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June 1930

I hereby recommend that the thesis prepared under my supervision by Herschel Litherland entitled A Study of the Nature and Scope of "Principles of Secondary Education."

be accepted as fulfilling this part of the requirements for the degree of Doctor of Philosophy in Education

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A STUDY OF THE NATURE AND SCOPE
OF
"PRINCIPLES OF SECONDARY EDUCATION"

A dissertation submitted to
The Graduate Faculty of the College of Education
of the University of Cincinnati
in partial fulfillment of the
requirements for the degree of

DOCTOR OF PHILOSOPHY IN EDUCATION

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Many thanks are due Dr. Ruth Streitz and Dr. C. A. Gregory who, as members of the Advisory Committee, have read the whole of the dissertation and have given valuable constructive criticism on the manuscript.

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CHAPTER I

INTRODUCTION

Nature of The Problem

In recent years the determination of the various curricula, of the elementary school and the secondary school has commanded much attention. Six years ago the Department of Superintendence of the National Education Association issued its first curriculum yearbook. New aspects of this problem have been presented in each succeeding yearbook. Thus, we have had the basis laid for local programs of professional study relating to "The Elementary School Curriculum"¹; digests of a large number of scientific studies and investigations pertaining to the same curriculum² presented; various case-studies of curriculum revision programs in cities of the United States³ enumerated; a cooperative plan of curriculum revision in the junior high school⁴ suggested and the development of the high school

1 The Elementary School Curriculum, Second Yearbook of the Department of Superintendence. Washington: Department of Superintendence, 1924.

2 Research in Constructing the Elementary School Curriculum, Third Yearbook of the Department of Superintendence. Washington: Department of Superintendence, 1925.

3 The Nation at Work on the Public School Curriculum, Fourth Yearbook of the Department of Superintendence. Washington: Department of Superintendence, 1926.

4 The Junior High School Curriculum, Fifth Yearbook of the Department of Superintendence. Washington: Department of Superintendence, 1927.

curriculum¹ traced through its various stages.

The problems suggested in this particular are certainly worthy of consideration. Of equal importance, however, is the need for authoritative curriculum construction in the professional training courses for teachers. Some work in this field has been done², but conditions are, in many instances, still chaotic and far from satisfactory. Great lack of uniformity now exists in the various institutions with respect to the titles of courses and the major topics treated under each.

While prospective teachers are taking more and more courses in professional subjects, both before and after securing their certificates, many of these courses seem to be of little value in school room practice. Frequently an institution announces many professional courses and then permits the students to pursue any of the courses they may choose. Again, students attend different institutions, especially in summer schools, repeat the same courses and often secure double credit for the work. There seems to be a sore need for some standardization of titles and content of at least the basic professional courses and more serious effort to direct teachers in training to those courses that will be of most value to different groups of workers in the various fields³.

1 The Development of the High School Curriculum, Sixth Yearbook of the Department of Superintendence. Washington: Department of Superintendence, 1928.

2 Literature in this connection is reviewed in Chapter II, p. 11-20.

3 J. L. Henderson, "The Senior High School Teacher", The Development of the High School Curriculum, p. 269-270. Sixth Yearbook of the Department of Superintendence. Washington: Department of Superintendence, 1928.

A definite attempt to clarify thinking in relation to the professional courses in the teacher training program was made by the North Central Association in its appointment of a committee on the "Undergraduate Curriculum in Education"¹ to investigate the character and content of courses in Education in the colleges and universities of the Association, and of preparing recommendations relative to the standardization of such work. A survey of this study will be made in a later chapter. It is sufficient at this point to state that the examination of course outlines, and the textbooks used in different institutions revealed a vast amount of duplication, diversity of content, and seeming lack of standardization of titles. Some items of subject matter were found included in two or more courses within the same institution. In one institution certain topics were found to be very briefly treated while in another institution these are made the basis of an entire course. Standardization of title and of the general topics treated was found to be approached in only one subject - Educational Psychology.

This line of thought suggests the need for a more critical evaluation of many of the professional subjects now offered in the training schools. Many of these are

¹ The Undergraduate Curriculum in Education, North Central Association Quarterly, Vol. I (September, 1926) p. 149-173.

similar in content but differ in title. Standardization of the common body of subject matter and of course titles would eliminate confusion, much duplication, waste, and much of the criticism now directed at the teacher training institutions.

Problem Stated

The purpose of this investigation is to study the nature and scope of the subject, "Principles of Secondary Education".

The study will attempt to answer as definitely as possible the following specific questions.

1. How many institutions list this subject or one similar in nature in their catalog announcements?
2. Under what title is the course generally listed?
3. How much credit, in semester hours, does the subject carry?
4. To what group of students is the subject open?
5. What is the aim of the course as stated by course announcements, and the introductory statements of the authors of texts used in the subject?
6. What major topics are treated in the textbooks used in this subject?
7. Which of these topics are most emphasized?
8. What trends are noticeable in comparing the earlier with the more recently written texts?
9. How do topics treated measure up to the stated purpose

of this subject?

10. What major topics are treated by instructors teaching this subject?
11. Which of these topics are most emphasized?
12. How do the topics treated measure up to the stated purpose of this subject?
13. Which of the major topics treated in textbooks are considered by secondary school principals to be rather intimately related to the actual teaching problems in secondary education?
14. Which of the major topics do principals, affiliated with the progressive movement in secondary education, consider to be so related?
15. Which of the major topics do certain specialists in secondary education consider to be so related?
16. What relative value would principals and specialists assign these topics in the subject, "Principles of Secondary Education"?
17. How do the topics suggested measure up to stated purpose of this subject?
18. Is there any relationship between topics treated in texts and those treated by instructors?
19. What relationship exists between the topics treated in texts and those suggested by principals, and specialists?

20. Is there any relationship between topics treated by instructors and those suggested by principals, and specialists?
21. What major topics should constitute a course in "Principles of Secondary Education"?

Source of Material

In answering these specific questions information was gleaned from the following sources:

1. Answers to the first five questions were secured first, through the analysis of course announcements in five hundred and twenty-four college and university catalogs; second, from a questionnaire addressed to one hundred and sixty-four instructors who teach the course; third, through the analysis of introductory statements of authors of textbooks.
2. Answers to questions 6-9, were secured through an analysis of twenty general textbooks¹ in the field of secondary education, written since 1900.
3. Questions 10-17, were answered on the basis of questionnaire returns from secondary school principals and specialists in secondary education.
4. Answers to questions 18-20 are based upon a.

¹ The textbooks are listed in the General Bibliography, p. 152-153.

comparison of textual treatment, courses as offered, and group judgment.

5. The answer to question 21 is based on present practice in institutions and the combined judgment of principals and specialists.

Method of Study

In the beginning of the study a preliminary survey was made of the general textbooks in the field of secondary education. Such a survey seemed essential in formulating an adequate outline of possible content as a starting point. Seventeen major topics¹ were thus secured. Under each of these were listed several sub-topics suggestive of general divisions of topical treatment. The content of each book was then carefully analyzed and the material properly classified under one or the other of the major topics. Sub-topics were added as the material covered would warrant. All content was thus classified according to the number of lines given to its treatment. The space allotted to tables was computed on the basis of the number of lines such space would include and credit was given accordingly. Space given to foot-note references, suggested questions and problems, bibliography, and appendices referring to specific chapters, were not

¹ The major topics and sub-topics are listed in Appendix p. 7-11.

included in this computation.

Using this outline of major topics and sub-topics as a basis, a questionnaire¹ was formulated and sent to instructors in institutions offering a course under one of the titles previously mentioned. The weighting system and the general form of the questionnaire were adapted from one formulated by Goodwin B. Watson in his study of the general topics to be taught in Educational Psychology². Each instructor was asked to check the title under which the course is listed, suggest the number of semester hours credit allowed, state group to whom the course is open, check the major topics treated, and assign a weight to each which would represent the relative importance given each. Each instructor was also asked to add any major topic and sub-topics treated which were not represented on the questionnaire.

A similar questionnaire was sent to an unselected group of high school principals, to a selected group of principals who were known to be affiliated with the progressive school movement, and to specialists in the field of secondary education. These were asked to check each topic which they believed to possess sufficient functional value for teachers

¹ The Questionnaire to both groups, instructors and principals, is reproduced in Appendix p. 1-11.

² Goodwin B. Watson, "What Shall be Taught in Educational Psychology?", Journal of Educational Psychology, Vol. XVII (1926), p. 577-599.

to warrant its treatment in a course in "Principles of Secondary Education", to assign a relative weight to such topics, and to add major topics and sub-topics not included which were considered of importance.

The relative position of each major topic, as determined for each group studied, was then assigned. A comparison of these major topic rankings were made with each of the other groups. The relationships of the various rankings were computed by the application of the Rank-Differences Method of correlation. The final ranking of the major topics is based on the mean rank secured from the application of two techniques: first, frequency of mention; second, importance or cruciality.

Limitations

The collection and treatment of the data here suggested are possibly subject to certain limitations. In the first place, there is no absolute evidence that the importance of a topic can be accurately measured by the amount of space given to its treatment in a textbook. Such importance has been assumed in similar previous studies and it is assumed in this case for the lack of a more objective measuring stick.

A second limitation is involved in the textbook analysis

and the classification of subject matter under major topics. In a few instances a topic appeared to include material that could be classified under two or more major heads. In such instances the material was placed under the topic appearing to include the majority of the material.

CHAPTER II

SUMMARY OF PREVIOUS STUDIES

Many important changes have taken place in our educational system during the past quarter of a century. Especially is this true with respect to our secondary school. Not only has the conception of secondary education been expanded, but its curriculum has been and is being revised, its objectives are being restated, and new emphasis is being placed on the proper training of its teachers. The factors which have contributed to these changes are many. It would be a difficult task to trace each of these back to its source, nor would the purpose of this chapter be served were space to be given to such a treatment. The purpose shall be specifically met by a review of various critical surveys made of the curricula and curricular content in teacher training institutions, particular attention being directed to the professional courses for the training of secondary school teachers.

Curriculum Studies in Professional Schools of Education¹

Many of the curriculum studies in professional schools of education have been made to determine trends and the

¹ Current Educational Readjustments in Higher Institutions, Seventeenth Yearbook of the National Society of College Teachers of Education. Chicago: University of Chicago Press, 1929. p. 72-77.

frequency of present practice. This fact is at once evident when a survey of the literature in this connection is made. This type of work has served as a basis for much constructive thought and is therefore worthy of consideration.

