURAL AREA

In Dowagiac the writer found inspiring examples of what can be accomplished when the social agencies and influential citizens of a community coordinate their efforts in an organized plan of action for attacking the present problems of youth. Dowagiac is a town of fifty-eight hundred population located in southwestern Michigan approximately twenty-five miles from South Bend, Indiana. The town and its rural trade area include some one hundred fifty square miles with a total of seventy-eight hundred inhabitants. This relatively small community may probably be accurately described as predominantly rural in character, although it is not in any sense an isolated one. The people in this area have ready access by rail and by road to the industrial and metropolitan centers of Chicago, Detroit, South Bend, and so on. Metropolitan newspapers, visitors from the cities to near-by summer resorts, and many other agencies of communication serve to link Dowagiac rather intimately to life in the industrial centers of the Middle West.

Many of the significant projects for youth which were discovered in Dowagiac stem from the activities of the community plan which had been in operation for approximately a year. This plan is the outgrowth of study and action on the part of a group of community leaders which included the superintendent of schools and the principal of the high school. The community plan has as its major objective "helping all the people of the community to help one another through an educational program of the widest scope." Major emphasis has been placed, however, upon joint school and community projects designed to benefit the young people of

the community. The organization which has the administrative responsibility for carrying out the purposes of the community plan is called the community council. This council has a representative from every civic organization and social agency in the community, a total of fifty-five in all. The interests represented on the council include religious groups, city government, schools, labor, industry, business, service groups, farm organizations, women's clubs, and youth. The council has an executive board of eighteen members, and an executive secretary who is the only paid officer of the council. A limited amount of financial assistance for the work of the council has been obtained from a local benefactor. Closely allied to the community council, although not actually under the jurisdiction of the community plan, there is a youth organization. This organization, in fact, antedates the community plan and had been in operation a little over two years at the time of the writer's visit to Dowagiac. The youth organization has a membership of approximately eight hundred boys and girls between the ages of fourteen and twenty-three. It has a council of fourteen members and an adult advisory committee of two.

Some concept of the functioning of the community plan may be gained from a brief discussion of several of the projects which have been carried out under the auspices of the council. One project, which is directly related to the welfare of children in school, is the providing of hot lunches each noon to nearly two hundred indigent young people, many of whom come to the schools from farms in the rural areas surrounding Dowagiac. Another project which specifically serves young people is the establishment of social centers for boys and for girls in two church parish houses which are open noon, afternoon, and evening for recreation and social life. These centers, which are operated under supervision, have been unusually beneficial to young people in a community that has no Y.M.C.A. or Y.W.C.A. and no recreational centers other than those which are operated commercially. The community council has assisted the youth organization to carry on an extensive program of social activities for all the youth of the community, including both in-school and out-of-school young people living both in town and on farms. The recreational program includes frequent community dances, held in the high-school building, which have successfully competed with the attractions of the roadhouses near Dowagiac. A special committee, representing a variety of organizations, has been appointed to make a thorough study of all of the recreational facilities available and to make recommendations for the improvement of the community's recreational program. The committee has been instructed to study the possibilities of developing such activities as skating, swimming, summer playgrounds, and a baseball league. A placement service to aid youth who need full-time or part-time jobs has been inaugurated. Two

thousand copies of a mimeographed sheet explaining the placement service and suggesting a scale of minimum wages and hours for various kinds of work have been circulated. The council has also sponsored a community school, which offers evening instruction to adults in a rather large variety of cultural and vocational subjects, and has initiated half a dozen other community projects for adults and youth.

In the initiation and vigorous growth of the community plan, the administrators and teachers of Dowagiac's school have played an active and significant part. The school is also attempting to coördinate its practices and activities with the enterprises sponsored by the community council and to reconstruct its educational program in order to give its pupils a more realistic and a more adequate preparation for adult life, occupational adjustment, and the responsibilities of citizenship. In accordance with these objectives, several steps have already been taken by the school under the leadership of the superintendent of schools, James Lewis. For example, advantage has been taken of the new federal apprenticeship program. Approximately forty boys and girls have been brought into the apprenticeship plan, including eight boys apprenticed to farmers and one or two boys apprenticed to restaurants. A resort training course for girls has been established. The girls in this course (somewhere between a dozen and twenty) are being given intensive training for work as waitresses, maids, and cooks during the resort season. It is expected that all of the girls in the course can be successfully placed.

In order to help pupils to anticipate and to prepare for the adjustments which they will have to make when they leave high school, new courses have been inaugurated for the study of occupations and life problems. During the past year or so increased help has been given through organized group guidance and individual counseling in the planning of the pupil's high-school program. The writer attended a group guidance class for boys which was being conducted by the high-school principal. The principal explained college requirements, but he spent a great deal more time discussing the possible course sequences which might be desirable for those pupils (by far the majority of those present) who were not going to college. Many questions were asked of the boys to determine whether they fully understood the options available to them and the recommended choices pertaining to various types of postschool objectives. It was apparent that the principal knew all of the boys intimately, and that he had completely won their respect and affection. For a meeting of its type, it was an excellent demonstration of effective group guidance. However, this group discussion is only a first step in the assistance which is given for program planning.

The next and most important step is to be the scheduling of individual conferences with each of the pupils.

The relationships of the principal and teachers to the students in this school are delightfully friendly and informal. After lunch when the writer came into the school building (which houses both the elementary and high school) through the playground in the rear, he was in the company of one of the members of the high-school staff. Four small boys (six or seven years old) were playing earnestly, with hunting knives in their belts and bullets flying from either hand. When the boys saw the member of the staff, they all stopped their game long enough to yell a cheerful "Hello, Jim." Jim responded by greeting all the boys by their nicknames, and then took time out to check up on the number of redskins that had bitten the dust that day. This incident typifies the spirit of the school community.

The teachers and administrators of the high school are, fortunately, not satisfied that they have solved all their problems, or that they have completed the construction of a school program which will adequately serve the present needs of all the pupils. A continuing program of experimentation, teacher participation in summer workshops and study groups, and careful evaluation of all aspects of school practice has been projected for the future. The school is participating in the Michigan Study of Secondary School Curriculum which is being sponsored by the State Department of Education. Through its membership in this experiment, the school has access to the consulting services and the expert help which are provided through the staff of the Study.

In the Dowagiac school, among both pupils and teachers, as well as in the town itself, the writer got a strong impression of life and hope, of a courageous and adventuresome attitude toward the future. Perhaps Dowagiac is beginning to experience the thrill of discovering and conquering a new frontier.

AN ALL-COMMUNITY ATTACK UPON YOUTH PROBLEMS AND THE
UNIFICATION OF OCCUPATIONAL ADJUSTMENT SERVICES
FOR YOUTH IN DENVER, COLORADO

In this city of three hundred thousand population, the fact that there are approximately ten thousand youth between the ages of sixteen and twenty-five who are out of school and unemployed has both aroused concern and produced strong action on the part of the schools and almost all of the social and civic agencies of the community. The resultant activities and their effects upon youth are too numerous to be described fully in a few pages. The best that can be done here is to attempt to outline a few of the high lights of the Denver program for aiding youth.

The Adult Education Council of Denver has played an important role as a coordinating agency in an all-community attack upon the youth problem. The work of the council has been supported by representatives of industry, education, social welfare, and public services. During 1938 the council, aided by W.P.A. funds, undertook a thorough youth survey in order to get the facts about the young people of Denver. This survey was published in July, 1938, and it has provided the necessary factual basis for a comprehensive community plan of action.

During the latter part of 1938 the Adult Education Council called several meetings of representatives of industrial management, labor, parent organizations, the church, the schools, social service agencies, and youth organizations to formulate such a community plan. A nine-point program was tentatively adopted which stated provisionally the major steps that were considered immediately essential for an attack upon youth problems. It suggested specific courses of action appropriate to the schools, the Chamber of Commerce, the labor organizations, the government and social-welfare institutions, and a number of other community agencies. For example, the schools, both public and parochial, were urged to attempt to revise their programs to better meet the needs of the 85 per cent of youth who will neither go on to college nor enter the professions or the skilled trades. It suggested, furthermore, that the schools will need to give greater attention to job personality and work attitude training, to occupational guidance, and to the expansion of coordinating activities which will relate school training and guidance more practically to the realities of postschool life. Specific suggestions for the assignment of responsibilities to nonschool agencies were also included in the outline of the community program. Finally, there was a recommendation that a coordinating council composed of representatives of all interested agencies be organized to carry the program into effect and to evaluate and improve it as time goes on.

At the time of the writer's visit, plans were being perfected for the establishment of a single, unified, occupational adjustment service. The major objective here is a fully coordinated program of guidance, training, and placement for Denver youth. This enterprise is the joint undertaking of the Denver public schools, the Colorado State Employment Service, and the National Youth Administration. The agreement which had been drawn up by the three cooperating agencies contained a clear statement of policies and procedures. The school agreed to furnish space for the adjustment service in the Emily Griffith Opportunity School in rooms which were being remodeled to take care of records, counselors, coordinators, placement officers, and a testing unit. Since the writer's visit to the city, the Denver Occupational Adjustment Service has become a reality and has been making rapid progress in building an effective and integrated pro-

gram of guidance, training, and placement. In Denver, therefore, the public agencies which are concerned with the occupational placement and adjustment of young people have been able to reconcile their differences in policy and their jurisdictional conflicts as the result of sincere and enlightened effort to find a common basis for working together in the interest of all Denver youth.

To tell about all of the interesting practices and experimental procedures which were observed in visits to half a dozen secondary schools would require many more pages than are available here. Certain aspects of the program of Baker Junior High School, however, have been described on pages 28-32; and brief comments concerning three other schools will be added here. Perhaps the most unusual one of these schools is the Emily Griffith Opportunity School. This institution, under the intelligent leadership of Paul L. Essert, is providing an exceptionally comprehensive and flexible program of occupational training and adjustment. Training and individual counseling are available to all youngsters who have withdrawn or have graduated from the secondary schools and to all of the adults of the community, regardless of educational achievement, whether they be unemployed or ambitious to improve their employment status.¹

South High School has a two-year core course (combining English and social studies) for tenth and eleventh grade students in which the attempt is being made to relate the pupils' educational experiences to the realities of community life. Teachers of the core courses serve as counselors as well as teachers of the students in their classes. Differential treatment of pupils, in terms of their abilities and interests, is provided by sectioning the core classes into three ability levels.

In Manual High School, which serves a very cosmopolitan student body including Italians, Spanish Americans, and Negroes, great stress is being placed upon the improvement of general counseling and vocational guidance, training, and placement. In order to free more teacher time for individual counseling, this school has cut the home-room period to a brief administrative meeting and has eliminated one of the two study periods which has been provided for every pupil. These changes have reduced slightly the amount of time which pupils actually spend in school, but they have also released a great deal of teacher time from home-room and study-room supervision. As a result, it has been possible to select from the forty-two classroom teachers eighteen who are reasonably well qualified for guidance work and to give these teachers several periods per week for individual counseling. The school also has two counselors (a man and

¹For further information about this school see "Vocational Guidance in the Emily Griffith Opportunity School of Denver," by A. J. Stoddard, in the October, 1938, issue of *Occupations*, the Vocational Guidance Magazine.

a woman) who spend part-time in placement work for boys and girls. One of these counselors is to be the liaison officer for the school and the centralized Denver Occupational Adjustment Service which has been described above.

Manual High School has also inaugurated a new form of report to parents which substitutes for grades a summary statement, prepared by the counselors of the students, of activities and abilities (1) "in which the pupil does his best work," (2) "in which special improvement is possible and desirable," and (3) "in which the pupil deserves commendation for continued 'average performance.'" The parents are asked to give their criticisms, comments, and suggestions when signing the report. Several sample reports which were examined were found to be revealing in content. A number of the reports from parents contained both useful information concerning the home situation and constructive counseling suggestions. The principal of the school asserted that the use of this new device has stimulated parent interest, as well as improved counseling.