A pioneer study of this sort was made by Judd and Parker in 1916 involving problems concerning the standardization of normal schools. Although a pioneer study it resulted in pointing out very clearly the "need of thorough-going reorganizing of curricula, of new types of courses in education, of more definite and stimulating sequence in subject matter courses and clear-cut distinctions between courses planned to meet the professional and cultural needs of students".

A number of investigations followed the one by Judd and Parker. In 1917, the Carnegie Foundation for the Advancement of Teaching made a report dealing with the organization and content of professional curricula in training schools. Special attention was directed to the content of two-, three-, and four-year curricula preparing teachers for different types of work. A second report of the same Foundation in 1920, gave enlightening information concerning the weaknesses of professional courses in the Missouri normal schools.

A study of forty-six normal schools, with two- and three-year curricula, was made by Anacleto Santiago in 1924. This study revealed quite a high degree of curricula differentiation and many prescribed courses with definite sequences.

The professional courses most often prescribed were:

"Psychology, Educational Sociology, Introduction to Teaching, Management, History of Education, Tests and Measurements, and Personal and School Hygiene".

Between 1920 and 1925 a number of studies, after the order of those already named, were made of the curricula in four-year teachers colleges. The most significant ones of these were made by R. S. Newcomb (1924), Shelton Phelps (1923) and Homer P. Rainey (1925). In 1928, George P. Deyoe completed an analytical study of the curricula of eighty-seven state teachers colleges in which he points out that these institutions are making a significant contribution in the preparation of high school teachers. An additional fact is suggested in the specific differentiation that is made in certain professional subjects for this group, e.g. high school methods and principles are the most frequently prescribed for those preparing for high school teaching.

The four-year liberal arts colleges have largely limited their teacher-training work to the preparation of high school teachers. In view of this fact it is not surprising that Harry C. Wilkerson, in 1924, found the professional offerings of these institutions rather suggestive of the group for whom training was given. An analysis of these courses, however, directs attention to "much overlapping in content and lack of uniformity in titles and

content".

Several studies of professional curricula have dealt specifically with the training courses for teachers in the different divisions of the school system, e.g. kindergarten - primary teachers, elementary school teachers and high school teachers. One study of the latter sort was made by L. H. Whitecraft in which the professional offerings of 179 institutions were surveyed¹. The courses found to be most frequently prescribed in the preparation of teachers were General Psychology, Educational Psychology, General Methods, Observation and Practice Teaching, History of Education, School Administration, and Principles of Education. The influence of State Department requirements for certification is especially noticeable in these offerings.

The studies of Eickenberry and Koos, dealing with professional training secured by principals before entering the principalship, while largely in agreement, suggest a very interesting differentiation. Koos points out that "of the 13 professional courses most frequently taken by principals only 4 were commonly taken by teachers, namely, Principles of Secondary Education, Educational Psychology, Philosophy of Education, and Technique of Teaching"².

¹ L. H. Whitecraft, The Professional Training of High School Teachers. School Review, Vol. XXXII (March, 1924), p. 218-23.

² Current Educational Readjustments in Higher Institutions, National Society of College Teachers in Education, op. cit. p. 79.

The Undergraduate Curriculum
In Education¹

The greater proportion of the studies surveyed in the preceding section were made primarily to learn the status of the curriculum and the professional offerings in different types of training schools. These emphasize the need of intensive studies to determine the types of professional courses most needed. In 1924 the North Central Association of Colleges and Secondary Schools appointed a Committee on the Undergraduate Curriculum in Education. The purpose of this Committee was to investigate the character and content of courses in education in the colleges and universities of the Association and to prepare recommendations relative to the standardization of such work.

Proceeding on the assumption that its work should be confined to the undergraduate level, the committee began the study of the offering of the various institutions as suggested by the analysis of bulletins and supplementary information secured from 162 colleges, universities and other institutions training high school teachers.

The analysis of this information revealed a number of interesting and significant things. Variation in the title of courses having similar content was very obvious.

¹ Report of the Committee on Undergraduate Curriculum in Education to the Commission on Unit Courses and Curricula. Presented to the North Central Association, March 21, 1925. p. 1-30.

Even in the case of courses reported as being based on the same text significant variations in title occurred. For example, Parker's "Methods of Teaching in High School" was reported as a basic text for forty-six courses, but these courses represent 18 different titles. An examination of different texts reported for courses having the same title corroborated the conviction that 'the title of a course in education is a very poor index of its content'. For example, when judged by the text used, "Educational Psychology", "History of Education", "Principles of Secondary Education", "Secondary Education", appear in the list of courses classified as belonging to the field of general methods; "General Methods", "Secondary Education", "Principles of Education", and "Principles of Teaching", appear as titles of courses based on texts in the field of educational psychology"¹.

Following this general analysis of courses the committee submitted a communication to 199 institutions asking for a vote on three theses:

- First: One or more courses should be considered basic in the training of teachers for secondary schools.
- Second: These basic courses should be required by the North Central Association.
- Third: Educational Psychology, Methods of Teaching and Principles of Secondary Education should constitute the basic courses.

Less than seventy replies were received from the institutions, but in these there was unanimous agreement on the first thesis, two dissenting votes on the second and certain qualifications of the third. Unanimous approval was given the Committee's three guiding principles with respect to content and organization of undergraduate professional courses. These principles were stated as follows:

¹ Walter S. Monroe, The Undergraduate Curriculum in Education. School and Society, Vol. XXIV (1926), p. 177-181.

First: Content of a course should be carefully selected on the basis of its value to teachers, high school principals, superintendents, or supervisors.

Second: In organizing courses in education duplication of content should be reduced to a desirable minimum.

Third: The undergraduate courses offered by an institution should form a well balanced program.

On the basis of the approval given the theses and the guiding principles of content and organization, the Committee prepared recommendations¹ to the Association relative to the standardization of certain basic courses. It was recommended that three elementary courses - Educational Psychology, Methods of Teaching, and Principles of Secondary Education - be considered as basic in the professional training of high school teachers, and that these be required as part of the fifteen hours in Education specified by the Association. These courses were described as follows²:

Educational Psychology - dealing primarily with the learning process. Three semester hours credit being considered reasonable where preceded by a course in pure or general psychology. Time to be increased where there is no prerequisite.

Methods of Teaching - concerned primarily with the teaching process. Emphasis to be placed upon procedures employed by the teacher in stimulating and directing learning activities of the pupil. Three semester hours credit.

Principles of Secondary Education - dealing primarily

¹ The Undergraduate Curriculum in Education, North Central Association Quarterly. Vol. I (1926), p. 149-173.

² Report of the Committee on Undergraduate Curriculum in Education. op. cit. p. 12-14.

with principles and problems upon which the system of secondary education is based. The view to be predominantly that of the teacher. Three semester hours credit.

While certain objections were raised to this proposed program it is encouraging to note that general agreement was reached and the report, in spirit at least, was approved.

Studies of Content of Special Subjects¹

The foregoing studies have revealed an increased tendency to restrict the scope and to determine more objectively the curricular offerings in teacher training institutions. A survey of the literature reveals several studies that have been made of the content of courses in specific fields. These have dealt with such subjects as, the social studies in teachers colleges and normal schools, physical education, and English. In only one of the professional subjects do we find constructive work of a similar character. However, this subject - Educational Psychology - has seemingly proved a fertile field for such study. Beginning in 1925 and extending to the present several investigations have been reported. In 1925, O. B. Douglass studied the "Status of Introductory Courses in Educational Psychology" securing information concerning the subject matter, the texts and reference material

¹ Current Educational Readjustments in Higher Institutions, Seventeenth Yearbook of the National Society of College Teachers of Education, 1929. p. 79-81.

used. M. E. MacDonald substantiated the findings of Douglass in "A Catalog Study of Courses in Psychology in State Normal Schools and State Teachers Colleges".

A group of three additional studies have gone a step farther in attempting to discover what elements in Educational Psychology are of the most importance to teachers. Dean A. Worcester selected a list of seventy-seven topics treated and presented these to students for an evaluation according to their value to teachers. Harold G. Blue¹ analyzed five texts to determine the diversity of elements treated and their relative importance. The most comprehensive of the three studies was made by Frank N. Freeman². Sixty textbooks in the subject were analyzed and a series of statements which represented the collective conclusions of various authors on the various problems of education were collected and classified. An attempt was then made to bring together this analysis and summary of facts with a classification of the duties of teachers.

In 1925 Goodwin B. Watson made a questionnaire study³ of the topical content of Educational Psychology. On the basis

1 Harold G. Blue, An Analysis of Five Texts in Educational Psychology. The Phi Delta Kappan, Vol. XI (August, 1928), p. 41-45.

2 Frank N. Freeman, What Are The Psychological Materials, A Knowledge of Which is Most Essential to Teachers? Annual Proceedings of the National Education Association, Vol. LXVI. (1928), p. 891-897.

3 Goodwin B. Watson, What Shall Be Taught in Educational Psychology? Journal of Educational Psychology, Vol. XVII (1926), p. 577-599.

of this study he has recently published a book¹ which differs greatly, in content, organization and method, from all other works in Educational Psychology.

Summary

The studies mentioned in the preceding pages are illustrative of the work that has been done in an attempt to clarify the situation with respect to the curricula in the various fields. They are also suggestive of what may still be done in these particulars. These suggest that:

1. The earlier studies of this nature tended to deal with the general phases of curricula in institutions differing in type.
2. Offerings of a professional nature were then subjected to critical evaluation.
3. More recent studies have been made to test and evaluate the content of specific subjects.
4. Such studies have revealed great duplication of content and lack of uniformity with respect to both content and course titles.
5. Such studies point the way to similar evaluations of subject matter in other professional courses.

¹ Goodwin B. Watson and Ralph B. Spence, Educational Problems for Psychological Study. New York: The Macmillan Company, 1930.

CHAPTER III
PRESENT STATUS
OF
"PRINCIPLES OF SECONDARY EDUCATION"

It would seem that a subject possessing sufficient merit to warrant its approval as desirable, if not prescriptive, in the training for high school teachers, by the most influential regional standardizing association¹, could be found to occupy a very prominent place in the professional offerings of teacher training institutions the country over. That such is not the case is evidenced by the materials covered in this study.

A partial explanation of this divergence between accepted theory and practice is revealed in various investigations showing a wide range in professional subject offerings in training different types of teachers and school officers. The materials of this chapter will assist in a further explanation of this situation.

State Laws and Regulations
Governing
Teachers' Certificates

State laws and regulations governing teachers' certificates are recognized as a means of promoting higher standards

¹ Reference is here made to The North Central Association of Colleges and Secondary Schools.

of qualifications for the teaching corps. Information concerning the professional requirements of the different States is of interest and value as a means of determining the degree of uniformity that exists in the prescription of certain professional subjects according to fields of work. All of the States either issue certificates designated as high or secondary school certificates, or they specify that certain certificates are valid in junior or senior high schools. These are required of teachers in such schools, even though the certificates are not called "high-school" certificates.

An examination of the most recent available material¹ concerning specific requirements of a professional nature for the certification of high school teachers, reveals the fact that only three States prescribe a course in "Principles of Secondary Education". California prescribes a two semester hour course in "Principles of Secondary Education", along with other professional subjects, to qualify for the "General Secondary Certificate", and the "Junior College Credential". Indiana requires the completion of such a course of all those desiring either a "First", or "Second Grade High School Teachers License", and for those seeking a "First", or "Second Grade Special High School Teachers License". New Jersey prescribes the course for those qualifying for a "Permanent

¹ State Laws and Regulations Governing Teachers' Certificates, Bureau of Education Bulletin (1927) No. 19. p. 126-260.

State Secondary Certificate". In two States, Pennsylvania and Massachusetts, a course of this nature is placed on the list from which professional subjects are to be selected. In Pennsylvania this course is definitely entitled "Principles of Secondary Education"; in Massachusetts it is entitled "Problems of Secondary Education".

A study of the prescribed, or suggested educational courses, for the professional training of high school teachers in the States of the North Central Association, is suggested in Table I. It will at once become evident that only one State suggests or prescribes the course in "Principles of Secondary Education". This State, as has been suggested by the survey of State requirements, is Indiana.

Professional Courses Prescribed
by
Institutions

Table II suggests the courses in Education that were prescribed by institutions of higher learning in the North Central Association in 1924. The subjects most frequently prescribed were: General Psychology, Educational Psychology, Observation and Practice, General Methods, History of Education, School Administration, Principles of Education, and Special Methods. It will be immediately noted that this order differs little from the requirements of the States involved as suggested in Table I. This fact indicates that the teacher

Table II¹. Number of States in North Central Association Prescribing or Suggesting Various Courses for the Professional Training of High School Teachers.

Courses	Number of States
General Psychology	11
Educational Psychology	8
Observation and Practice	8
History of Education	6
Principles of Education	6
General Methods	5
School Administration	4
Special Methods	3
Philosophy of Education	3
Principles of Secondary Education	1
Educational Sociology	1
Educational Measurements	1

¹ L. H. Whitecraft, The Professional Training of High School Teachers. School Review, Vol. XXXII (1924), p.220.

training institutions are following the leadership of the State Departments rather than assuming the leadership in so far as State Laws will permit.

"Principles of Secondary Education" is prescribed by four universities, three colleges, and two normal schools. In other words, nine institutions or, five percent of the institutions in the North Central Association were prescribing this course as a part of the professional training for high school teachers. An examination of the figures, with reference to the institutions offering each of the courses indicated in Table II, reveals the fact that 20.1 percent of these offer a course in "Principles of Secondary Education".

A different line of approach is suggested by a study of the percentage of high school teachers in Minnesota and Washington who have taken certain courses in Education¹. In Minnesota, 21.1 percent of the high school teachers report having completed a course in "Principles of Secondary Education". In Washington, 20.4 percent report having done so.

Frequency of Use in Titles of Courses

It is possible that the content of a course in "Principles of Secondary Education" is approached if not entirely covered by courses listed under other titles. That such a situation

¹ L. V. Koos, The American Secondary School, New York: Ginn and Company, 1927. p. 662-669.

Table II¹. Courses in Education Prescribed by Institutions for the Training of High School Teachers.

Courses	Univer sity	College	Normal School	Total
1	2	3	4	5
General Psychology	35	36	25	86
Educational Psychology	23	32	23	78
Observation and Practive	20	30	22	72
General Methods	18	29	23	70
History of Education	23	27	17	67
School Administration	15	20	15	50
Principles of Education	17	12	15	44
Special Methods	16	16	88	40
Principles of Sec. Edn.	4	3	2	9
History of Edn. in U. S.	3	1	5	9
Philosophy of Education	-	5	-	5
Educational Sociology	-	1	3	4
Vocational Education	1	1	2	4
Educational Measurements	2	1	-	3
School Hygiene	3	-	-	3
Educational Classics	-	-	1	1

¹ L. H. Whitecraft, *ibid.* p. 221.

actually exists is pointed out by the Committee on The Undergraduate Curriculum in Education. In analyzing materials similar in content to that offered in the above mentioned course, the Committee discovered this content listed under the following titles¹:

<u>Title</u>	<u>Frequency</u>
Secondary Education or Principles of Secondary Educ.	40
High School Administration (Management)	20
Junior High School	16
Principles of Education	8
Secondary School or The High School	5
High School Problems	4
High School Curriculum	2
High School Supervision	1
School Organization	1
Social Organization of High School	1
Educational Seminars	1
Adolescence	1
Preparation of High School Teachers	1
Consolidation of Small High Schools	1
Supervision of Secondary Education	1
Community High School	1
School Administration	1
Philosophy of Education	1
Problems of Secondary Education	1
High School Organization and Control	1

That the title of a course fails to indicate the nature of content is further evidenced by the titles of courses which were recorded as based on the same text - The text in this instance was Inglis' "Principles of Secondary Education"².

<u>Title</u>	<u>Frequency</u>
High School Administration	5

¹ Report of Committee on The Undergraduate Curriculum in Education, op. cit. p. 28.

² Ibid. p. 10.

The Secondary School	1
Principles of Secondary Education	14
Secondary Education	10
Principles of Education	5
Adolescence	1
Preparation of High School Teachers	1
Principles of Secondary Education & Management	1
High School Curriculum	1
High School Problems	1
Secondary Schools	1
Philosophy of Education	1
High School Organization and Control	1

Status According
to
Catalog Announcements

Through an examination of 524 different institutional catalog announcements for the years 1928-29 and 1929-30, the writer has been able to determine the number of these institutions that offer a course similar in nature to the one under discussion, the titles under which these are listed, the number of credits in semester hours, and the group of students to whom the course is open. Supplementary material in these respects has been secured from returns received from the instructors in institutions offering the course.

The findings in the above particulars are indicated in Table III. It will be noted that 164 institutions offer a course listed under one of six different titles. In the greater number of instances, ^{ninety}~~sixty~~-four cases, this title is "Principles of Secondary Education". The title second in order of frequency is, "Secondary Education". Other titles

Table III. Number of Institutions Offering Course; Title Used; Credit Allowed; Group to Whom Open

Title	Number of Institutions Offering Course Under Title Given	Number of Semester Hours Credit Course Carries					Group of Students to Whom Course is Open		
		2	2½	3	4	6	Under- grads	Grads.	Both
Principles of Sec. Edn.	94	7	3	79	2	3	81	1	12
Secondary Education	52	8		41	2	1	45	5	2
The High School	9	2	2	5			8		1
Problems of Sec. Edn.	4		1	3			3	1	
Prin. & Meth. of Sec. Edn.	4	2		1	1		4		
Adv. Prin. of Sec. Edn.	1	1							1
Total Number	164	20	6	129	5	4	141	7	16

given are, "The High School", "Problems of Secondary Education", "Principles and Methods of Secondary Education", and "Advanced Principles of Secondary Education".

According to the distribution indicated in Table III, 129 institutions allow three semester hours credit for this course; twenty institutions allow two semester hours credit; six institutions give credit to the amount of two and one-half semester hours; five institutions allow five semester hours, and four allow six semester hours credit.

Ordinarily the courses here listed are open to undergraduate students of junior and senior standing. This would naturally be expected since the larger number of institutions of collegiate rank offer no work on the graduate level. In several instances sophomores are permitted to enroll for these subjects. In sixteen institutions, offering both graduate and undergraduate work, the course is open to both groups. In seven institutions enrollment is limited to graduate students.

Summary

A course in "Principles of Secondary Education" is not at present found to occupy a very prominent place in the training program of high school teachers. This is due no doubt to the following facts:

1. Investigations reveal a wide range of professional offerings in the training of different types of teachers and school officers.
2. Only a few State laws governing the certification of high school teachers prescribe the course, and fewer still place it on the list from which electives are to be chosen.
3. Institutions are following the leadership of State departments rather than assuming the leadership in respect to a prescription of courses.
4. The content of a course in "Principles of Secondary Education" is approximated under other titles.

The status of the course in "Principles of Secondary Education" as revealed through an analysis of college and university catalogs, can be summarized as follows:

1. "Principles of Secondary Education" is prescribed by nine institutions in the North Central Association of Colleges and Secondary Schools.
2. There are 164 institutions covering the content of this course under six different titles.
3. The title, "Principles of Secondary Education" is listed ^{ninety}~~sixty~~-four times, and "Secondary Education" is listed fifty-two times.
4. The course, in the majority of instances, carries

credit amounting to three semester hours and is open to undergraduates of junior and senior standing.

The material of this chapter does not reveal an extensive prescription of the course in "Principles of Secondary Education" by States and institutions, nor a large percentage of teachers completing the course. There is, however, an evident shift being reflected in the courses required. Greater differentiation in the professional subjects for different types of teachers is found. As a result of this, certain subjects are beginning to be recognized as basic ones in the training of high school teachers. One of these subjects is "Principles of Secondary Education".

CHAPTER IV

PURPOSE OF THE COURSE

Charters has suggested that there are two points of view concerning the curriculum. "From the one view point the function of the curriculum is considered to be that of imparting information, while from the other point of view its function is considered to be that of modifying conduct. The first of these may be called the information function, and the other, the conduct function. If the information function be accepted the work of the curriculum is done when information has been prepared; but if the conduct function is accepted the curriculum must embrace all materials that are needed up to the point where the student teacher becomes an efficient teacher in the class room."¹

In another instance Armetrout² has pointed out that an aim or purpose is essential in every course of study, and that the accepted aim determines the subject matter and the method of presenting it.