A comparatively new school department which has been organized in Denver is called the Department of Special School Services. This department has catalogued and mobilized for school use a wide variety of community resources and material aids to supplement the regular instructional program. Some of the resources which are thought to offer excellent educational opportunities are industrial establishments, museums and other cultural institutions, and civic and political institutions. Material aids include visual materials, museum materials, and special bulletins which contain data compiled from many nonschool sources. During approximately half of one school year, the Department of Special School Services arranged two hundred field trips for a total of nine thousand students. The department also coöperates actively with the Kiwanis Club, the Zonta Club, and other organizations which are especially interested in helping youth to find satisfactory occupational goals by means of conferences, interviews, and so on. In short, this department has the responsibility of knowing about all of the community resources and supplementary teaching aids that are available in the city and region and of facilitating their use in all the schools by teachers, student bodies, classes, and individual pupils.

A COMPREHENSIVE PROGRAM OF GUIDANCE AND THE DEVELOPMENT OF
UNIQUE OCCUPATIONAL ADJUSTMENT SERVICES, OAKLAND, CALIFORNIA

The program of pupil personnel services which is in operation in the Oakland school system is one of the most comprehensive that the writer discovered during his travels. All of these services, excepting those which deal specifically with occupational adjustment, are supervised by the department of individual guidance, whose director is Herbert R. Stolz,

assistant superintendent of schools. The occupational adjustment services are supervised by the assistant director of Oakland vocational schools, Spencer D. Benbow. Although the writer confesses a personal prejudice, on theoretical grounds, against the supervision of different aspects of a total guidance program by two more or less coördinate administrative divisions, he must also admit that in Oakland this plan has apparently worked out quite satisfactorily in practice. This fortunate outcome, however, may certainly be attributed in large part to the broad vision, the unselfish interest in the welfare of young people, and the will to coöperate which characterize the staff members who man the two guidance divisions.

If space limitations did not interfere, the writer would speak at some length of the philosophy which governs the activities of the department of individual guidance. It must suffice here to say that the writer was profoundly impressed by the saneness of this department's viewpoint as it was expressed in the conversation of staff members, in the personal relationships of central staff members with teachers and counselors in the schools, and in all of the printed and mimeographed reports and bulletins of the department. It was especially encouraging to find that the intelligent philosophy of guidance which underlies the department's program is not merely stated in the abstract, with its practical implications left to the unaided imagination of classroom teachers, school counselors, and school administrators. The department has prepared and distributed to schools a series of two and three page analyses of the individual guidance program. These analyses state in concrete, specific terms the school procedures which are recommended, the school personnel responsible for carrying out the procedures, and the school and central staff members who are expected to perform the function of coördination. In the two copies of the assistant superintendent's annual report which the writer was given, the practical application of the department's philosophy of guidance in all of the many personnel functions that are performed is also made clear and explicit.

A complete discussion of the individual guidance program in Oakland would necessitate descriptions of the contributions made by many different groups of people, i.e., classroom teachers, principals and vice principals, school counselors, special class teachers, school nurses and dental hygienists, school physicians, and members of the central department. Since this is out of the question here, the writer will select for comment from the great mass of data in his possession only a few of the many interesting guidance practices in the Oakland system.

One of the major tasks of the department of individual guidance is to carry on a continuous assessment of the special needs of individual pupils. The scope of this assessment is very large. In the area of health, for

example, the usual routine physical examinations of pupils are supplemented in many ways. Tests of impaired vision or eye strain, audiometer tests of hearing, and diagnoses of speech defects are regularly employed in the schools. Paralleling this program of examining and diagnosing is an equally comprehensive program of remedial treatment and of special arrangements for those who are physically handicapped in any way. The department administers classes for the deaf and hard of hearing, classes for the physically handicapped, classes for speech correction, and individual instruction for homebound youngsters. Rest classes have also been organized for pupils returning to school following illness and for those whose health requires systematic relaxation for one reason or another. Although most of the rest classes are to be found in junior high and elementary schools, at least one or two of the high schools also have them. The writer visited two of these rest classes, one in Claremont Junior High School and another in Oakland High School. In each case the class was under the supervision of a school nurse; and the pupils, some of whom were reading and some simply relaxing, were reclining in cots or deck chairs in large, bright, airy rooms located on the upper story of the school building. These rooms were referred to, in accordance with good California traditions, as solariums. A significant aspect of the total health program in Oakland is the great extent to which regular classroom teachers have been trained to observe evidences of physical ailments and handicaps and to assist intelligently the school nurses and the school physicians in their constructive efforts to improve the health of the pupils.

Another outstanding feature of the work of the department of individual guidance is the degree to which this department coordinates its activities with those of the community agencies. The personnel of the central staff, as well as of individual secondary schools, works in close cooperation with parents, physicians, dentists, clinics, the juvenile court, various character-building agencies, the parent-teacher association, and numerous welfare agencies. There is a constant exchange of information and of ideas which aids both the schools and the other agencies to meet the needs of young people in school and in the life of the community. The writer observed one very practical illustration of such cooperative thinking and action when he attended a meeting of staff members of the department of individual guidance and representatives of the juvenile detail of the police department. At this conference the police officers and school officials "got down to brass tacks" in their discussion of practical, concrete problems of juvenile delinquency. Many individual cases were brought up for consideration. In the end, several definite decisions and agreements emerged with respect to the responsibilities and courses of action to be undertaken by each of the two agencies represented. The Oakland school

system, incidentally, offers a program of instruction to youth temporarily confined in the detention home.

A third aspect of the program of individual guidance which will be referred to briefly is the strong emphasis which is placed upon the importance of satisfactory social adjustment, that is, the adjustment of the pupil to his social environment both in and out of school. In this area of pupil personnel work, several of the secondary schools have achieved notable results by the use of rather unique practices which are supplementary to the usual high-school program of pupil activities and social affairs. For instance, at the Claremont Junior High School the writer saw a pupil clubhouse which was located in a one-story portable on the school grounds. This clubhouse is a much-prized pupil "hangout" where boys and girls may meet to play games and to participate in the most natural and informal sort of social intercourse. The University High School of Oakland also has established a clubhouse for pupils and has been trying out a number of exceedingly interesting procedures for assisting adolescents to make normal and happy social adjustments.²

The occupational adjustment activities in Oakland are no less interesting than the services which are supervised by the department of individual guidance. Most of the occupational adjustment work is done in the senior high schools and in the two vocational schools. In view of the fact that an unusually large percentage of the junior high-school pupils continue on in high school, no very pressing need for intensive vocational guidance apparently as been felt by the junior high schools. In the senior high schools the supervisor of occupational adjustment works through the school counselors and supplies them with materials (to be specified later) for vocational guidance purposes. Vocational guidance is stressed especially in the twelfth grade when many of the pupils are about to enter the job market. The general theory seems to be that the high-school graduates fall into three main groups: (1) those who will not profit greatly from any further training and who should be encouraged to seek employment in unskilled and semiskilled jobs; (2) those who can profitably prepare for skilled trades or other occupations requiring posthigh-school training of the kind given by the two Oakland trade schools or by junior colleges which have semiprofessional courses; and (3) those who are qualified and able to go into four-year college courses. For the first group the occupational adjustment program stresses instruction in how to find a job and in the acquisition of reliable information about the

²For further information concerning the interesting program of the University High School, see the December, 1934, and October, 1938, issues of the *University High School Journal* published by the University of California University High School. Other articles concerning this school, written by Marian Brown and Vibella Martin, may be found in the December, 1935, issue of *Progressive Education* and the April, 1938, issue of the *California Journal of Secondary Education*.

kinds of jobs which these pupils may reasonably hope to get. For those who go on after high school in the Merritt Business School or the Central Trade School there is a continuing occupational adjustment program, which includes a placement service. The pupils who are planning to enter college are, of course, counseled with respect to their choices of colleges and college courses.

Among the materials which have been prepared for high-school use there were available at the time of the writer's visit two movies that had been produced by the supervisor of occupational adjustment activities with the assistance of the supervisor of visual education. The first of the films to be seen by the writer was called *How to Hunt Jobs*. In it two high-school Seniors dramatized approved procedures of job hunting. Both public and private placement agencies and a number of other sources through which young people can seek jobs in Oakland and the Bay Region were portrayed in the action which took place. This film, a good example of the excellent results which can be obtained in the amateur production of movies, appeared to be an effective device for giving economically to large numbers of young people practical training in how to approach employers and placement agencies and how to exploit all of the approaches to job opportunities which may be available to youth.

The second film viewed was entitled *Twenty-four Jobs*. The jobs selected for filming were some of the beginning jobs—according to the results of a survey of five hundred employed recent graduates—which are available in largest numbers to high-school graduates. None of the occupations in the film required, for beginners, special training beyond that which can be obtained in high schools. Examples of these jobs are: simple clerical work, gasoline filling station attendant, waitress, ordinary bank clerk, grocery store clerk, unskilled and semiskilled factory jobs, soda fountain and drug store clerk, and stockroom boy. The film showed beginners, after a few weeks or months on the job, performing their customary duties. Captions emphasized the prerequisites for obtaining and holding the job and also indicated, in some instances, the possibilities for advancement. Actual cases of recent graduates were chosen for the movie sequences. The writer was very favorably impressed by the content of the film and by the potentialities of this device for the accurate presentation of realistic occupational information. It should be noted that the kinds of jobs which were pictured and the method of their selection put the emphasis upon the needs and opportunities of the noncollege young person. The aim is, of course, to foster in the minds of these young people constructive and factually grounded attitudes toward the kinds of employment opportunities which are most abundantly available to them.

The first of the two films which have been described is shown to all high-school seniors in small groups shortly before graduation. The seniors discuss the film thoroughly, as well as an explanatory pamphlet which is distributed at each showing. Later, after an interval of a few days, the pupils are given an examination on the contents of both film and pamphlet. The second film is also shown to high-school seniors; and again the pupils are given a supplementary pamphlet. Two other movies, which had already been scheduled for production, are to be called *Merritt Business School* and *Central Trade School*. These new films will be used to show high-school students the kinds of job training offered in the two trade schools, the skills required in some of the actual jobs to which the training leads, and how the trade-school graduates are assisted in obtaining jobs.

Nearly fifty occupational pamphlets have been prepared for the use of pupils, teachers, counselors, and administrators. More than half of these pamphlets are designated as occupational briefs. Only one of the jobs described might conceivably require college training. For the rest only high-school training or, at most, trade-school or junior-college training is essential. A few of the titles of these occupational briefs are as follows: The Letter Carrier, The Calculating Machine Operator, The File Clerk, Retail Merchandising, The Service Station Attendant, and What About Barbering? Other pamphlets are called occupational bulletins. They deal with such subjects as How To Hunt A Job, Social Security, Directories of Employment Agencies in the Bay Region, and Classification of Occupations.

The method of distributing the occupational pamphlets is unique and very effective. Copies have been placed in racks in all of the high schools where they are readily available to pupils, counselors, and teachers. Anyone who has an immediate interest in one of the titles or anyone who has merely had his curiosity aroused simply helps himself to a pamphlet. Approximately one hundred and fifty thousand copies of the pamphlets had been printed up to January, 1939. Printing costs are kept very low by making all pamphlets concise, by the use of inexpensive stock, and by having the printing done by the Central Trade School print shop and Merritt Business School multigraph class.

The assistant director of vocational schools supervises the placement services in the schools. All senior high schools have a placement service for part-time jobs. The Merritt Business School has an employment service which places its students and other qualified applicants in both part-time and full-time jobs in commercial and retail fields; and the Central Trade School does placement work for its pupils in skilled trades.

There is also continuous and active coöperation between the schools and the California State Employment Service. One specific example of this coöperation is the arrangement which has been made for having representatives of the state employment services go to the schools during the spring to interview high-school pupils and to take job applications. Arrangements are also made with the appropriate officials in Oakland for the issuance of social security cards to graduating seniors.

Among the remaining occupational adjustment services which are carried on by the central office are the following: the preparation of a bimonthly occupational news bulletin, the maintenance of a speakers bureau for occupational talks to high-school groups, the preparation of occupational bibliographies, school distribution of announcements of civil service examinations, and the continuous appraisal of the employment situation for youth by means of several types of follow-up studies. The follow-up studies not only aid in evaluating the effectiveness of the occupational adjustment program, but they also uncover new data and occupational trends which are helpful in making plans for the future. In carrying out all of the occupational adjustment functions which have been enumerated, the schools have sought and have obtained the good will and active help of many community agencies, including service clubs, the National Youth Administration, and city and county governmental units.

Although the foregoing description of the program of individual guidance and of occupational adjustment in the Oakland schools is admittedly very sketchy and inadequate, it is hoped that the reader will sense the fact that this program is one which reaches down into the schools and effects vitally the educational experience and the life adjustment of many individual pupils. The counseling services and the facts which have been brought to light by the intensive study of the needs of individual pupils are exerting a strong and constructive influence upon the reconstruction of the secondary-school curriculum. Consequently, one finds in the secondary schools much experimentation in progress, as well as many curriculum adaptations which have been instituted to better meet the needs of all pupils, not excepting that numerous group of young people who will neither go to college nor enter the professions or the skilled trades.

OCUPATIONAL RESEARCH IN THE CINCINNATI SCHOOLS AND THE
COÖRDINATION OF SCHOOL AND COMMUNITY AGENCIES

The Division of Occupational Research and Counseling of the Vocation Bureau of the Cincinnati school system, under the energetic leadership of Mary P. Corre, has made notable progress in the collection of informa-

tion which has been very helpful in counseling and which is supplying many facts about the occupational situation that are potentially useful for curriculum modification at the secondary level.² The collecting of these occupational data has been done, for the most part, by eight full-time school counselors who have devoted approximately one day per week to the job. The procedure followed involves visits to industrial establishments and training centers and interviews with employers, personnel managers, workers, and technical authorities.

The materials on hand at the time of the writer's visit to Cincinnati gave detailed, factual information concerning more than five-hundred occupations, many of them jobs for which no college or specialized trade training is required. Not even the unskilled labor jobs (e.g., garbage collectors, street cleaners) had been neglected. The counselors had also compiled data concerning approximately one hundred training centers which prepare youth for a wide variety of occupations and professions. The practice of having the school counselors themselves participate in this ambitious program of occupational research has provided valuable experience and training for the counselors. These persons have acquired firsthand information about a variety of industries, business, and professions, as well as the points of view of employers and workers in Cincinnati. At the same time, the counselors have had innumerable opportunities to enlist the interest and the coöperation of employers with respect to the problems of the occupational adjustment of young people.

The occupational information that has been collected by the counselors has been made available for use in the schools in the following three ways: (1) brief mimeographed job descriptions presented in language which is understandable to pupils; (2) printed pamphlets for general distribution, as well as for the use of all members of the school staffs; and (3) very comprehensive and detailed occupational analyses which are filed in large, loose-leaf notebooks for the use of school counselors. The counselors' notebooks are continually revised and supplemented as new occupational data become available.

The Division of Occupational Research and Counseling frequently prepares and distributes to the schools mimeographed bulletins which help to throw light upon specific aspects of the total problem of the occupational adjustment of youth in Cincinnati. Among the large number of useful documents which the writer examined were concise, informative bulletins dealing with these topics: Occupations for the Mentally Retarded; Occupational Choices of Eighth Grade Students; Changes in the Structure of Occupational Life in Cincinnati from 1805 to 1930. There are ad-

²See also the comments concerning two junior high schools in Cincinnati on pages 53-55.

ditional types of materials which are prepared for the schools. The writer saw units on occupational information and vocational planning which can be incorporated into junior and senior high-school social studies courses. A seven-page bibliography contained lists of books—fiction, non-fiction, and biography—which are related to more than fifty occupations and professions. Another bulletin, four pages in length, listed all materials, which might be helpful in a school's vocational counseling program, that are available to schools through the central office. These counseling aids are slides, posters, charts, printed materials, and movies. The motion pictures are ones which are available from the Ohio State Department of Visual Education, from industrial concerns, and from other sources.

It is a significant fact that, in its efforts to contribute to the solution of the occupational adjustment problems of Cincinnati youth, the Division of Occupational Research and Counseling constantly seeks to coordinate its work with the activities not only of individual secondary schools, but also of the other divisions of the Vocation Bureau. These divisions are: psychological laboratory, child accounting, scholarship, and visiting teachers. The Vocation Bureau, incidentally, might be more accurately called—as evidenced by the scope of the services it performs—the department of pupil personnel services.

The Vocation Bureau itself maintains close contact with the social agencies and civic organizations of Cincinnati. For example, when the writer attended a meeting of the Cincinnati chapter of the American Association of Social Workers, he found among the members present five or six persons from the staff of the Vocation Bureau. On another occasion, the writer attended a conference which the director of the Division of Occupational Research and Counseling had with three men who are active in the Coordinating (formerly called Neighborhood) Councils which have been organized in half a dozen or more sections or communities within the city. The topic of discussion at this conference was the coordination of the resources of all community and social agencies, including the schools, for a concerted effort to solve the immediate problems of youth in Cincinnati. It was apparent that the Vocation Bureau, as well as several of the city schools, is cooperating actively and cordially with the Coordinating Councils. These Councils have in several instances made very encouraging progress in the prevention and cure of juvenile delinquency, in the provision of worth-while leisure time facilities for young people, and in the general awakening of adult groups to their responsibilities in respect to the young people who are faced with difficult problems of school and postschool adjustment.

Still another example of cooperation between the school and other community agencies was found in a large scale project for the vocational

guidance of high-school pupils and recent graduates which has been sponsored jointly by the Y. M. C. A. and the schools. The general secretary of the Cincinnati Y. M. C. A. told the writer that this joint enterprise involves the active participation of from six hundred to seven hundred business and professional men, who are available for individual interviews with youth, as well as for conferences with groups and for addresses to school assemblies. The Y. M. C. A. secretary believes that this project has had some very valuable outcomes. Among them he listed these: the stimulation given to youth to think seriously and realistically about their vocational objectives; the formation of many fine friendships between young people and influential adults; numerous cases of job placement and financial aid for immediate needs and for continuing education; and an increased and more enlightened interest on the part of influential citizens in the problems of education and occupational adjustment.

APTITUDE TESTING AND THE DUAL SYSTEM OF ACADEMIC AND OCCUPATIONAL SCHOOLS IN BALTIMORE

Baltimore has a distinctly unique method of providing differentiated types of educational training for its youth. For dull-normal pupils and for those who become uninterested and maladjusted in the traditional academic curricula, Baltimore has established a four-level system of occupational and vocational schools, distinct from the academic junior and senior high schools, into which pupils may be transferred at any time from the fifth grade on up into senior high school. To be eligible for transfer, however, pupils must be at least thirteen years old. Separate schools are maintained for each of the four levels. These schools, ranging from lowest to highest, are called: (1) occupational schools, (2) advanced occupational schools, (3) general vocational schools, and (4) vocational schools. At the lowest level, the vocational training is definitely non-specialized and aims to teach pupils a few basic, generalized skills, familiarity with simple tools, machines, and job processes, and good work habits and attitudes. At the highest level, specialized training is given for skilled trades, such as machinist, linotype operator, skilled mechanic, and so on. In all of the vocational schools, certain courses in general education are required, and these subjects are also graded to the abilities of the pupils. An attempt is made to make these general education subjects meaningful and interesting by relating them as much as possible to the shop courses and occupational interests of the pupils.

A pupil may be transferred from the academic schools directly into any one of the four types of vocational schools; but his placement will depend upon his aptitudes, educational achievement, and age. A pupil

may transfer into one of the lower schools and, if his abilities and achievement warrant, move up into a higher level. It is also possible for a pupil in one of the occupational schools to transfer back into an academic school if he desires, providing he demonstrates sufficient interest and capacity for academic work; but this kind of transfer apparently does not occur very often. Each transfer into an occupational school must be approved by the principal of the academic school. Such approval is based upon the recommendation of the supervisor of aptitude testing for the entire school system. The principal is ordinarily guided by the judgment of the school counselor, who usually knows the child, has studied the report of the test supervisor, and has conferred with the pupil's parents. When the plan of transfer to occupational schools was first inaugurated, the schools are said to have had considerable difficulty in persuading pupils and their parents of the desirability of transfer out of academic courses, probably because of the factor of social stigma which was thought to be involved in this change. Apparently, this early resistance on the part of pupils and parents has been pretty well broken down, because now there is actually a waiting list of pupils who want to get into the occupational schools. This change in attitude is attributed to the greater success, interest, and happiness of the pupils who have actually made the transfer from academic to occupational schools.

It is recognized that the Baltimore scheme of differential secondary-school training has raised serious questions in the minds of many school people. Some of these questions are: Will such a dual system of schools tend to emphasize social and class distinctions? Will the provision of separate schools to which many of the less academically gifted pupils may be transferred take the pressure off of the academic schools to reconstruct their own programs in accordance with the demands of new conditions? Is there danger that the dual system of schools will lead to an ever-increasing dichotomy between vocational and general education and to the division of school people into two warring factions fruitlessly contending over a number of futile issues? The writer will not attempt to answer these questions, although he believes that they are fundamental and crucial for the future of American secondary education. In this report, the discussion must be confined to comments concerning some interesting aspects of the Baltimore program which are pertinent to the problem of reconstructing the secondary-school program, regardless of the type of school organization that is evolved for carrying out the revised program.

Among the schools visited in Baltimore there were five which are in the system of occupational and vocational schools. Comments concerning three of these schools will be made in order to give some indication of the kinds of training programs that are in operation.

An Advanced Occupational School for Boys

One of the most interesting vocational courses in this school is the junior commercial shop. The subject matter of this course consists of a number of jobs or projects which each pupil is required to complete satisfactorily. In the classroom there is a small model grocery store completely furnished with shelves, counter, cash register, wrapping paper, and stock. The classroom facilities also include typewriters, adding machines, telephones, and other items of office equipment. In the commercial training which is given, the objective is not to turn out skilled typists, stenographers, bookkeepers, and so on, but rather to give the pupils a working knowledge of a wide variety of commercial and clerical tasks. The following kinds of jobs and projects suggest the scope of the training: learning about postage regulations; how to use telephone and city directories and time tables; how to keep simple accounts, such as a checking account; how to use arithmetic in ordinary commercial transactions; how to operate duplicating machines; how to wrap and address bundles and parcels; how to use the telephone. From his conversation with pupils, the writer judges that the young people in this class are unusually enthusiastic about their work.

In the five or six academic classrooms which were visited, many evidences were found of attempts to relate the academic work to the vocational training and to gear the academic subjects to the abilities and interests of the pupils. For example, in an arithmetic class all of the units of work contained problems that are typical of those which are actually met in such occupational activities as painting, selling newspapers, reading a scale, reading electric meters, making change in a retail store, and so on. In selecting and stating these problems the teacher of mathematics had called upon the instructors of various shop courses for criticism and assistance.

In an English class which was visited the teacher had obviously made an effort to select reading materials which would be within the ability and in line with the interests of the pupils. This teacher made a practice of frequently reading aloud to her classes, because she had found that her pupils would listen with appreciation and interest to certain types of good literature (even including poetry) which they could not be induced to read for themselves. In the opinion of the teacher, the pupils are acquiring some improvement in taste and appreciation from this kind of learning experience.

A General Vocational School for Boys

A good portion of the two hundred pupils, but by no means all, have I.Q.'s below 100. The average age is fifteen to sixteen; and the

boys, as a group, appear to be husky, healthy extroverts. A fair proportion of the pupils are said to have become bored with the academic curriculum in the regular secondary schools and to have asked voluntarily to be transferred to this school. In the shops of the general vocational school, the training given does not prepare the boys for the most highly skilled trades. On the other hand, there is some trade training for such specific occupations as house painter, electrician, and machinist of the less highly skilled types. Observation of the pupils in the shops indicated that almost all of the boys were displaying interest and diligence in their work.