Perhaps it would not be a misstatement of fact to suggest that a large number of courses of study are nothing more than

¹ W. W. Charters, Principles Underlying the Making of the Curriculum of Teacher Training Institutions. Educational Administration and Supervision, Vol. X (September, 1924), p. 337-38.

² W. D. Armetrout, Four Major Problems in Professional Preparation of Teachers. Educational Administration and Supervision, Vol. X (December, 1924), p. 570.

an outline of topics to be treated and still without any definite aim.

It shall be the aim of this chapter to present a number of typical expressions that are indicative of the purpose which a course in "Principles of Secondary Education" is to serve in the training program. These have been gleaned from: the Introductory statements and prefatory remarks of textbook authors, purposes as stated in Catalog Course Announcements, and the combined judgment of the Committee on Undergraduate Curriculum in Education.

Quotations Suggesting Purpose

Brown, E. E. - The Making of Our Middle Schools- 1902. p. vii.

We seem to have reached a point, in our studies of American educational history, where a comprehensive view is needed, for the betterment of our special monographs, if for no other reason. But such a work as this aims to be is needed, too, for the betterment of schools.

De Garmo, Charles - Principles of Secondary Ed.- 1907. p. v.

Specific consideration of the problems of the high school has thus far been confined, either to debate and printed discussion, or to reports by conferences and committees. The student is consequently unable to find in English any systematic presentation of the fundamental principles of American secondary education.

Brown, J. F. - The American High School- 1909. p. vi.

The day is fast approaching when no one will be permitted to enter the ranks of the high school teacher without at least a minimum acquaintance with the field.

Johnson, C. H. and Others - The Modern High School- 1914.
p. iii and xi.

This volume represents a genuine and persistent attempt to think closely upon related factors of a common social problem and ideal. The authors, furthermore, attempt to think together in so far as the fundamental and unescapable socializing function of public high schools are concerned.

The supervisory programme ahead requires that we work out and put in operation a system of general principles of adolescent pedagogy which is clearly based on the problems arising out of the age of the high school student and his participation in the activities of his community.

Monroe, Paul and Others - Principles of Sec. Ed.- 1914. p. vi.

The purpose of this volume is to furnish the student a body of fact and opinion that through study and discussion he may acquire some knowledge of the entire field of secondary education, its purposes and its problems.

Inglis, Alexander - Principles of Secondary Ed. - 1918. p. v.

In this book the author has attempted to make a systematic analysis of factors and principles involved in a constructive theory of secondary education. The complex interrelations of secondary education preclude the adequate consideration of any single phase in isolation.

Clement, J. A. - Principles & Practice of Sec. Ed.- 1925. p. xi.

Organized Principles of Secondary Education should serve at least two purposes. First, they should serve as the basis of intelligent and profitable practice. The nature of principles is constant and universal. The application of them will necessarily vary from one generation to another, or from one situation to another within the same generation, due to changing conditions. In the second place, the meaning of the educative process as a whole can be interpreted best in the light of well established principles. This is to say that principles should serve the double purpose of guiding and of interpreting secondary school practice. In this way it is possible to establish what may be thought of as a philosophy of secondary education whose chief purpose is to determine values and fundamentals.

Uhl, Willis L. - Principles of Secondary Ed.- 1925. p. iii.

This volume presents comprehensive lists of principles of secondary education based upon the best writings of the present time.

Koos, L. V. - The American Secondary School- 1927. p. v.

The judgment is ventured that a basic treatise in Secondary Education is not complete unless it deals with these (referring to topical content) as well as with topics usually included.

Williams, L. A. and Rice, G. A. - Principles of Sec. Ed.-1927. p. iii.

It is a matter of common experience and knowledge that a general survey of any particular field of learning is desirable as preparation for a more detailed and exacting study in such a field. College students who contemplate entering the teaching profession as members of the secondary school staff need an opportunity to stand on the heights and get a wide, sweeping, telescopic view of secondary education.

Monroe, W. S. and Weber, O. W. - The High School- 1928. Editor's Comment

The High School was written to provide a book for the course in Principles of Secondary Education that would contain exactly the information that every prospective teacher should have about the high school in general and the curriculum, even that outside his own teaching subject.

Owen, Ralph D. - Principles of Adolescent Ed.- 1929. p. iii.

The present volume is designed as a textbook for students of college and teacher training institutions who are preparing themselves to teach in secondary school. Such students need a philosophy of secondary education, a viewpoint quite as much as knowledge of subject matter or method of teaching.

Descriptive Course Announcements

Numerous descriptions, suggestive of the purpose and nature of the course in "Principles of Secondary Education"

are to be found through an examination of course announcements in college catalogs. A number of such descriptions are reproduced here without direct references to source. They are typical of those to be found in announcements of this course in a large number of institutions.

Course Descriptions:

Course designed to acquaint the student with those general principles upon which our system of secondary education is based.

Purpose of course to give a comprehensive view of the fundamental principles underlying secondary education.

This course will attempt to establish for the prospective teacher, a broad general background.

A systematic analysis is made of the factors and principles involved in a constructive theory of secondary education.

A study of aim and scope of secondary education.

A study of aims, purposes, organization and content of secondary education in America.

Principles determining high school, aims realized through courses, social and economic principles governing the free high school.

History of movement, aims and functions, articulation with elementary school and college.

It will be well to keep in mind an additional fact when canvassing course announcements like those suggested above. The nature of the course, as well as its purpose, often follows that of the textbook used. "Principles of Secondary Education" as offered in many institutions, particularly in smaller schools, is based on one or more of the textbooks

from which we have given quotations. It will be recalled in this connection that fourteen institutions¹ in the North Central Association used Inglis' "Principles of Secondary Education" as the basic text for the course.

Abstracted Quotations

That no necessary conflict exists with respect to aim or purpose becomes rather evident when specific statements are abstracted from the quotations given. A number of such specific statements are presented at this point. These differ from the wording in the original source in only one respect, the writer has stated each in the form of a principle. The statements follow:

1. A systematic analysis of the factors and principles involved in secondary education should be presented.
2. A broad general background for secondary education should be given.
3. A comprehensive view of the underlying principles in secondary education needed.
4. A knowledge should be had of the general principles upon which secondary education is based.
5. A comprehensive view of secondary education is desired.
6. The student should have a minimum acquaintance with the field of secondary education.
7. A systematic presentation of the fundamental principles of American secondary education should be made.

¹ Report of Committee on Undergraduate Curriculum in Education. op. cit. p. 28.

8. A system of the general principles of Adolescent pedagogy based on problems arising out of the age of the high school student is valuable.
9. A knowledge of the entire field of secondary education, its purposes and its problems, should be had.
10. A systematic analysis of the factors and principles involved in a constructive theory of secondary education should be made.
11. We should establish a philosophy of secondary education through a study of well established principles to interpret the educative process as a whole.
12. The course should present a comprehensive view of the principles of secondary education.
13. A basic treatise covering the various aspects of secondary education is essential.
14. A general survey of the entire field of secondary education is desirable.
15. A knowledge of the high school in general should be obtained.
16. Prospective teachers need a viewpoint, a philosophy of secondary education, as much as a knowledge of subject matter or method.
17. A course in "Principles of Secondary Education" should deal primarily with the principles and problems upon which the system of secondary education is based.

Purpose Stated

Such marked similarity in thought as is suggested in these specific statements would seem to justify a definite conclusion being drawn with respect to purpose. Such a purpose, as viewed by the writer, is two-fold in nature.

A course in "Principles of Secondary Education" should:

1. Introduce the prospective high school teacher to the entire field of secondary education.
2. Assist the prospective teacher in the formulation of a philosophy of secondary education that will aid in the solution of the problems that arise in this division of our educational system.

Acceptance of this point of view would suggest the purpose to be one of imparting information in order that conduct might be modified. Thus, combining the two points of view concerning the curriculum as suggested by Charters in the introductory statement of this chapter.

CHAPTER V

ANALYSIS OF TEXTBOOKS

The purpose as stated in the preceding chapter becomes more significant when viewed in the light of Armetrout's statement that "the accepted aim determines the subject matter and the method of presenting it"¹. How well this purpose is definitely accepted can be determined through an examination of the textbooks in the field, and through an analysis of the course as offered in the different institutions. Chapter V is concerned with the first of these. In Chapter VI the content of courses as offered will be examined. The textbooks are first grouped according to the date of publication in ten year periods. Such an analysis is followed by an evaluation of the textbooks as a whole.

Textbooks Published Between 1900-1910

An examination of textbooks in the secondary school field, published between the years 1900-1910, reveals the fact that only three can be definitely considered as related to the present problem. The first of these, written by E. E. Brown², was published in 1902. The title of the book,

¹ W. D. Armetrout, *Four Major Problems in Professional Preparation of Teachers*. op. cit. p. 570.

² E. E. Brown, *The Making of Our Middle Schools*. New York: Longmans, Green and Company. 1902. pp. 1-547.

"The Making of Our Middle Schools", is suggestive of the content. The historical development of secondary education in America is given rather intensive treatment, for it was from this viewpoint that Brown believed a proper approach could be made. Of the seventeen topics, suggested in the course outline, (Column 2, Table IV) it is discovered that Brown treats only three - "The Development of Secondary Education in the United States", "Aims and Functions of Secondary Education", and "The Means and Materials for Secondary Education". Fully eighty-six percent of the space, 12448 lines, is given to the treatment of the first of these. The reorganization movement, then in its infancy, is treated briefly in the same connection. Of the other two topics, "Aims and Functions of Secondary Education" is given the greater space.

The second text published during this period was De Garmo's "Principles of Secondary Education"¹. It is similar to the first text mentioned in that but few topics are treated (Column 3, Table IV). Relatively little attention is given to "Meaning and Scope of Secondary Education", "The Secondary School Pupil", and the "Aims and Functions of Secondary Education". Chief emphasis is placed on the "Means and Materials for Secondary Education" as viewed

¹ O. De Garmo, Principles of Secondary Education. New York: The Macmillan Company. 1907. pp. 1-214.

Table IV. Number Lines of Treatment Per Topic in Textbooks
Published Between 1900-1910.

Topics	E.E. Brown 1902	C. DeGarmo 1907	J.F. Brown 1909
1	2	3	4
I. The School: A Product of Democracy			
II. Meaning and Scope of Sec. Edn.		299	
III. Development of Sec. Edn. in U. S.	12448		1083
IV. Relation of Sec. and Elem. Schls.			398
V. Relation of Sec. Schl. to Higher Edn.			333
VI. Relation of Sec. Schl. to Community			464
VII. Sec. Edn. to Other Countries			
VIII. The Secondary School Pupil		170	682
IX. Aims and Functions of Sec. Edn.	1026	94	858
X. Means and Materials for Sec. Edn.	893	4419	1012
XI. Program of Studies for Sec. Edn.			377
XII. Extra-Classroom Act. of Sec. Schl.			932
XIII. Edn. and Voc. Guidance in Sec. Schl.			18
XIV. External Organization of Sec. Schl.			410
XV. Internal Organization of Sec. Schl.			1106
XVI. Sec. Schl. Staff & Staff Problems			1477
XVII. Sec. Schl. Plant and Equipment			327
Total Number of Lines	14367	4982	9477

from the side of the academic subjects.

J. F. Brown's "The American High School"¹ was published in 1909. In its topical treatment it more nearly approaches the content of more recent texts in this field. Fourteen of the seventeen topics are discussed (Column 4, Table IV). Of these, "The High School Staff and Staff Problems" receives the greatest attention, while the "Internal Organization of the Secondary School", "Development of Secondary Education in America", and the "Means and Materials for Secondary Education" follow in the order mentioned.

In Table V a composite analysis of these three textbooks is presented. It will be noted that only two topics are treated by all three authors. These are "Aims and Functions of Secondary Education" and "Means and Materials for Secondary Education". Two other topics are treated by two authors - "Development of Secondary Education in the United States" and "The Secondary School Pupil". Topics I (The School: A Product of Democracy) and VII (Secondary Education in Other Countries) were not considered of sufficient importance to warrant treatment. Each of the remaining topics is treated by one of the three authors.

When arranged in order of importance, according to number of lines to treatment, Topic II, although treated

¹ J. F. Brown, The American High School. New York: The Macmillan Company. 1909. pp. 1-462.

Table V. Composite Topical Analysis of Textbooks Published Between 1900-1910.

Topic	Number of Authors	Percent of Authors	Number of Lines	Percent Of Lines	Rank
I.The School:A Product of Democracy					
II.Meaning and Scope of Sec. Edn.	1	33.33	299	1.03	14
III.Development of Sec. Edn. in U.S.	2	66.66	13531	46.91	1
IV.Relation of Sec. & Elem. Schls.	1	33.33	398	1.35	10
V.Relation of Sec. & Higher Edn.	1	33.33	333	1.15	12
VI.Relation of Sec. Schl. to Com.	1	33.33	464	1.61	8
VII.Sec. Edn. in Other Countries					
VIII.The Secondary School Pupil	2	66.66	852	2.95	7
IX.Aims and Functions of Sec. Edn.	3	100.00	1978	6.86	3
X.Means & Materials for Sec. Edn.	3	100.00	6324	21.93	2
XI.Program of Studies for Sec.Edn.	1	33.33	377	1.31	11
XII.Extra-Classroom Act.of Sec.Edn.	1	33.33	932	3.23	6
XIII.Edn. & Voc. Guidance in Sec.Schl.	1	33.33	18	.06	15
XIV.External Org. of Sec. School	1	33.33	410	1.42	9
XV.Internal Org. of Sec. School	1	33.33	1106	3.84	5
XVI.Sec. Schl. Staff & Staff Prob.	1	33.33	1477	5.12	4
XVII.Sec. Schl. Plant & Equipment	1	33.33	327	1.13	13

by but two authors, ranks first. Topics X, IX and XVI follow in the order given.

Textbooks Published Between 1910-1920

Beginning with 1908, and extending to the present, there has been no pronounced break in the rapid rise of our secondary school population. The continuous influx of pupils has created many new problems for the educator. Some of these have been solved, others are still the subjects of discussion. Naturally, we would expect to find information concerning these reflected in the textbooks which have been written during the reorganization period.

In the interval between 1910-1920, seven books were added in the field of "principles". Two of these are rather meagre in topical content, and deal somewhat specifically with certain features of secondary education which reflect the interest of the author.

"The American Secondary School"¹, written by J. Sachs and published in 1912, treats four topics (Column 2, Table VI). Chief emphasis is given to topic XVI, "The High School Staff and Staff Problems". In this respect practically all of the treatment deals with the teacher's training and improvement of teachers in service. In topic II the author

¹ J. Sachs, The American Secondary School. New York: The Macmillan Company. 1912. pp. i-295.

Table VI. Number Lines of Treatment per Topic in Textbooks Published Between 1910-1920.

*Topic	1912 J. Sachs	1914 Johnston and Others	1914 W.L. Lewis	1914 Paul Monroe and Others	1914 J.E. Stout	1916 F.B. Pearson	1918 Alexander Inglis
I							
II		2880	675	499	397	164	801
III	1594			2798			1279
IV		1015		75			1222
V		327	794	373	335	317	1095
VI		2493		238		698	
VII				2250			1842
VIII			1326	3434	298	805	4799
IX	930	1398			1333	2070	514
X		2682		8920	4039	336	7802
XI				458	519		1026
XII		3182		1035	1142	525	131
XIII		1364		550	144	439	71
XIV	1194	1926		1637	77		620
XV		1875	415	543	530	1125	99
XVI	2194	846		451	504	967	
XVII		2396		255	485		
Total	5912	22341	3210	23516	9833	7447	20301

* Topics are the same as those in other Tables.

is concerned only with the status of secondary education at the time his book was written. In topic XIV the private secondary school organization seems to be his chief concern, and in topic IX, the "various aims suggested" are treated.

"Democracy's High School"¹, by W. D. Lewis was not intended as a textbook. It is the outgrowth of a series of lectures dealing with certain aspects of secondary education, chief of which is, "The Secondary School Pupil". Other topics treated are, "Meaning and Scope of Secondary Education", "Relation of Secondary School to Higher Education", and the "Internal Organization of Secondary Education" (Column 4, Table VI). It will be observed that the interests of Sachs and Lewis, as illustrated by topics treated, are very dissimilar. In no instance do they treat the same topic.

A more general treatment of secondary education is to be found in the other five texts published during this period. C. H. Johnston and Others in "The Modern High School"², treat all topics except numbers I, III, VII, VIII, and XI (Column 3, Table VI). Of those treated the most space is given to the discussion of Topic XII, "Extra-Classroom Activities of Secondary Education", a most significant fact in view of the place such activities occupied in educational thought at

¹ W. D. Lewis, Democracy's High School. New York: Houghton, Mifflin Company. 1914. pp. 1-129.

² C. H. Johnston and Others, The Modern High School. New York: Charles Scribner's Sons. 1914. pp. 1-470.

the time. Topics of an administrative nature are given greater relative emphasis in this text than can be found in other texts of the period.

The text by Paul Monroe and Others¹ was developed in a similar manner to that of Johnston and Others. It also appeared in the same year. However, a wider range of topical treatment is noticeable. All but two topics (Column 5, Table VI) are treated. The topics omitted are No. I, "The School A Product of Democracy", and No. IX, "Aims and Functions of Secondary Education". This text especially emphasizes "Means and Materials for Secondary Education", "The Secondary School Pupil", and the "Development of Secondary Education in the United States". Here, too, we find the first treatment of "Secondary Education in Other Countries".

In Columns 6 and 7 of Table VI, the topical treatment of two other texts of this period is given. In the first of these² twelve topics are treated, and practically forty-two percent of the space is given to the discussion of Topic X, "Means and Materials for Secondary Education". The second³ treats ten of the seventeen topics and gives the most space to the treatment of "Aims and Functions of

1 Paul Monroe and Others, *Principles of Secondary Education*. New York: The Macmillan Company. 1914. pp. 1-790.

2 J. E. Stout, *The High School*. New York: D. C. Heath and Company. 1914. pp. 1-322.

3 F. B. Pearson, *The High School Problem*. New York: Row, Peterson and Company. 1916. pp. 1-303.

Secondary Education".

No doubt the outstanding text published during this period was Inglis' "Principles of Secondary Education"¹. The topics treated (Column 8, Table VI), although not radically different from those in other texts, are discussed distinctively from the viewpoint of the teacher. The administrative feature receives little attention. The "Means and Materials for Secondary Education" constitutes the subject matter for over thirty-eight percent of the book. "The Secondary School Pupil" ranks second in this respect.

A composite treatment by the texts of this period is shown in Table VII. Topic I, "The School: A Product of Democracy" still remains untreated. In no instance is there a topic treated in all texts. Topics II, V, and XV are treated by six authors, but the amount of space given is not correspondingly great. The first five topics in order of emphasis are X, VIII, IX, XII, and III. Each of these with the exception of topic III, is treated in five texts.

Textbooks Published Between 1920-1930

The ten year period just past has been a fruitful one for the textbook writers in the field of secondary education.

¹ Alexander Inglis, Principles of Secondary Education. New York: Houghton, Mifflin Company. 1918. pp. 1-741.

Table VII. Composite Analysis of Textbooks Published Between 1910-1920.

Topic	Number of Authors	Percent of Authors	Number of Lines	Percent of Lines	Rank
I.The School:A Product of Democracy					
II.Meaning and Scope of Sec. Edn.	6	75	3816	4.12	10
III.Developmen of Sec. Edn. in U. S.	3	37.5	5771	6.17	5
IV.Relation of Sec. & Elem. Schls.	3	37.5	2312	2.50	15
V.Relation of Sec. & Higher Edn.	6	75	3242	3.50	12
VII.Sec. Edn. in Other Countries	2	25	4092	4.42	9
VI.Relation of Sec. Schl. to Com.	3	37.5	3430	3.71	11
VIII.The Secondary School Pupil	5	62.5	10662	11.52	2
IX.Aims and Functions of Sec. Edn.	5	62.5	6245	6.75	3
X.Means & Materials for Sec. Edn.	5	62.5	23779	25.68	1
XI.Program of Studies for Sec. Edn.	3	37.5	2003	2.16	16
XII.Extra-Classroom Act.of Sec.Edn.	5	62.5	5972	6.38	4
XIII.Edn.& Voc.Guidance in Sec.Schl.	5	62.5	2568	2.77	14
XIV.External Org. of Sec. School	5	62.5	5454	5.89	6
XV.Internal Org. of Sec. School	6	75	4587	4.95	8
XVI.Sec. Schl. Staff & Staff Prob.	5	62.5	4862	5.25	7
XVII.Sec. Schl. Plant & Equipment	3	37.5	3136	3.39	13

Table VIII suggests the topical treatment given by ten texts of this period. The number of topics treated range from six (Column 2) to fifteen (Column 9). In the first¹ of these, "The Secondary School Pupil" has been given the most space, and no attention is given to "Means and Materials for Secondary Education". In the second² text the latter topic receives greater emphasis.