The so-called related or academic courses in this school include English, social studies, mathematics, science, and mechanical drawing. In the academic work, as in the shopwork, pupils work on individual units or assignments and progress at varying rates of speed. The writer felt that the atmosphere of the related classes was purposeful, but also a bit formal and restrained. There seemed to be very few opportunities for group discussion in most of the classes. The teachers with whom the writer talked apparently knew a great deal about the individuals in their classes and were personally interested in the boys. The abler and more ambitious pupils are given special incentives to exert themselves to qualify for transfer to a vocational school where they can get more highly specialized training for skilled trades. The boys who have been advanced from this school have made good records in vocational school.

The counselor of the school is also the teacher of social studies. He is attempting to introduce into this course the study of certain social problems which are real and vital in the experience of pupils in this school.

A Vocational School for Girls

The writer got the impression that this school was very well organized and administered. The atmosphere of the school seemed to be very energetic and purposeful, yet at the same time human and happy. The school has an extensive program of activities (e.g., social, dramatic, musical, journalistic) in which a large proportion of the student body participates. All of the girls in this school study music, art, and social studies, in addition to vocational subjects. In one social studies class, the writer heard a very lively discussion of 1940 presidential prospects. The pupils in this class, mostly dull-normals, were not particularly well grounded in their facts about national politics, but they displayed as much eagerness and interest in the discussion as one ordinarily finds among groups of intellectually gifted high-school pupils. The teacher handled this class with great skill. Frequent use was made of visual aids (e.g., maps, pictures, charts). The classroom was well equipped with reference materials and was attractively decorated with colorful drawings made by the pupils.

The girls were seated at tables; and the atmosphere of the classroom was lively, informal, and cheerful. It seemed to the writer that the teacher was employing teaching techniques and selecting materials from the content of the social studies which were very well suited to the pupils with whom she was dealing. The impression was also strong that the pupils were gradually acquiring a measure of useful knowledge and developing more enlightened attitudes concerning the world in which they live.

The extensive program of aptitude testing in Baltimore upon which great reliance is placed for the classification of pupils and for the selection of those for transfer from academic to occupational schools deserves special attention. The aptitude testing work is under the supervision of Albert Packard, a man who is well trained for this work and who is apparently proceeding in a very cautious and scientific manner. The scope of the aptitude testing program is indicated by the fact that more than ten thousand pupils are tested annually by the supervisor and his staff. The staff includes six or more trained people. Three or four of these persons spend most of their time actually administering tests, usually in certain schools which are designated as testing centers. The testing is done for a variety of purposes, but the bulk of the pupils tested are referred to the supervisor's office by the academic schools as potential prospects for transfer to one or another of the occupational or vocational schools. Although a relatively small number of aptitude tests, which have been widely used and well standardized, make up the group of measuring instruments which are most commonly administered, the aptitude testing department has available approximately two hundred different tests for use when needed.

The supervisor of aptitude testing has made a number of very comprehensive and significant studies in the effort to validate various aptitude tests in terms of objective criteria of achievement in the occupational and vocational schools. Some of the multiple coefficients of coordination for aptitude test scores and achievement criteria are unusually high. In making recommendations for pupil placement, however, the supervisor does not rely solely upon the aptitude test results. Besides the test results, he utilizes data from a record form filled out by the school, reports on physical examinations, and recorded observations and interview notes from the staff members who administered the tests. All of these data are analyzed and considered in arriving at a recommendation for an individual pupil. There is no definite formula for arriving at a conclusion. Judgment enters into the process of weighing and interrelating the data. Consequently, it is considered necessary for a staff member to have a long period of intensive training before he is qualified to draw sound inferences

from the data which are used. The supervisor himself is very cautious in his recommendations and believes that it is wiser to err on the side of upgrading the pupil. The writer was convinced, after having gone over a number of actual cases upon which recommendations had been made, that the supervisor consistently practices what he preaches.

JOINT SPONSORSHIP OF A VOCATIONAL GUIDANCE PROJECT BY THE
Y. M. C. A. AND THE SCHOOLS, AKRON, OHIO

In Akron, the writer learned of a program of vocational guidance for high-school senior boys which has several unusual features. This guidance project, sponsored jointly by the Y. M. C. A. and the schools, had been in operation for two years. In each of these years a group of business and professional men (approximately forty of them in 1938-1939) coöperated actively over a period of eighteen weeks. The calendar of activities undertaken in 1938-1939 shows a schedule of planning conferences, round-table discussions, and dates for the administration of tests extending from November 17, 1938, to April 3, 1939.

The ambitious scope of the program and the thoroughness with which it was planned is indicated by the following facts about the project:

1. All of the laymen who served as counselors to the high-school seniors were given an intensive training course in preparation for their work. This training course included several meetings for instruction concerning the interpretation of school records and of test data.
2. Each of the counselors was assigned no more than four or five boys. In this way, the counselors were able to become intimately acquainted with their counselees and to have at least three or four, and sometimes a half dozen or more, long individual conferences with each of their counselees.
3. In preparation for the individual conferences, each boy was given a battery of tests which included an intelligence test, a social development test, a mechanical aptitude test, and a vocational interest test. The results of these tests were graphically charted on a profile sheet. Before counseling took place, every counselor had the assistance of a trained test expert in analyzing the implications of the test data.
4. Other data made available to the counselor included complete records of school histories and results of a thorough physical examination.

In spite of the length of the program and the great amount of time which was required on the part of both boys and counselors, all of whom were participating on a purely voluntary basis, every counselor and all but two of the boys completed the entire schedule of activities. An evaluation which has been made of the project has produced evidence that almost all of the high-school seniors who were involved (approximately two hundred in 1939) were directly benefited by the program in one way or another. Some of the boys found jobs; some were aided in making educational and vocational plans for the future; others were given help in solving financial problems, family problems, and a host of other difficulties. In a great number of instances friendships were formed between the boys and their counselors which are expected to continue into the future and should

have an important effect upon the boys' attitudes toward their community and their relationships with the adults in the community. On the other hand, the effects upon the counselors have apparently been important in improving the relationships between school and community. By coming into intimate contact with individual boys of various types who are facing difficult problems of postschool adjustments, these laymen have come to have a keen personal interest and a realistic understanding of the difficulties of youth under present conditions. It seemed to the writer that the sort of coöperative planning and effort which entered into the Akron project needs to be generally encouraged as a method of coördinating the many resources which exist in any community for alleviating the difficulties of youth in making the transition from high school to adult life.

Another project in Akron which has been helpful to the young people who are recent high-school graduates has been carried on by the school's department of adult education. This department has instituted what are called schools for living which are conducted in the evening in one or two of the high-school buildings. The school for living provides opportunities for recent high-school graduates to participate in organized social activities and informal discussion groups which are designed to assist youth to bridge the gap between high-school and adult life. In other words, this new type of evening school represents an effort to provide for out-of-school youth a kind of orientation course in community living. Between two and three hundred young people are participating in this project.

In some of the high schools of Akron (despite serious financial difficulties and badly overcrowded buildings) experimentation is going on for the purpose of reconstructing the secondary-school program for the non-college pupils. One of the most interesting examples of this type of experimentation was found in the Buchtel High School in a course in modified English. This course, which is labeled Contemporary English, is offered in grades 9 through 12. The writer visited one of the 10-A classes. This class was being taught by an able and experienced teacher who has successfully taught college preparatory pupils over a period of years, but who has willingly and enthusiastically entered into the work with the noncollege groups. The pupils in this class were presenting an informal play, written by the pupils, which purported to show why it pays to read good magazines instead of cheap and inferior ones. Although the acting was naturally rather amateurish and self-conscious, the players performed enthusiastically while the class thoroughly enjoyed the performance. When the play was over, the critical discussion of it provided an opportunity for the class to debate the merits of various types of

magazines and to suggest a number of criteria which would be useful in selecting publications for leisure-time reading. Following the class discussion, the pupils responded eagerly to the teacher's suggestion that they answer any questions the visitor might like to ask about the course. From the pupils, the writer then learned that in this class most of the time is being devoted to a study of magazine and newspaper reading, radio listening, moving pictures, and the reading and appraisal of a selection of contemporary novels, short stories, poetry, plays, and biographies. The pupils, almost without exception, expressed enthusiasm and hearty approval of the course. Some of them asserted that their own leisure-time reading habits had been improved, and that they had become much more critical and selective in their choice of movies and radio programs. After the class period, the writer learned from the teacher that the course content for Contemporary English throughout the four high-school years, has been outlined in five mimeographed booklets. Copies of these syllabi, which were obtained from the superintendent's office, indicate that the English teachers have brought into the course a rather rich variety of teaching materials which had not previously been utilized in the high-school English courses.

EDUCATING ALL YOUTH UNTIL AGE EIGHTEEN
SALT LAKE CITY, UTAH

A considerable number of interesting curriculum and guidance practices were found in Salt Lake City. Several of these practices will be described here. Other comments, concerning the program of the Horace Mann Lower Division High School of Salt Lake City, will be found on pages 40-42.

Compulsory attendance until age eighteen or graduation from high school has been in effect in Utah since about 1919. According to the statements of city and state school administrators with whom the writer talked, the compulsory attendance law has operated very satisfactorily in Salt Lake City. One kind of evidence which supports this conclusion may be found in the school census figures. The school census which was completed in October, 1938, shows a total of 32,222 boys and girls between the ages of six and eighteen. Of these, 29,320 were enrolled full-time and eleven part-time in Salt Lake City schools. Another 1,604 were in other schools—private or outside Salt Lake City. A total of 1,266 were legally excused on a temporary or permanent basis. Over half of those excused (721) had actually fulfilled the school attendance requirement by graduating from high school. Only twenty-one young people not attending school had not been legally excused; and the cases of these children were being carefully investigated. Furthermore, the writer was told that more than

95 per cent of the young people of high-school age are attending high schools, a truly astonishing record.

In the opinion of the writer, the department of pupil personnel in Salt Lake City is exceptionally well organized for its work. The system of records used is very impressive and complete. A school history card is filed for every pupil; every pupil referred to the department for special handling has a case registration card, and difficult cases are fully recorded in supplementary folders. More than thirty record forms are used by this department. There was every evidence that these records are kept up to date and in good order. All of the activities of the department (pupil adjustment of problem cases, attendance cases, psychological testing, assignment to special classes, excusing pupils from attendance for cause, etc.) are approached from the social case work point of view. The department works closely with all city social agencies and clears its cases through the social-service clearinghouse. Cases are accepted by the pupil personnel department only on the request of the schools. The schools themselves handle most of the problem cases which arise, so that the central department is concerned with only the most difficult and involved cases. For its work with individual pupils, the department has a staff composed of a director, four full-time social workers (two men and two women), and two full-time psychologists. The case records which were examined gave evidence of skillful and thorough case work. In addition to work with individual cases, the department offers its services to teachers, and occasionally also to parents, for instruction in mental hygiene. A very close contact is maintained throughout the school year with the parent-teacher association.

The school administration has recently inaugurated a vocational center which is located in buildings on the grounds of the West Upper Division High School. In this center an extensive program of training in skilled trades and specialized commercial occupations has been developed. Training for skilled trades, incidentally, is not offered in the high school. Such training is considered a posthigh-school activity, available only to those young people who are especially qualified to succeed in this work. Classes are offered both during the day and in the evening for recent high-school graduates and for qualified adults in the community. To effect coordination between employers and the school and to facilitate placement of pupils, the vocational center employs coordinators in three or four occupational fields.

One valuable type of service which has recently been inaugurated at the vocational center is a department of aptitude testing and vocational counseling. Although this department was organized primarily for the pupils in the center, its services are also available to high-school pupils

who are referred from the schools. The number of pupils who have been referred by the high schools has not been very large, but it is expected that the numbers will increase markedly as the values of the service become better known to high-school counselors and students. Individuals who go to the testing and counseling department are given a comprehensive battery of tests and very effective individual counseling by the occupational counselor, who has had graduate training in student personnel work and in test administration and interpretation. The variety of tests available—both individual and group tests—is large. The test data and case records which were examined by the writer gave evidence of thorough work and cautious use of test results.

The West Upper Division High School has instituted numerous practices for the modification of its program for pupils who are not going to college or into the skilled trade training. Numerous shop and other nonacademic courses offer a wide variety of elective classes for nonbookish students. Individual programs are arranged for pupils on the basis of analyses of their special abilities and interests and of their occupational and social needs. The highly individualized programs that are made possible by the great variety of both academic and nonacademic courses are said to have largely eliminated the need for ability grouping, a practice which at one time was very extensively used in this school. However, there are a number of special classes, each under the supervision of a counselor-teacher, which are organized whenever the need has become apparent, for groups of pupils of exceedingly low ability who are classified as incorrigibles or problem pupils.

CHAPTER VII

A Word in Conclusion

IT SEEMS SCARCELY necessary to point out in this concluding chapter that almost every one of the school practices which have been described has a direct relationship to one or more of the "planks in a platform for the reconstruction of secondary education" that were outlined earlier. These relationships, if they have not been made sufficiently clear in the three preceding chapters, can be readily discerned by a quick backward glance over the contents of Chapter III.

The writer is keenly and humbly conscious of the many large gaps that exist in both the discussion and the attempted illustration of various aspects of the program of reconstruction which has been advocated for secondary education. As to the examples that have been given of school and community procedures which appeared to be interesting and promising experimental efforts in the right direction, a few final words of clarification are in order. It is not the contention of the writer that these practices are necessarily the best ones that can be devised for the solution of youth problems. It is considered entirely possible that some of them may, in the acid test of experience during the next few years, prove to be quite unsatisfactory. On the other hand, the writer believes that in some instances (which have been indicated in the text) certain kinds of new school and community practices have already convincingly demonstrated their soundness and effectiveness. In the last analysis, however, the most important single fact about the schools and communities which have been described is that they are all *doing something*, though in widely varying measure, in the effort to find better ways of preparing to-day's youth to meet their problems. In all of these localities, as well as in others he visited, the writer invariably found at least a few pioneering spirits who were not afraid to face the consequences of new times and who were energetically experimenting with new measures.

One does not have to be a Sherlock Holmes to detect evidences of the inertia, the shrinking from change, or the very real problems of finance and personnel which exist in all too many of our secondary schools. Had not the writer deliberately chosen to delineate only the symbols of constructive effort and encouraging progress, his picture of secondary education might well have been somewhat tinged with somber hues. Nevertheless, although he has no desire to paint too rosy a scene, the writer does believe that secondary education is beginning to experience a sufficiently strong surge of new life and adventuresome spirit to warrant the bestowal of a few bouquets to offset some of the many brickbats

which have been heaved from all directions. This viewpoint is perhaps based upon the hunch that the time has come when the sending of sweet smelling posies to the patient may help him face the major operation which is still in the offing.

Four of the most important of the numerous gaps which are to be found in the writer's discussion and illustration of the new tasks and obligations of secondary schools are thorough consideration (1) of the problem of educating teachers to perform their functions in an expanding secondary-school program; (2) of the relationship, present and potential, of secondary schools to federal training programs in C.C.C. camps and N.Y.A. resident centers; (3) of the role of the vocational and trade schools in the reconstruction of secondary education; (4) of the unique contributions which the junior college can make to the solution of the youth problem. These four problems are far too large and complicated to be treated with much more than a passing reference in these pages. Strong emphasis, nonetheless, must be placed upon the fact that all of these problems are, and will become, increasingly vital to the interests of junior and senior high-school administrators and teachers.

Fortunately, all of the foregoing problems have been and are being subjected to intensive study by a number of national study commissions and policy-making professional groups. The first problem, for instance, is being attacked on a broad scale by the Commission on Teacher Education of the American Council on Education and thirty-four coöperating school systems and teacher-training institutions. The American Youth Commission and several national educational organizations are giving serious attention to the second problem; and it is reasonable to hope for the early publication of a number of useful documents dealing with this problem.

As to the consideration of the future role of the trade and vocational schools, much valuable material has already been made available in one of the reports of the Federal Government's Advisory Committee on Education.¹ It is the writer's opinion, based upon the examination of a preliminary draft, that a forthcoming book by Howard M. Bell, of the American Youth Commission, will also throw a great deal of light upon this particular problem, as well as upon the broad question of what should be done in all secondary schools and communities to assist and hasten the occupational adjustment of youth. This publication will make extensive use, as a basis for some interesting generalizations and for illustrative purposes, of the activities and experiences of eight experimental, occupa-

¹John D. Russell and Associates, *Vocational Education*, Staff Study No. 8. Prepared for the Advisory Committee. U. S. Government Printing Office, Washington, D. C.: 1938 p. 324.

tional adjustment projects which were sponsored jointly for a period of eighteen months by the American Youth Commission and the United States Employment Service. Four of these projects, incidentally, were carried on in rural counties. Consequently, the projected book will include considerable data on problems and procedures pertaining to the occupational training and adjustment of rural youth. This is an aspect of school and community action for solving the youth problem which has been inadequately dealt with by all too many authors, including the present writer. Mr. Bell's book, which will probably be published within the next few months, should therefore be of great interest and real value to both rural and urban schoolmen.

During the early part of the present year, an exploratory study which has a bearing upon the last of the four major problems listed above was launched under the auspices of the American Association of Junior Colleges. This is the study of terminal and semiprofessional training at the junior-college level which is directed by the Association's Commission on Junior-College Terminal Education. The study has as its chief objectives: (1) the summarization of what is now being done in junior-college terminal courses both in general education and in vocational training; (2) the formulation of a policy for these types of training in the junior college; and (3) the statement of recommendations which will be helpful in guiding junior colleges in the expansion of terminal curricula. The need for such a project is apparent when it is realized that a very large proportion (approximately two-thirds, according to one estimate) of the junior-college graduates do not continue their education in four-year colleges. The published results of the study will doubtless help to clarify the possible unique contributions which junior colleges can make to secondary education, as well as the kind of vital relationships these institutions can establish with other types of secondary schools. To the findings expected from the study which has just been described, there will be added in the course of time other data on problems of guidance and terminal education from the Coöperative Study in General Education. The latter study, directed by a committee of the American Council on Education, involves the active participation of twenty-two junior and four-year colleges. All of the junior colleges and several of the four-year institutions are seriously concerned about the problem of terminal courses in both general and vocational education at the junior-college level.

In his visits to schools in several sections of the country, the writer had the opportunity of visiting more than a dozen junior colleges. Most of these, including six junior colleges in California (Sacramento, San Francisco, Bakersfield, Los Angeles, Pasadena, and San Bernardino), the

Phoenix Arizona Junior College, the Scranton-Keystone Junior College of La Plume, Pennsylvania, and the Rochester (New York) Athenaeum and Mechanics Institute, were offering terminal or semiprofessional courses. In many instances, both the number and proportion of the students taking these courses had been increasing significantly during the past few years. In one instance (the Institute located in Rochester), all of the students are enrolled in semiprofessional curricula which aim to produce both occupational proficiency and adjustability and a well-rounded general education. The Institute grants no degrees and guarantees no credit for transfer to four-year colleges, yet it experiences no difficulty in getting well-qualified students who are strongly motivated by the kinds of training offered. This Institute, by the way, had the most comprehensive and functionally useful student personnel records available for an entire student body that the writer found in any school he visited. It was also the school in which the many potentialities of the use of anecdotal or observational records were brought most nearly to realization.

Aside from the few casual comments in the foregoing paragraph, the writer will not attempt to summarize the many interesting guidance and curriculum practices in junior colleges he observed which have a bearing upon the changing secondary-school program. In the first place, space limitations will not permit such an attempt. Secondly, the writer believes that this job will soon be very much more adequately done than he could possibly do it by a man who is at present engaged in the visitation of a large number of junior colleges throughout the country. The man who is making this extensive survey, Byron S. Hollingshead, president of the Scranton-Keystone Junior College, of La Plume, Pennsylvania, is serving temporarily as a consultant to the General Education Board. It is anticipated that a report on his survey will be published next autumn, probably by the American Association of Junior Colleges. Dr. Hollingshead's report should, in the writer's judgment, be almost as necessary and valuable to junior and senior high-school people as it will be to junior-college administrators and teachers.

BOOK NOTES

THE INGLIS LECTURE—1940. *Work, Wages, and Education*. By Aubrey W. Williams. Cambridge: Harvard University Press, 1940. Pp. 57. \$1.00.

The administrator of the National Youth Administration emphasizes the need of American youth for productive work and the place not only of education but also of the body politic in helping to solve their pressing problems.

ANNETT, THOMAS. *Music in the Rural School*. Boston: The Boston Music Company, 1938. Pp. viii+123.

Mr. Annett devotes attention to specific skills and problems within the areas of general methods, singing in rural schools, time and rhythm, listening lessons, instrumental music, creative music, music and other subjects, community singing, and theory.

STURTEVANT, STRANG, AND McKIM. *Trends in Student Personnel Work*. New York: Bureau of Publications, Teachers College, Columbia University, 1940. Pp. 110. \$1.85.

The authors describe the positions of deans of women and deans of girls in high schools and higher institutions of learning over a period of ten years. The academic preparation of deans is discussed, and the teaching load, salary, organization and staff, and student personnel functions.

CANNON, FANNY VENABLE. *Playing Fair*. New York: E. P. Dutton and Company, Inc., 1940. Pp. 112. \$1.00.

Playing Fair contains four realistic dramas for high-school girls and boys. These are "Playing Fair," "It's a Poor Rule!" "Persuasion Is Better Than Force," "Coals of Fire." Each play has tolerance as its central theme. None of the plays requires fewer than six nor more than eight principal characters. Production is possible on an elaborate or a single scale as local conditions permit, according to the author's statement.

WETZEL, WILLIAM A. *The Teacher and Civil Liberty*. Cambridge: Graduate School of Education, Harvard University, 1939. Pp. 59.

Written in observance of the one hundred fiftieth anniversary of the birth of the Nation under the Constitution, *The Teacher and Civil Liberty* is an essay on the relation of public education to the orderly processes of democracy. Among the topics discussed are the meaning of democracy, its orderly processes, a definition of public education, freedom to think and express thought, freedom of assembly and right to participate in public affairs, freedom to choose and practice a vocation.

BUELL AND STRAWINSKI. *Reading with Clues*. Chicago: Benjamin H. Sanborn and Company, 1940. Pp. ix+459.

Containing twenty stories and twenty articles of varying length and difficulty, this volume is comprised of materials in familiar settings and modern tempo designed to be of interest to high-school pupils. Each selection is followed by three questions covering three phases of its content—structural, literary, and social. The clues thus provided are intended not only to increase the pupil's understanding and pleasure of the moment but also to help him find the significant features in the materials he will be reading the rest of his life.

MYERS, LITTLE, AND ROBINSON. *Planning Your Future*. Revised edition. New York: McGraw-Hill Book Company, Inc., 1940. Pp. x+549. \$1.64.

The authors describe the purposes of this occupational civic textbook as follows: (1) to give young people a start in thinking seriously and intelligently about educational and vocational plans for the future; (2) to aid them in accumulating information which will serve as a basis for such thinking;

(3) to broaden their knowledge and appreciation of the world's work and how it is done. The volume is divided into four parts: The World of Occupations, Occupations in Your Community, Facts Every Worker Should Know, and Finding Your Place.

SANFORD, HABBEKTON, McHARRY. *Student Teaching*. Champaign, Illinois: Stipes Publishing Company, 1940. Pp. 164.

The authors explain the purpose of student teaching, which is to provide an opportunity for the furthering of both the academic and professional training, and, more important, to give an opportunity for the effective, functional fusion of the two. After describing the correct professional attitude of student teachers—which includes the quoting of the Code of Ethics of the National Education Association, the authors present the various phases of student teaching in the order in which these are likely to be experienced: observation, participation, preparation for teaching, and teaching.

WILLIAMS AND HUBEARD. *Schools for Democracy*. Chicago: National Congress of Parents and Teachers, 1939. Pp. 239.