The text by Belting³ is chiefly a treatment from the administrative viewpoint. The "Internal Organization of Secondary Education" is discussed intensively. Special attention is given such sub-topics as, "high school records and administration", "discipline and control", the "classification of pupils", and "methods of instruction" as a part of the administrative organization.

Clement's text⁴ (Column 4) is rather unique in that it attempts to present the whole range of content suggested for the three basic courses for undergraduates - Educational Psychology, Methods of Teaching, and Principles of Secondary Education. A second text which is the outgrowth of the report of the Committee on Undergraduate Curriculum in Education,

1 R. W. Pringle, Adolescence and High School Problems. New York: D. C. Heath and Company. 1922. pp. 1-380.

2 L. V. Koos, The American Secondary School. New York: Ginn and Company. 1927. pp. 1-755.

3 P. E. Belting, The Community and Its High School. New York: D. C. Heath and Company. 1923. pp. 1-371.

4 J. A. Clement, Principles and Practices of Secondary Education. New York: The Century Company. 1925. pp. 1-503.

to which we have previously referred, is the text by Monroe and Weber¹ (Column 10). While giving greatest emphasis to the same subject matter as Clement - "Means and Materials for Secondary Education" - this text avoids discussion of all content except that which the authors consider proper for a course in "Principles of Secondary Education". Thus, no attention is given to "The Secondary School Pupil". A separate volume, dealing with the psychological principles underlying secondary education, is being prepared for the course in Educational Psychology.

One other text of this period gives chief place to "Means and Materials for Secondary Education". This is one written by Douglass² (Column 6). The curriculum is here considered in terms of educational aims and objectives rather than in terms of the academic subjects.

Ferriss³ text is particularly suggestive of secondary education from the rural viewpoint. While the majority of the topics ordinarily found in a course in "Principles of Secondary Education" are treated, Ferriss especially emphasizes the "Relation of the Secondary and Elementary Schools". His treatment of the junior high school in this

1 Walter S. Monroe and O. W. Weber, The High School. New York: Doubleday, Doran and Company, Inc. 1928. pp. 1-500.

2 A. A. Douglass, Secondary Education. New York: Houghton, Mifflin Company. 1927. pp. 1-647.

3 E. N. Ferriss, Secondary Education in Country and Village. New York: D. Appleton Company. 1927. pp. 1-382.

Table VIII. Number Lines of Treatment Per Topic in Textbooks Published Between 1920-1930.

* Topic	1922 R.W. Pringle	1923 P.E. Belting	1925 J.A. Clement	1925 W.L. Uhl	1927 A.A. Douglass	1927 L.A. Williams and G.A. Rice	1927 E.N. Ferriss	1927 L.V. Koos	1928 W.S. Monroe and O.W. Weber	1929 R.D. Owen
I						1047				763
II	169		375	1661		224	422		332	329
III		372	2072	3877	1164	1337	1296	1382	1375	790
IV	1480		507	1361	703	259	1694	547	316	
V			512	558	1191	415	337	302	439	154
VI		869	46	734			668	314		
VII			558	1731	653	2751		570	550	
VIII	4093		1794	5365	2757	2158	585	2964		4818
IX	1580	383	736	1736	890	1686	1289	1432	1719	397
X		1869	3204	1523	6923	992	658	4317	5247	3977
XI					870	41	804	1262		343
XII	3094	1036	544		815	707	1076	1075	415	
XIII	1111		400	1855	2054	253	435	636	814	413
XIV					273	114	335	3069	42	
XV		3316	843	478		37	1079	639	427	
XVI		1696	901	2063			479	1145	319	807
XVII			91	346	209			1156	40	
Total	11527	9541	12583	23288	18502	12021	11157	20811	11995	12791

*Topics are the same as those in other Tables

connection is especially significant.

It has already been suggested that Pringle's treatment is chiefly concerned with "The Secondary School Pupil". Similar treatment in this respect is found in the texts written by Uhl¹ and Owen². In the first of these, "Principles" are made an outstanding characteristic in the treatment of all content. Uhl (Column 5) also places great emphasis on the magnitude of the American task in secondary education and the professionalizing of the teaching staff. In Owen's text (Column 11) the physical, mental, and emotional characteristics of the pre-adolescent, as well as those of the adolescent are intensively treated.

The text by Williams and Rice³ gives the first treatment of "The School: A Product of Democracy" (Column 7). Only one other text examined gives any attention to this. Owen treats the school as a major socializing institution for the adolescent. However, Williams and Rice are not chiefly concerned with this subject matter. "Secondary Education in Other Countries" is considered of greater importance. A third characteristic feature of this text is found in the "Aims of Secondary Education" as these are expressed in terms of

1 W. L. Uhl, Principles of Secondary Education. New York: Silver, Burdette Company. 1925. pp. 1-677.

2 Ralph D. Owen, Principles of Adolescent Education. New York: The Ronald Press Company. 1929. pp. 1-427.

3 L. A. Williams and G. A. Rice, Principles of Secondary Education. New York: Ginn and Company. 1927. pp. 1-339.

method.

In Table IX a composite analysis of these texts is given. It will be observed that only the subject matter dealing with the "Aims and Functions of Secondary Education" is treated by all ten authors. However, according to the amount of space given, three other types of subject matter rank higher in importance. "Means and Materials for Secondary Education", treated in nine texts, ranks highest in this respect. "The Secondary School Pupil", treated in eight texts, and "Development of Secondary Education in the United States", treated in nine texts, follow in the order mentioned.

The subject matter ranking lowest, according to amount of lines of treatment, is "The School: A Product of Democracy". As was previously pointed out, two texts give space to a treatment of such material. Next to the lowest in rank is the "Secondary School Plant and Equipment" which is treated in five texts.

Composite Analysis of Textbooks

In a broad general way, the foregoing analysis shows no great degree of divergence with respect to the topical content in the textbooks examined. A comparison of Table X (referring to the different periods) with Table XI (a composite presentation of all texts) shows rather definitely

Table IX. Composite Topical Analysis of Textbooks Published Between 1920-1930.

Topic	Number of Authors	Percent of Authors	Number of Lines	Percent of Lines	Rank
I.The School:A Product of Democracy	2	20	1810	1.24	17
II.Meaning and Scope of Sec. Edn.	7	70	3512	2.41	13
III.Development of Sec.Edn. in U.S.	9	90	13666	9.34	3
IV.Relation of Sec. & Elem. Schls.	8	80	6867	4.71	8
V.Relation of Sec. & Higher Edn.	8	80	3908	2.61	12
VI.Relation of Sec. Schl. to Com.	5	50	2631	1.81	15
VII.Sec. Edn. in Other Countries	6	60	6813	4.67	10
VIII.The Secondary School Pupil	8	80	24534	16.85	2
IX.Aims and Functions of Sec. Edn.	10	100	11848	8.14	4
X.Means & Materials for Sec. Edn.	9	90	28710	19.72	1
XI.Program of Studies for Sec. Edn.	5	50	3320	2.27	14
XII.Extra-Classroom Act. of Sec.Edn.	8	80	8762	6.02	5
XIII.Edn.& Voc.Guidance in Sec.Schl.	9	90	7971	5.47	6
XIV.External Org. of Sec. School	5	50	4833	3.32	11
XV.Internal Org. of Sec. School	7	70	6819	4.68	9
XVI.Sec. Schl. Staff & Staff Prob.	7	70	7410	5.03	7
XVII.Sec. Schl. Plant & Equipment	5	50	1842	1.25	16

a tendency for certain large topics to occupy positions of dominance in the textual materials. Thus, the "Development of Secondary Education in the United States", which occupied the position of dominance in the textual material of 1900-1910, while losing that position in succeeding periods, is found to rank third in the final analysis. "Means and Materials for Secondary Education", which occupied second position in the first period, increased in importance until the final analysis shows it occupying the position of dominance. "The Secondary School Pupil" after the first period took on new significance and is given second place in the final analysis. "Aims and Functions of Secondary Education" has remained fairly static as desirable textual material, but ranks fourth with respect to position.

Textual materials that have remained fairly static throughout the three periods, as indicated by the space given to their treatment, are "Meaning and Scope of Secondary Education", "Secondary Education in Other Countries", and "Relation of the Secondary School to Higher Education". In the latter instance, however, the junior college movement has seemingly engaged the most serious consideration.

A decided decrease in emphasis is suggested concerning the "Relation of Secondary Education to The Community". An explanation of this is possibly found in the fact that the

Table X. Rank of Textual Content as Shown by Composite Analysis of Textbooks for Each of the Three Periods.

Topic	Periods		
	1900-10	1910-20	1920-30
I.The School:A Product of Democracy			17
II.Meaning and Scope of Sec. Edn.	14	10	13
III.Development of Sec. Edn.in U. S.	1	5	3
IV.Relation of Sec. and Elem.Schls.	10	15	8
V.Relation of Sec. & Higher Edn.	12	12	12
VI.Relation of Sec. Schl. to Com.	8	11	15
VII.Sec. Edn. in Other Countries		9	10
VIII.The Secondary School Pupil	7	2	2
IX.Aims and Functions of Sec. Edn.	3	3	4
X.Means & Materials for Sec. Edn.	2	1	1
XI.Program of Studies for Sec.Edn.	11	16	14
XII.Extra-Classroom Act. in Sec.Edn.	6	4	5
XIII.Edn.& Voc.Guidance in Sec. Schl.	15	14	6
XIV.External Org. of Sec. School	9	6	11
XV.Internal Org. of Sec. School	5	8	9
XVI.Sec.Schl. Staff & Staff Prob.	4	7	7
XVII.Sec. Schl. Plant & Equipment	13	13	16

Table XI. Composite Analysis of Textbooks Published During Entire Thirty Year Period, 1900-1930.