Opening with a Foreword—"The Future Belongs to Youth"—by Charles A. Beard, the book is a compilation of fourteen articles on education in a democracy by prominent men and women in the field: Counts, Knight, Wofford, Curtis, Donovan, Reavis, Holy, Strayer, Merrill, Kline, Studebaker, Pettigill, Samuelson. They discuss public education in the light of its growth, what it is trying to do, teaching as a profession, organization and administration, school plants, financial support, libraries, community resources, parent-teacher associations, lifelong learning, and looking ahead.

ARNOLD AND BANKS. *Building Our Life Together*. Evanston, Illinois: Row, Peterson and Company, 1939. Pp. 744. \$1.60. Illustrated by Frederick E. Seyfarth.

Building Our Life Together presents the essentials of good citizenship in units that embrace (1) The Plan of Our Work Together, (2) Our Social Foundations, (3) Our Economic Foundations, (4) The Builders and How They Take Part in Government, (5) The Machinery of Government, (6) The Cost of Government, (7) The Tasks of the Builders, (8) Each Builds His Own Life. In addition, there are suggested references for the teacher's and the student's libraries, and the text of The Constitution of the United States is given in full.

HANDSCHIN, CHARLES H. *Modern Language Teaching*. New York: World Book Company, 1940. Pp. vi+458.

The author states that the purpose of this book is "to furnish the modern language teacher with a survey of his field; the latest professional thought on its objectives, methods, and materials; and, as far as they concern him, the thought of the psychologist and the educationist concerning the method and the place of modern language teaching in our schools."

Among the topics covered in the fifteen chapters of the book are history and survey of courses, objectives, general method, pronunciation and other oral work, teaching grammar, word and idiom study, reading ability, visual materials, student activities, administrative problems, teacher training.

DEMIASHKEVICH, MICHAEL. *The National Mind: English, French, German*. New York: American Book Company, 1938. Pp. xii+508.

The present volume deals with the national mind and character of the English, the French, and the Germans, the fundamental thesis being that this can be accomplished through the study of comparative education, literature, politics, philosophy, and fine arts. The author believes that the best expression of national characteristics lies in the scale of values held by each of the peoples, in the loyalties which dictate their preferences and sacrifices.

The author describes his work as "an attempt to investigate a corner of a liason field—foundations of national leadership, and submits it to the atten-

tion of those who are interested in education, international relations, comparative government, or comparative literature, and in the integration of these fields."

GRUENBERG AND KAUKONEN. *High Schools and Sex Education*. Bulletin No. 72 revised. Washington, D. C.: United States Public Health Service, 1940. Pp. xix+110. 20 cents.

Part I of this manual is devoted to the planning and organization of sex education. It discusses sex education in the secondary schools; methods and supplementary devices; teacher selection, preparation, and development. Part II is about sex education in the subjects of the curriculum. It suggests the following courses as desirable channels for disseminating information: biology, general science, physiology and hygiene, physical education, home economics, social studies, and English. Four Appendices give a general reading list for teachers and school officials, a list for students, pamphlets and visual aids, and a suggested outline of a course for teachers on sex education in secondary schools.

AMERICAN COUNCIL ON EDUCATION. *Reading in General Education*. A Report of the Committee on Reading in General Education. Edited by William S. Gray. Washington, D. C.: the Council, 1940. Pp. xiii+465. \$2.50.

Giving especial attention to reading in high schools and junior colleges, this volume—the work of a group of ten specialists, two research assistants, and various consultants—is an exploratory and critical study of reading.

Broad topics selected for consideration comprise the following: social change, general education, and reading; factors influencing reading efficiency; relation of reading to other forms of learning; approach to reading through analysis of means; problems in content fields; our culture and the teaching of literature; interests, tastes, and difficulties in reading; diagnosis, remediation, appraisal techniques; and the library.

The objective has been "to identify basic issues, to describe current practices and trends, to review the results of related studies and their implications, and to define the problems which merit further study."

Education for Democracy. The Proceedings of the Congress on Education for Democracy. Edited by Thomas H. Briggs and Will French. New York: Bureau of Publications, Teachers College, Columbia University, 1939. Pp. xii+467. \$2.50.

Opening with a letter from President Roosevelt, *Education for Democracy* contains the addresses of many men and women prominent in education, religion, industry, and agriculture, not only in the United States but in other lands. The broad range of subjects and meetings as published classify into nine areas: democracy and its challenge, democracy in other lands, the contribution of religion to democracy, educational opportunities for rural youth, higher education and adult education, democracy at work, democracy moves forward, seminars, looking forward.

Representatives of twenty-eight lay organizations, national in scope, participated in the congress, matching an equal number of educator-delegates from all fields of education. Nicholas Murray Butler was honorary chairman.

JOHN DEWEY SOCIETY, Fourth Yearbook. *Teachers for Democracy*. Editors George E. Axtelle and William W. Wattenberg. New York: D. Appleton-Century Company, 1940. Pp. xii+412. \$2.50.

The present volume carries the educational tradition expressed in previous yearbooks into the area of teacher education and therefore stresses certain fundamental propositions. "Among these are the necessity for preserving democracy by means of an appropriate form of education, the need for deeper understanding of the important forces influencing American life and education, the essential necessity of a closer relation of education to community life, and the assumption that the entire life and program of an institution is the potent influence in determining the values and actions of its graduates."

The editors, Axtelle and Wattenberg, together with eleven contributing editors have supplied fourteen chapters dealing with basic considerations as follows: the status of teachers, the task before them, their abilities, democratic concepts of learning and teaching, life and program and democratic control and administration in institutions for teacher education, selection and guidance, general education, professional subject matter, organizing the program, in-service education, education of college teachers, social context of the profession, social implementation of democracy and education.

The education of teachers was pronounced America's first education problem at the February, 1939, meeting of the American Association of School Administrators. This book should, therefore, engage the attention of all persons interested in their communities and in their Nation—parents and others, as well as teachers and potential teachers.

EDUCATIONAL POLICIES COMMISSION. *Education and Economic Well-being in American Democracy*. Washington, D. C.: National Education Association and the American Association of School Administrators, 1940. 50 cents.

Recognizing that the economic phase of life is inextricably interwoven with other phases of human life—spiritual, ethical, intellectual—the commission states the belief that it is more accurate to say that "this volume is mainly concerned with, rather than confined to, the interrelationships of education and economic well-being in American democracy."

The constructive program for action here proposed invites appraisal from the point of view of long-term, rather than immediate, considerations. The volume deals with questions such as the following:

"What factors contribute to high productivity in an economy such as ours, and what contribution does education make to such productivity? Does the improvement and strengthening of our national economy involve an improved program of public education? What kind of educational opportunity for youth is socially desirable? What kind and amount of education will result in maximum economic well-being? To what extent are children and youths of superior ability denied educational opportunity because of lack of family finances? What effect has such denial on productivity and national income? To what extent will an educational program, right in kind and amount, tend to amortize its cost? Has the nation reached a period when it appears that basic economic limitations require restriction of the further development of free education? Or does it appear wise, from a purely economic point of view, further to extend this expression of the American ideal of equality of opportunity?"

FOSTER, WETZEL, AND LAWRENCE. *High School Supervision*. New York: Thomas Nelson and Sons, 1939. Pp. xi+283. \$2.25.

The author, Mr. Foster, states the aim of supervision as being that of pupil learning, not improvement of teaching. Therefore, he stresses the fact that "Democratic supervision is the supervision not primarily of teaching but of learning, and of teaching only because it conduces to good learning."

Thus basing the conception of supervision on the ideal of improvement of learning, the author and his collaborators offer concrete guidance from all practical viewpoints and in all practical phases. The work is classified into four major divisions which deal with supervision in reference to (1) nature and personnel, (2) program, (3) classroom visitation, (4) creative character.

Feeling that a definition would better be left to unfold itself and come at the close of the readers' experience and study, the author explains the meaning of supervision:

"Doubtless as the subject has developed, we have been conscious of two major principles or concepts, like two valleys merging into one larger one. These two are the same two that form the landscape in the world of education in general—the scientific and the philosophical. The science of supervision has sought for the answer to the question 'What?' the philosophy of supervision has concerned itself with the 'Why?' From these two there results the art of supervision, dealing with the 'How.' . . . Supervision is the art which results from the fusion of the science of supervision and the philosophy of supervision. . . . It is not a slave to devices and rules, but master of them for

the expression of its creative genius. Creative supervision is the art which does not reject science but proceeds through it to the realization of rational objectives. In its creativeness lies the hope for progressiveness in supervision."

BOOKS AND PAMPHLETS RECEIVED

- BONIFACE, COLONEL J. J. *Riding*. A manual of Horsemanship for Beginners. New York: A. S. Barnes and Company, 1940. Pp. 86. \$1.00.
- CURTIS, FRANCIS D.; CALDWELL, OTIS W.; AND SHERMAN, NINA HENRY. *Every-day Biology*. Boston, Massachusetts: Ginn and Company, 1940. Pp. xi+698. \$1.92.
- FREILICH, AARON; SHANHOLT, HENRY H.; AND GEORGES, JOEL S. *Elementary Algebra*. New York: Silver Burdett Company, 1940. Pp. v+544+25. \$1.36.
- HILLYER, V. M. *A Child's History of the World*. Illustrations by Carle Michel Boog and M. S. Wright. Student's Edition. New York: D. Appleton-Century Company, Inc., 1935. Pp. xxvi+480. \$1.32.
- HILTON, EUGENE. *Problems and Values of Today*. Boston: Little, Brown and Company, 1940. Pp. xvi+742. \$1.96.
- MARRAN, RAY J. *Table Games*. How to Make and How to Play Them. New York: A. S. Barnes and Company, Inc., 1939. Pp. 122. \$1.50.
- MASON, BERNARD S. *Roping*. New York: A. S. Barnes and Company, 1940. Pp. 138. \$1.00.
- NATIONAL SECTION OF WOMEN'S ATHLETICS OF THE AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION. The official Sports Library for Women published by A. S. Barnes and Company, New York, has available the following pamphlets:
 "Badminton for Women 1940-1945," pp. 64; "Field Hockey Guide for Women and Girls Containing the Revised Rules 1940," pp. 91; "Individual Sports (Archery, Tennis, Riding, Golf) 1940-1941," pp. 119; "Recreational Games and Sports (Track and Field) 1940-1941," pp. 109; "Softball and Volleyball with Official Rules 1940," pp. 95. 25 cents each.
- NOREN, ARTHUR T. *Softball*. New York: A. S. Barnes and Company, 1940. Pp. xv+108. \$1.00.
- PAYNE, MILDRED M. *What Do I Do Now?* A Guide to Correct Conduct and Dress for Business People. New York: The Gregg Publishing Company, 1940. Pp. vii+120. 76 cents.
- POWDERMAKER, THERESE. *Visual Aids for Teaching Sports*. Twenty-four sports pictured. Illustrations by Kate Rowland. New York: A. S. Barnes and Company, 1940. Pp. 26.
- REICHART, NATALIE AND KEASEY, GILMAN. *Archery*. New York: A. S. Barnes and Company, 1940. Pp. 95. \$1.00.
- SALISBURY AND LEONARD. *Thinking in English*. Book One. Chicago: Scott, Foresman and Company, 1940. Pp. 350. \$1.12.
- SCHORLING, RALEIGH; CLARK, JOHN R.; POTTER, MARY; AND DEADY, CARROLL F. *Learning to Compute*. Book One and Book Two. Yonkers-on-Hudson, New York: World Book Company, 1940. Pp. viii+104. 32 cents each.
- STANWICK, TAD. *Lacrosse*. New York: A. S. Barnes and Company, 1940. Pp. xii+92. \$1.00.

THEOBALD, HARRY C. *Trozos De La Historia Del Sudoeste*. Illustrated by Helen Torrey. New York: Silver Burdett Company. Pp. v+201. \$1.24.

TURNER, C. E. *Principles of Health Education*. New York: D. C. Heath and Company, 1939. Pp. xvi+335.

WASHBURN, JOHN N. *Washburne Social-Adjustment Inventory*. Yonkers-on-Hudson, New York: World Book Company, 1940. Package of 25, net \$1.30; Specimen Set, 15 cents.