Topic	Number of Authors	Percent of Authors	Number of Lines	Percent of Lines	Rank
I. The School: A Product of Democracy	2	10	1810	.6	17
II. Meaning and Scope of Sec. Edn.	14	70	9227	3.44	12
III. Development of Sec. Edn. in U.S.	14	70	32968	12.38	3
IV. Relation of Sec. & Elem. Schls.	12	60	9577	3.55	11
V. Relation of Sec. & Higher Edn.	15	75	7482	2.83	13
VI. Relation of Sec. Schl. to Com.	9	45	6525	2.43	14
VII. Sec. Edn. in Other Countries	8	40	10905	4.01	8
VIII. The Secondary School Pupil	15	75	36048	13.51	2
IX. Aims and Functions of Sec. Edn.	18	90	20071	7.51	4
X. Means & Materials for Sec. Edn.	17	85	58813	22.03	1
XI. Program of Studies for Sec. Edn.	9	45	5700	2.13	15
XII. Extra-Classroom Act. of Sec. Edn.	14	70	15666	5.86	5
XIII. Edn. & Voc. Guidance in Sec. Edn.	15	75	10557	3.95	9
XIV. External Org. of Sec. School	11	55	9687	3.62	10
XV. Internal Org. of Sec. School	14	70	12512	4.61	7
XVI. Sec. Schl. Staff & Staff Prób.	13	65	13749	5.12	6
XVII. Sec. Schl. Plant & Equipment	9	45	5315	1.97	16

material is so interwoven with materials embodied in "Meaning and Scope of Secondary Education", and "Extra-Classroom Activities of Secondary Education" that it can well be classified under one or the other of these. The "Program of Studies for Secondary Education" is found to rank rather low when compared with other textual material.

Other textual material that is given less attention in succeeding periods is that dealing with the administrative aspects. This is true of the "External Organization of the Secondary School", "Internal Organization of the Secondary School", "The High School Staff and Staff Problems", and the "Secondary School Plant and Equipment".

Certain types of textual material have in more recent years found a place of increasing importance. This is particularly true with reference to "Educational and Vocational Guidance" and the "Relation of the Secondary and Elementary Schools". The junior high school movement has no doubt been responsible for increased attention in the latter respect.

In Table XII the textual material has been arranged in the order of importance as determined by the composite analysis of all the textbooks in this field published between the years 1900-1930.

Summary

From the above analysis of textual material the reader will be able to observe certain rather well defined tendencies. These can be summarized as follows:

1. Seventy percent of the texts examined treat subject matter that can be classed under ten or more of the major headings of the topical outline.
2. Throughout the entire period there has been a general tendency to center greatest attention on "Means and Materials for Secondary Education".
3. Beginning with the texts published during the period 1910-1920, the second greatest emphasis has been given "The Secondary School Pupil".
4. The materials dealing with the historical development of secondary education, and the "Aims and Functions of Secondary Education", have in general held their own as third and fourth in importance.
5. A very definite increase in importance is observed with reference to subject matter dealing with "Educational and Vocational Guidance".
6. While not discussed under the head of "Extra-Class-room Activities", subject matter related to this aspect of the secondary school has been prominent in texts of each decade.

Table XII. Major Topics Arranged in Order of Rank as Shown by Composite Analysis of Textbooks, 1900-1930.

Topic	Rank
X.Means and Materials for Secondary Education	1
VIII.The Secondary School Pupil	2
III.Development of Sec. Edn. in United States	3
IX.Aims and Functions of Secondary Education	4
XII.Extra-Classroom Activities of Sec. Edn.	5
XVI.Sec. School Staff & Staff Problems	6
XV.Internal Organization of Secondary School	7
VII.Secondary Education in Other Countries	8
XIII.Educational & Vocational Guidance in Sec.Schl.	9
XIV.External Organization of Secondary School	10
IV.Relation of Secondary & Elementary Schools	11
II.Meaning and Scope of Secondary Education	12
V.Relation of Secondary and Higher Education	13
VI.Relation of Secondary Schl. to Community	14
XI.Program of Studies for Secondary Education	15
XVII.Secondary School Plant & Equipment	16
I.The School: A Product of Democracy	17

7. The administrative aspects of secondary education occupy a minor position in the texts examined.
8. The materials dealing with "The School: A Product of Democracy" are treated by only two texts, and rank lowest as a subject for treatment.

CHAPTER VI

CONTENT OF "PRINCIPLES OF SECONDARY EDUCATION" AS TREATED BY INSTRUCTORS

The examination of university and college catalogs for the years 1928-29 and 1929-30, reveals the fact that 164 institutions of higher learning are offering a course covering the materials usually treated in "Principles of Secondary Education". These institutions are widely distributed and vary in type of control. For purposes of this study they have been grouped under three classes: those publicly supported and controlled, larger privately controlled institutions, and small private or denominational institutions.

On the basis of the textbook analysis, discussed in the preceding chapter, a questionnaire¹ was formulated and sent to instructors in the institutions of the above mentioned groups. In Table XIII there will be found a geographic distribution of these institutions according to classification. In the succeeding sections of this chapter the responses of each group will be treated.

Publicly Controlled Institutions

As indicated in Table XIII, there are forty-three publicly controlled institutions that offer a course under

¹ The instructions to instructors and the questionnaire proper will be found in the Appendix p. 1-xi.

Table XIII. Geographic Distribution of Institutions Offering a Course in Principles of Secondary Education.

Secondary Education											
Location	Type of Institution									No.	% Re- turn- ed
	Public			Large Privately End.			Small Privately End.				
	No. Sent	Re- turns	%	No. Sent	Returns	%	No. Sent	Returns	%		
Alabama											
Arizona	1	1	100							1	100
Arkansas	1	1	100							1	100
California	2	2	100	1	1	100	3	0		6	50
Colorado	1	0		1	1	100				2	50
Connecticut				1	1	100				1	100
Delaware	1	1	100							1	100
Florida											
Georgia	1	1	100				4	1	25	5	40
Idaho	1	1	100							1	100
Illinois	1	1	100	1	1	100	5	2	40	7	57.
Indiana	3	3	100				11	8	72.7	14	78.
Iowa	1	1	100	1	1	100	2	0		4	50
Kansas	2	2	100				4	1	25	6	50
Kentucky	1	1	100				2	1	50	3	66.
Louisiana	1	1	100				1	1	100	2	100
Maine	1	1	100	2	2	100				3	100
Maryland							2	0		2	000
Massachusetts				5	3	60	2	0		7	42.
Michigan	1	1	100				2	0		3	33.
Minnesota							2	1	50	2	50
Mississippi											
Missouri	2	0		2	1	50	7	2	28.6	11	27.
Montana	2	1	50							2	50
Nebraska							2	2	100	2	100

Table XIII Continued. Geographic Distribution of Institutions Offering a Course in Principles of Secondary Education.

Location	Type of Institution									No.	% Re- turned
	Public			Large Privately End.			Small Privately End.				
	No. Sent	Re- turns	%	No. Sent	Returns	%	No. Sent	Returns	%		
Nevada	1	1	100							1	100
New Hampshire	1	1	100	1	1	100				2	100
New Jersey	1	1	100							1	100
New Mexico	1	1	100							1	100
New York	1	1	100	2	2	100	3	0		6	50
North Carolina	1	0					2	0		3	000
North Dakota	1	1	100							1	100
Ohio	3	3	100				13	7	53.8	16	62.
Oklahoma											
Oregon	1	1	100				1	1	100	2	100
Pennsylvania	1	1	100	1	1	100	11	2	18.2	13	30.
Rhode Island	1	0		1	0					2	000
South Carolina	2	2	100							2	100
South Dakota	1	1	100				1	0		2	50
Tennessee	1	0		1	1	100	3	0		5	20
Texas	1	1	100				5	3	60	6	66.
Utah											
Vermont											
Virginia	1	1	100				4	0		5	20
Washington	2	1	50				2	2	100	4	75
West Virginia							1	1	100	1	100
Wisconsin							3	2	66.6	3	66.
Wyoming											
Dist.of Columbia				1	1	100	1	1	100	2	100
Total	43	36	83.7	21	17	81	99	38	38.3	164	55.5

the title "Principles of Secondary Education", or a title similar in nature. These institutions are located in thirty-five different States. All of these were canvassed by questionnaire with reference to the major topics treated in the course mentioned. Thirty-six replies were received, representing an 83.7 percent response from this group. One of the replies could not be used because of an incorrectly marked questionnaire.

In Table XIV, the major topics treated, and the range and average value of each, are indicated. It will be seen that in no instance is there content material that is treated by all instructors. The nearest approach to 100 percent treatment in this respect are major topics IV and V. The major topics treated by the smallest number of instructors is "The Secondary School Plant and Equipment" (Topic XVII). However, there is no indication that the material treated by the largest number of instructors will receive a corresponding weight in average value. This is very clearly pointed out when the average value of each major topic is computed. In this connection it is discovered that the instructors in the publicly supported and controlled institutions consider a treatment of the "Aims and Functions of Secondary Education" of greatest value. Following this in order of value are "The Secondary School Pupil", "Means and Materials for Secondary Education", and "Meaning and

Table XIV. Major Topics Treated and the Average Value Assigned Each by Instructors in Publicly Controlled Institutions.

Topic	Number of Institutions	No. Treating Topic	% Treating Topic	Average Value
I.The School:A Product of Democracy	35	22	62.8	6.45
II.Meaning and Scope of Sec. Edn.	35	29	82.8	7.34
III.Development of Sec. Edn. in U. S.	35	31	88.5	6.42
IV.Relation of Sec. & Elem. Schls.	35	34	97.1	6.59
V.Relation of Sec. & Higher Edn.	35	34	97.1	5.88
VI.Relation of Sec. Schl. to Com.	35	26	74.2	6.46
VII.Sec. Edn. in Other Countries	35	30	85.7	4.66
VIII.The Secondary School Pupil	35	30	85.7	8.7
IX.Aims and Functions of Sec. Edn.	35	32	91.4	9.19
X.Means and Materials for Sec. Edn.	35	31	88.5	8.35
XI.Program of Studies for Sec. Edn.	35	29	82.8	7.28
XII.Extra-Classroom Act. of Sec.Edn.	35	31	88.5	6.71
XIII.Edn. & Voc.Guidance in Sec.Schl.	35	32	91.4	7.06
XIV.External Org. of Sec. School	35	27	77.1	4.37
XV.Internal Org. of Sec. School	35	22	62.8	5.17
XVI.Sec. Schl. Staff & Staff Prob.	35	19	54.1	4.89
XVII.Sec. Schl. Plant & Equipment	35	15	42.8	3.73

Scope of Secondary Education". The topic previously mentioned, (Topic XVII), treated by the fewest number of instructors is considered of least value in a course in "Principles of Secondary Education".