WATKINS, DWIGHT EVERETT AND KARR, HARRISON M. *Stage Fright and What to Do About It*. The Symptoms, Causes and Remedies. Boston, Massachusetts: Expression Company, 1940. Pp. 110. \$1.50.

YOUNG, BARTON, JOHNSTON. *Citizens at Work*. New York: McGraw-Hill Book Company, Inc., 1940. Pp. xx+402. \$1.32.

Important Notice

In order that members may be informed of the books tentatively selected for the Book-of-the-Quarter Club, a list will be published in each issue of THE BULLETIN. The books now being considered by the Reviewing Board are listed below:

MYERS and KIFER: *Problems in Public School Supervision*.
Prentice-Hall, Inc.

WITHAM: *Problem Studies in School Administration*. Prentice-Hall, Inc.

NOBLE: *Practical Measurements for School Administrators*.
International Textbook Company.

CLARKE: *Life Planning and Building*. International Textbook Company.

MORRISON: *The Curriculum of the Common School*. The University of Chicago Press.

NEWS ITEMS

NATIONAL HONOR SOCIETIES—IMPORTANT NOTICE!—*The Sixth Handbook* of the National Honor Society is just off press. This two hundred page book contains complete information about the organization from its beginning. It describes activities, assembly programs, constitutions, group studies, guidance and orientation, journalistic activities, methods of selecting members, rituals of induction, price list of emblems, and other items of concern to all honor societies. The price is one dollar.

NEBRASKA OUT FRONT.—New officers of the Department of Superintendents and Principals of the Nebraska State Teachers Association are: President—Principal Leo Black, Nebraska City; Vice President—Superintendent Van Miller, Overton; and Secretary-Treasurer—Superintendent J. R. Vinckel, Blair. Nebraska's membership in both the state and national association is now the largest it has ever been, according to Van Miller, who is retiring from his office as secretary after a six-year period of service.

SPECIAL GUIDANCE AND TRAINING HELPS C.C.C. ENROLLEES GET JOBS.—During a six-week period this year, approximately eighty-five hundred C.C.C. enrollees were discharged to accept employment, an increase of about one third over previous periods. In releasing this information, Commissioner Studebaker states that while improved employment conditions have helped, much credit for the increased back-to-work movement should go to the C.C.C. educational committee and officials who conducted an intensive drive to train enrollees and to place them in jobs.

WANTED: A JOB!—This is the title of a booklet issued by the American Council on Education, Washington, D. C. Prepared by a conference of business and industrial personnel officers, the booklet is a statement of personal characteristics necessary for job success: character, enjoyment of work, initiative, mental alertness, judgment, getting along with people, health, appearance and manner, ambition and objectives, social and community responsibility. Also a suggested rating scale based on the afore-mentioned characteristics is supplied. The pamphlet sells at five cents a copy. Discounts are given on quantity orders.

UNITED STATES PUBLIC HEALTH SERVICE.—The pamphlet *We Grow Up* brings up to date two earlier publications entitled *Healthy, Happy Womanhood* and *Keeping Fit*. This illustrated booklet deals with four phases of life: from infancy to maturity, the growth of new life, the sex instinct, men and women to-day. The office of the Surgeon General of the United States invites your critical evaluation of its effectiveness as an educational instrument for adolescents between the ages of twelve and fifteen years. Copies of *We Grow Up* are obtainable from the United States Government Printing Office, Washington, D. C.

N.Y.A. CAMPAIGN FOR JOBS IN ILLINOIS.—More than eleven thousand jobs for young persons in Illinois were secured during a sustained five weeks' drive, according to the state N.Y.A. administrator. The total number of jobs obtained is four times the original goal of twenty-five hundred set at the start of the drive. During the job hunt, which was for young men and women between the ages of eighteen and twenty-five years, youth-employer clinics were held in key cities throughout the state. N.Y.A. field representatives visited employers, and youths were urged to make personal visits to offices, factories, and employment agencies in a well-rounded drive.

PUPILS WHO SUCCEED IN COLLEGE.—"The popular high-school pupil is a good college risk if his record shows that he has maintained certifiable grades, and his teachers have found him industrious and cooperative," said Virginia

De M. Raacke, college advisor of a Philadelphia High School, before educators at the University of Pennsylvania's Annual Schoolmen's Week. Other types of students whom she listed as those who will succeed in college are: the exceptional pupil of high intelligence and pronounced leadership, the shy pupil without leadership but of brilliant scholarship, the plodding pupil, and the popular pupil possessing intelligence and a variety of interests.— *The New York Times*.

DISTRIBUTIVE COURSE FOR LINCOLN HIGH.—*The Advocate*, student newspaper, states that a distributive course approved by the Lincoln, Nebraska, Board of Education will be added to the curriculum to provide training for retail selling in stores of all types. The subjects taken in the sophomore year will be similar to those in other courses, but in the junior and senior years the pupils will attend only the first three periods of school and the remainder of the day will be spent gaining firsthand experience in an actual selling position. The pupils will be placed by the instructor in Lincoln firms which have offered positions for this purpose, and they will receive pay for their work. This distributive course will be partially subsidized through the George Deen Act.

STUDENTS EVALUATE OWN CAPABILITIES.—"One of the major objectives of the guidance program in Cristobal High School is to train pupils better to evaluate their own capabilities and to judge their own achievement in any field of endeavor in relation to the achievements of others in that field and thus make for better mental and social adjustment," state C. L. Rice and T. F. Hotz in the *School Bulletin* of the Division of Schools, Panama Canal Zone. Questionnaires were distributed to every Senior High School pupil in an effort to find the pupil's ability to estimate his own achievements in his school work in relation to the marks recorded on his report card. The fact that 81 per cent of the pupils received as good or better marks than they had expected indicates the degree to which they are being trained in self-evaluation. The counselor finds the survey a valuable basis for pupil-teacher conferences to bring about adjustments, especially for those pupils who over or underestimated their achievements by more than one letter.

"P.M." SCHEDULED FOR JUNE 1.—A novel paper which presents all news objectively; contains no advertising; has no editorial policy but takes a stand on each separate issue as it arises; carries a consumers' service; and includes sections on labor news, little-known government services, and the youth movement is scheduled for distribution on June 1. It will be published by a small group of people, mostly New Yorkers, some in the field of journalism, others wealthy enough to finance the venture. Ralph McAlister Ingersoll, who started *Fortune* and *Life* on their way to fame, is potential editor.

About the size of *Life*, printed on semiglazed paper, and stapled or sewed together, the paper will be printed each evening, and will cost a nickel. *P. M.* (its temporary name) will be the only newspaper to present the complete programs of all ten New York radio stations. In addition, the editors plan to summarize speeches, to review radio shows and other newspapers, and to discuss suppressed news items.—*Horace Mann Record*, Horace Mann School for Girls, New York City.

ROUND PEGS, SQUARE HOLES, AND NO HOLES AT ALL.—Occupational maladjustment has been compared to silicosis as an occupational disease by Floyd W. Reeves, director of the American Youth Commission. In a recent news story, Mr. Reeves stressed the need for community guidance or adjustment programs as an aid to young workers in finding the type of work for which they are fitted.

As a result of the Commission's study during which twenty thousand individual youths were interviewed, Mr. Reeves declared that the vast majority of these youths had neither ideas nor plans about their vocational future to enable them to make an intelligent search for the right job.

"Those familiar with the problems which confront our boys and girls in the transition from school to useful employment recognize the need for action now. At present, the absence of vocational guidance and community planning for youth is both wasteful and shortsighted. Nothing is more debilitating to character than unemployment."

STUDY OF GERMAN LANGUAGE DROPS.—"For the sixth consecutive year, or ever since the rise of Adolph Hitler, the study of German has dropped in the New York City school system," according to a news item carried in the April 18 issue of the *New York Times*. "To-day, the enrollment in German is 50 per cent less than it was in 1934." On the other hand is the attitude of the Educational Policies Commission at Washington, in its pamphlet "American Education and the War in Europe": "The schools and other educational institutions should do everything possible to prevent the disastrous activities which occurred during the last war when some reputable scholars joined with the uneducated demagogues in a mad rush to decry and malign the cultural contributions of entire peoples. All the belligerent nations have made significant cultural and human contributions to American life. These contributions should be emphasized in the discussion of appropriate topics. For example, it is unwise and unfair to undervalue the contributions of a nation to music, art, literature, and science merely because the government of that nation is waging an unjust war."

THE SOUND OF HISTORY.—"Then Came War: 1939" is the title of a set of phonograph recordings, the issuance of which was sponsored by the World Book Company, Yonkers-on-Hudson, New York. In a pamphlet on the use in schools of "Then Came War: 1939," Alexander J. Stoddard writes: "The story told on these records is necessarily a condensed one requiring just twenty-five minutes for the telling. It sweeps rapidly over the years from November 11, 1918, to September, 1938, and then quickly brings us through the events of the succeeding eleven months to August, 1939. . . . The choice and arrangement of the material of "Then Came War: 1939" are the work of Elmer Davis, a leading student of current affairs, author, and radio analyst and commentator, assisted by a group of technical experts." In six parts, the album of records is suited to use at the secondary-school level; it is equally well suited for college students and for adults. Mr. Stoddard suggests that anyone concerned with the educational program should read the bulletin, "American Education and the War in Europe," which was reprinted in *The Journal of the N. E. A.*, November, 1939, or which is obtainable by sending ten cents to the Educational Policies Commission, Washington, D. C.

P.Q.'S FOR PROSPECTIVE PEDAGOGUES.—"Is he attractive or unattractive in appearance? Is he a likable person? Is his voice irritating or pleasant? Is he touchy, sensitive to criticism, easily upset?" These are some of the questions on the personality quotient sheet by which teaching candidates are selected for appointments at Providence, Rhode Island, public school system. To determine his standing on the superintendent's recommended list, each applicant is interviewed by an informal committee of five. To reduce human fallibility of judgment to a minimum, the members of this committee are drawn from the superintendent's staff and supervisory officers, principals and assistant principals of junior and senior high schools. The personnel changes from day to day. The applicant usually gives a résumé of his preparation and training for the work of a teacher, discusses with the committee problems of education and teaching, and informs the committee of his intellectual, physical, and aesthetic interests. After the interview is closed and the candidate has left, each member of the committee records his impressions on a form which may be scored on a testing machine. The final score on personality is the average mark based on the individual scores of the committee. Prospective teachers are finding out that teaching is not all reading, writing, and arithmetic.—*The Christian Science Monitor*.

PAN-AMERICAN GOOD NEIGHBOR FORUM.—Established for the purpose of promoting peace and good will on the American continents, the Good Neighbor Forum of Central Y. M. C. A. College in its semi-annual report states that it stands for the equal rights of all American nations, races, and creeds, as decided upon by the Lima conference, for political, economic, and cultural coöperation, and for arbitration and conciliation of differences. It stands, furthermore, for similar coöperation with all peaceful nations of the world.

The activities of the forum comprise a lecture section, a research section, and a so-called diplomatic section. Two Spanish classes, one in the college and

one in the high school, have begun correspondence with twenty-five students of the Good Neighbor Forum of the National University of Panama. Books have been sent and received by the students of the two groups. Discussions about the Monroe Doctrine and the Decision made at Lima concerning the friendly coöperation of all the races and creeds on this continent are under way and have done much to contribute to a lively correspondence. Also in connection with the College Idea Exchange of the Air, the director of the forum discussed Pan-American issues over station WAAF. The forum has given counsel to individual students of the college about various questions regarding Latin America. Furthermore it has on several occasions sent lecturers and singers to social clubs and assemblies of the college and high school and has coöperated with the Student Activities Fair in November, 1939, by providing a booth in which were displayed Latin American art objects and printed material. Also there was a fiesta organized both by the Student Council and the Forum.

TEACHER EXCHANGES.—"How would you like to exchange one or two of your teachers for an outstanding teacher in another section of our own country, in Canada, or in Latin America?" asks Frederick Eby, Jr., who further states, "Your Spanish teacher would gain much more by living and teaching a year in South America, Mexico, or in some one of our other Latin American countries." At Teachers College, Columbia University, Mr. Eby is working on a doctor's degree project which includes: (1) a study of the history of teacher exchanges, (2) a statement of the legal requirements of various states and of plans to increase the number of exchanges, (3) services as intermediary between school systems to facilitate exchange agreements, (4) an observation of the results through follow-up.

Mr. Eby gives the objective values of teacher exchanges as follows: (1) development of new ideas and interests through new experiences, (2) increased understanding of other peoples and enjoyment of their culture, (3) greater appreciation and more critical understanding of one's own country through comparisons, (4) improved teaching of English in Latin America [and of Spanish in the United States], (5) educational progress through comparison of methods. In brief, *broader living for teachers to enrich and vitalize teaching.*

Two principles are urged if the exchange movement is to continue on a sound basis: careful selection of teachers must be stressed; those selected should feel a keen responsibility to go as ambassadors of good will.

If you are interested in considering an exchange for next year, direct your inquiry to Frederick Eby, Jr., 423 West 120th Street, New York City.

WHITE HOUSE CONFERENCE ON CHILDREN.—Economic security for the normal family was held by the 1940 Conference to be the Nation's deepest concern. Two approaches to the problem are: (1) "through measures designed to raise the income of wage earner and farm families which constitute nearly sixty-three per cent of all families in the United States" and (2) "to increase those public or private community services for children which are supplementary to family resources."

The report of the conference notes a variety of efforts which have been used to raise family income in America, such as trade unions, wage and hour legislation, unemployment insurance, regulation of industrial home work, and soil conservation and farm credit measures of the agricultural program.

Community services which tend to equalize opportunities for children have become increasingly important, the report says, enumerating maternal and child-health provisions of the Social Security Act, hot lunches at school, surplus commodity distribution, better housing projects, and increased school, health, and recreation agencies.

"The distribution of children among the various types of communities in the United States is almost diametrically opposed to the resources of these communities," says the report. The problem which will occupy the decade until the next White House Conference meets and longer will be that of finding ways of getting more money into the hands of consumers, so that they may purchase, in this way stimulating production; this means more employment and more money to wage earners and farmers.

Warning was given against considering foreign wars in the light of expansion of the national income: "It is important to keep in mind that any degree of recovery which is based on the unsound foundation of foreign wars and price speculation will bring deeper depression afterward."

"RHODE ISLAND SPEAKS."—This is the title of Monograph No. 1, of the Rhode Island Speech Association. Writing in the Foreword, James F. Rockett, director of education in Rhode Island, describes the plan and objectives of the organization. "Not only will this Rhode Island Speech Plan be effective in helping those unfortunates with speech defects, but its greatest good will lie in the future speech education of children. . . . The Rhode Island State Department of Education is now organizing a statewide plan for the correction of speech disorders and the prevention of the development of speech defects in the home and classroom." Dr. Frederick V. Martin, director of Speech Clinics, Rhode Island College of Education, also emphasizes prevention as well as cure of speech disorders. "It is possible," states Dr. Martin, "to correct every speech defect, especially stammering and stuttering. At Martin Hall, Bristol, we have cases coming from all parts of the world. They are men and women who have found it impossible to get along in the social and business world. Few of these cases would have found it necessary to come to us if they had been handled correctly by parents and teachers when they first had difficulty in speech. . . . With proper medical care and correct education in the development of the child's speech, few cases of speech defects should ever become chronic."

An extreme case is cited by Dr. Martin as follows: "During the World War a soldier had half his jaw shot away by shrapnel. He lost the front third of his tongue. By clever plastic surgery his jaw was restored. Our speech unit spent a year re-educating the remaining muscles of his tongue to articulate words. To-day he speaks normally—better than the average man in the street. This case is cited to show that it can be done with thousands of others, that if the parent and teacher will study the production of a child's speech and patiently and persistently lead him quietly into a new manner of articulating, normal speech may be developed and the child will be saved as a factor in the social world."

IN-SCHOOL AND OUT-OF-SCHOOL EDUCATION.—"In the race between in-school and out-of-school education the odds are heavily against the classroom," writes I. Keith Tyler in a recent issue of *The News Letter*, Columbus, Ohio. Although admitting that from the point of view of time spent in school compared with time spent elsewhere, the cards are stacked against the teacher, Mr. Tyler believes that the significance of an experience, educationally speaking, is not measured by the time it consumes. And he continues, "What we need to do is to make sure that the activities in which our pupils engage are those that count." He suggests four guideposts (condensed below) for making learning significant and applies them to radio, movies, and the press:

1. Attention must center upon the child, his needs, problems, anxieties, affections, and his various responses to his environment. . . . Although life cannot be divided up, there are discernible two broad areas of experience with which the school must deal: those resulting from growth and development and those stemming more directly from the pressures of environment.

2. Vital experiences must be grasped by teachers at the point where they are seen and felt by pupils. To become familiar with the motion-picture preferences of pupils, a teacher should attend a Saturday matinee in neighborhood theaters and sit through a double or triple feature (at least once). Similarly a thorough sampling should be made of the whole gamut of radio listening.

3. Teachers must be realistic and seek facts behind events and continuously strive for better understanding of what is going on. For example, if we would deal with problems of poverty and slums in literature, materials must be used which reveal them as sordid blots on American life. Likewise, a realistic understanding of movies, radio, and the press can only be obtained as boys and girls recognize the part that commercial motives play in shaping what they see and hear.

4. The classroom must become a place where pupils turn for interpretation of what is happening to them. The pupil must be given a chance to examine the whole range of his experiences and fit them together into a meaningful whole; otherwise, he may go along storing his experiences in separate, unorganized compartments.

A LETTER FROM SWEDEN.—The Secretary of the Central Board of the Exchange of Pupils, Stockholm, wrote the following letter to the executive secretary of the National Association of Secondary-School Principals in response to an inquiry concerning pupil exchanges:

STOCKHOLM, SWEDEN

March 20, 1940

DEAR SIR:

I have got your letter of January 29, enclosing the clipping from a Chicago newspaper, and, in a separate cover, a copy of *STUDENT LIFE*. In your letter you ask for some information about our organization for school youth exchange.

For many years there has been an exchange of pupils between Sweden and Germany in the following way: during the holidays boys and girls from Sweden have visited Germany, and, when they went back, a batch of boys and girls from Germany have accompanied them to spend part of their holidays with their former guests.

From 1938 this exchange has been organized by official authorities, The Central Board of the Exchange of Pupils (Central-nämnden för skolgudomsubyte), appointed by the Ministry of Education.

During the last years this exchange has taken place not only between Sweden and Germany, but between Sweden and England, France, Germany, Belgium, Holland, Denmark, Finland, and Norway. For this exchange we have coöperated with organizations in the different countries.

The Central Board have also arranged holiday courses in foreign boarding schools, an Anglo-Swedish holiday camp, board and lodging for Swedish boys and girls in foreign countries, and for foreign young people in Sweden, and so on.

During 1938 and 1939 the number of Swedish partakers in the exchange has amounted to about twelve hundred each year.

In 1939 we tried also to arrange an exchange with the United States in coöperation with the Cleveland Student Exchange and the International Schoolboy Fellowship. The result was very small that year: only one American boy came here, and he now spends the whole school year 1939-1940 in Sweden. We hope that, when the war is over, we shall be able to go on with this exchange on a larger scale.

The purpose of the exchange of pupils is that young people of different countries shall get into contact with young people of other countries, increase their knowledge of foreign languages and the geography, history, national character, and traditions of the country they visit. We think also that this exchange may forward the ideas of international understanding and of the international brotherhood of nations.

If you publish an article about the Swedish Exchange of Pupils in *STUDENT LIFE*, I should be very much obliged to you for sending me a copy of the magazine.

In a separate cover I am sending you a couple of booklets about Sweden and the Anglo-Swedish Exchange 1939.

Yours very truly,
EVERT CARLHOLM
Secretary of the Central
Board of the Exchange of Pupils

Summer Convention Program

National Association of Secondary-School Principals
of the N. E. A.

Milwaukee, Wisconsin

July 1-2, 1940

GENERAL THEME: *That All May Learn*

MONDAY

July 1

2:15 P. M.

Walker Hall

Milwaukee Auditorium

Topic: Guidance in Secondary Education

Presiding: Herbert Helble, Principal, Appleton High School, State Coördinator, National Association of Secondary-School Principals.

Address: "Present-Day Challenges to Guidance in Secondary Education," Francis C. Rosecrance, Professor of Education, Northwestern University.

Address: "The Social and Emotional Development of the Secondary-School Student," R. W. Tyler, Chairman of the Department of Education, University of Chicago.

Joint session of Secondary-School Principals and National Association of Teachers of Speech

Topic: Meeting the Youth Problem

Presiding: Oscar Granger, President, National Association of Secondary-School Principals.

Address: In a Recreation Area, "Leisure Time Activities," Dorothy C. Enderis, Assistant Supt. in Charge of Department of Municipal Recreation and Adult Education

Address: In a Subject Area, "What the Secondary-School Administrator May Expect of the Speech Teacher," Rexford Mitchell, President, LaCrosse State Teachers College

TUESDAY

July 2

2:15 P. M.

Shorewood
High School
Auditorium

Address and Demonstration: "Speech Throughout the High School," Jeanette Ross, Shorewood High School Demonstration with high-school students.

Dinner
5:00 P. M.

Shorewood Auditorium Dining Room
Presiding: Oscar Granger, President, National Association of Secondary-School Principals.

Address: "Continuing Education," Edward Landy, Director of the Occupational Adjustment Study of the National Association of Secondary-School Principals.

Price per plate: one dollar.

ANNOUNCEMENT

The 1941 Winter Meeting

of the

**National Association of
Secondary-School Principals**

will be held in

Atlantic City, New Jersey

(Hotel Headquarters not yet assigned)

February 22-27

Standardized Personnel Blanks

AT THE CLEVELAND meeting in 1939, a special committee was appointed to revise and enlarge the scope of the uniform transcript blank known as the Certificate of Secondary-School Credits now in use by members of the National Association of Secondary-School Principals. The need for revising this blank has become increasingly apparent for some time. Constructive developments in admission procedures and widespread selective admission restrictions have been factors in calling attention to the problem. This committee headed by Principal Raymond D. Meade, Bloom Township High School, Chicago Heights, Illinois, reported at the St. Louis meeting that coöperative relationships had been established with the American Association of Collegiate Registrars, and that steps were being taken to organize a joint committee to develop a combination transcript and personnel blank.

Reports from various sections of the country indicate that the development of such forms is under consideration by numerous state and regional organizations as well as by groups of higher institutions. As a step toward coördination, the Association's committee invites all such groups that have developed forms either on a tentative or final basis, to send at least five copies to the chairman at the foregoing address. The committee requests further that it be furnished the names of committee chairmen in the various states now at work on this problem. It is hoped that an exchange of information and ideas will be extremely helpful to all concerned.

RAYMOND D. MEADE, *Chairman*
Committee on Pupil Records

Calendar

- American Federation of Teachers, Buffalo, New York, August 19-23.
- American Home Economics Association, Cleveland, Ohio, June 23-27.
- Chautauqua Institution, Chautauqua, New York, June 29-August 24.
- Conference of Administrative Officers of Public and Private Schools,
University of Chicago, Chicago, Illinois, July 15-19.
- Conference on Business Education, University of Chicago, Chicago,
Illinois, June 27-28.
- Eleventh Annual School Administrators' Conference, George Peabody
College for Teachers, Nashville, Tennessee, June 18-20.
- Fifteenth Annual League College sponsored by the National League of
Teachers Associations, University of Chicago, Chicago, Illinois, July
8-19.
- National Association of Secondary-School Principals, Milwaukee, Wiscon-
sin, July 1-2.
- National Council of Teachers of Mathematics, Milwaukee, Wisconsin,
July 1-3.
- National Education Association, Milwaukee, Wisconsin, June 30-July 4.
- Silver Anniversary of The Association for the Study of Negro Life and
History, Chicago, September 9, 1940.
- Workshop Conference, Department of Supervisors and Directors of In-
struction, NEA, Northwestern University, Evanston, Illinois, July 8-19.

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