Large Privately Controlled Institutions

Of the twenty-one large privately endowed institutions seventeen (Eighty-one percent of the whole) responded to the questionnaire study of the major topics treated. A geographic distribution of these can be found in Column 5, Table XIII, Pages 66-67.

The major topics treated by this group of instructors are given in Table XV. In this instance it is seen that at least three types of material are given a place by all instructors, and that six other major topics are given consideration by fifteen instructors.

With the exception of an exchange in positions, the materials dealing with the four major topics treated by the instructors in the publicly controlled institutions are given the greatest average value. "The Secondary School Pupil" takes the lead and is followed by "Aims and Functions of Secondary Education", "Meaning and Scope of Secondary Education", and "Means and Materials for Secondary Education".

"The Secondary School Plant and Equipment", treated by nine instructors, is again found to be assigned the least

Table XV. Major Topics Treated and the Average Value Assigned Each by Instructors in Large Privately Controlled Institutions.

Topic	Number of Institutions	No. Treating Topic	% Treating Topic	Average Value
I.The School:A Product of Democracy	16	11	68.7	6.73
II.Meaning and Scope of Sec. Edn.	16	15	93.7	7.67
III.Development of Sec. Edn. in U. S.	16	15	93.7	6.2
IV.Relation of Sec. & Elem. Schls.	16	16	100.	6.31
V.Relation of Sec. & Higher Edn.	16	16	100.	6.
VI.Relation of Sec. Schl. to Com.	16	12	75.	5.
VII.Sec. Edn. in Other Countries	16	13	81.2	5.
VIII.The Secondary School Pupil	16	16	100.	8.82
IX.Aims and Functions of Sec. Edn.	16	15	93.7	8.14
X.Means & Materials for Sec. Edn.	16	15	93.7	7.47
XI.Program of Studies for Sec. Edn.	16	15	93.7	6.66
XII.Extra-Classroom Act. in Sec. Edn.	16	15	93.7	5.2
XIII.Edn. & Voc.Guidance in Sec. Schl.	16	14	87.5	5.57
XIV.External Org. of Sec. Schl.	16	14	87.5	4.29
XV.Internal Org. of Sec. Schl.	16	10	62.5	3.33
XVI.Secondary Schl.Staff & Staff Prob.	16	12	62.5	3.17
XVII.Sec. Schl. Plant & Equipment	16	9	56.2	2.34

average value.

Small Privately Controlled Institutions

It has been suggested that ninety-nine of the smaller four year colleges are offering the course which is the subject of this study. As indicated in Column 8, Table XIII (Pages 66-67), these institutions are located in twenty-seven different states. Thirteen of this number are located in Ohio. This is rather significant in view of the fact that "Principles of Secondary Education" is not here listed as a required professional subject. In Indiana eleven such institutions offer the course. It is natural to expect that the institutions of that State would list the subject since it is prescribed by the State Department for the certification of high school teachers.

In all, thirty-eight responses (38.3 percent) to the questionnaire were received. The greater number of these were from institutions in Ohio, Indiana, and the States of the North Central Association of Colleges and Secondary Schools. The institutions located in the neighboring States on the south and east also returned a fair percentage of questionnaires. In only one instance was a questionnaire returned that could not be used in the study.

The major topics treated by the instructors in these smaller institutions are presented in Table XVI. In two

Table XVI. Major Topics Treated and the Average Value Assigned Each by Instructors in Small Privately Controlled Institutions.

Topic	Number of Institutions	No. Treating Topic	% Treating Topic	Average Value
I.The School:A Product of Democracy	38	28	73.6	6.07
II.Meaning & Scope of Sec. Edn.	38	34	89.4	7.32
III.Development of Sec. Edn. in U. S.	38	35	92.1	5.97
IV.Relation of Sec. & Elem. Schls.	38	37	97.3	5.84
V.Relation of Sec. & Higher Edn.	38	38	100.	5.45
VI.Relation of Sec. Schl. to Com.	38	33	86.8	5.93
VII.Sec. Edn. in Other Countries	38	36	94.7	4.5
VIII.The Secondary School Pupil	38	38	100.	7.71
IX.Aims and Functions of Sec. Edn.	38	37	97.3	8.61
X.Means and Materials for Sec. Edn.	38	36	94.7	7.95
XI.Program of Studies for Sec. Edn.	38	34	89.4	6.76
XII.Extra-Classroom Act. in Sec.Edn.	38	33	86.8	6.27
XIII.Edn. & Voc.Guidance in Sec.Schl.	38	36	94.7	5.97
XIV.External Org. of Sec. School	38	28	73.6	4.96
XV.Internal Org. of Sec. School	38	26	68.4	5.19
XVI.Sec.Schl. Staff & Staff Prob.	38	23	60.5	3.87
XVII.Sec. Schl. Plant & Equipment	38	24	63.5	2.87

instances all instructors treat materials under two of the topics - "Relation of Secondary Education to Higher Education", and "The Secondary School Pupil" - while in two other instances, Topics IV and IX, treatment is given by thirty-seven instructors.

For the third time we find the same four major topics occupying positions of dominance. The "Aims and Functions of Secondary Education" returns to first place in average value, while "Means and Materials for Secondary Education", "The Secondary School Pupil" and "Meaning and Scope of Secondary Education" follow in the order mentioned.

In Table XVII the average value is given the major topics treated by all instructors without distinction as to type of institution. The average value given each of the major topics by the three groups of instructors is compared in Table XVIII with the computed average value for all instructors (Table XVII). In this Table, figures I to XVII in the left hand column correspond to the topical outline of the questionnaire. Thus, I, represents "The School: A Product of Democracy", II, "Meaning and Scope of Secondary Education", etc. The second column gives the average value of topics treated by the forty-three publicly controlled institutions. The third column gives the average value for the seventeen large privately controlled institutions; column four, the average value for the thirty-eight smaller

Table XVII. Major Topics Treated by Instructors.No Distinction Made as to Type of Institution.

Topic	Number of Institutions	No. Treating Topic	% Treating Topic	Average Value
I.The School:A Product of Democracy	89	61	68.5	6.26
II.Meaning and Scope of Sec. Edn.	89	78	87.6	7.32
III.Development of Sec. Edn. in U. S.	89	81	91.	6.19
IV.Relation of Sec. & Elem. Schls.	89	87	97.7	6.20
V.Relation of Sec. & Higher Edn.	89	88	98.8	5.72
VI.Relation of Sec. Schl. to Com.	89	71	79.7	5.97
VII.Sec. Edn. in Other Countries	89	79	88.7	4.68
VIII.The Secondary School Pupil	89	84	94.3	8.19
IX.Aims and Functions of Sec. Edn.	89	84	94.3	8.64
X.Means and Materiald for Sec. Edn.	89	82	92.1	8.01
XI.Program of Studies for Sec. Edn.	89	78	87.6	6.91
XII.Extra-Classroom Act. in Sec. Edn.	89	79	88.7	6.18
XIII.Edn. & Voc.Guidance in Sec. Schl.	89	82	92.1	6.39
XIV.External Org. of Sec. School	89	69	77.5	4.60
XV.Internal Org. of Sec. School	89	58	66.4	4.86
XVI.Sec. Schl. Staff & Staff Prob.	89	54	61.7	4.13
XVII.Sec. Schl. Plant & Equipment	89	48	53.9	3.04

Table XVIII. Comparison of Average Values Assigned by Each Group of Instructors and a Composite Average Value Determined.

* Topic	Public Inst. Ave. Value	Rank	Large Private Inst. Ave. Value	Rank	Small Private Inst. Ave. Value	Rank	Composite Ave. Value	Rank
I	6.45	9	6.73	5	6.07	7	6.26	7
II	7.34	4	7.67	3	7.32	4	7.32	4
III	6.42	11	6.2	8	5.97	8	6.19	9
IV	6.59	8	6.31	7	5.84	11	6.20	8
V	5.88	12	6.	9	5.45	12	5.72	12
VI	6.46	10	5.	12.5	5.93	10	5.97	11
VII	4.66	15	5.	12.5	4.5	15	4.65	14
VIII	8.7	2	8.82	1	7.71	3	8.19	2
IX	9.19	1	8.14	2	8.61	1	8.64	1
X	8.35	3	7.47	4	7.95	2	8.01	3
XI	7.28	5	6.66	6	6.76	5	6.91	5
XII	6.71	7	5.2	11	6.27	6	6.18	10
XIII	7.06	6	5.57	10	5.97	8	6.39	6
XIV	4.37	16	4.29	14	4.96	14	4.60	15
XV	5.17	13	3.3	15	5.19	13	4.86	13
XVI	4.89	14	3.17	16	3.87	16	4.13	16
XVII	3.73	17	2.34	17	2.87	17	3.04	17

* Topics are the same as those found in other Tables.

private schools, and column five the composite average value.

The points of agreement and difference are brought out rather clearly. Topics VIII, IX, X and II are found to change positions of dominance when treated by the three different groups. Topic IX is the most stable in this respect. In the composite average value this topic maintains its position of dominance and is assigned the highest average value. It is interesting to note that the final average value for each topic, which combines the values assigned by all instructors, would rank nine major topics in the same position as these occupy for the instructors in publicly controlled institutions. Six of these would in both instances occupy the first six positions in value. The widest divergence of assigned value between the three groups of instructors is found in Topics VI, XII, XIII, XV, and XVI. In each instance this wide divergence is between the instructors in publicly controlled and the large privately endowed institutions. On the whole the instructors in the latter institutions assign less average value to these topics. In general the topics which are administrative in nature receive less attention in a course of this sort. All groups assign the least value to "The Secondary School Plant and Equipment".

The major topics treated by College and University instructors, arranged in order of merit, are indicated in Table XIX. In a later Chapter a comparison of these with

Table XIX. Major Topics Arranged in Order of Merit Based on Treatment by College and University Instructors.

Topics	Rank
IX. Aims and Functions of Secondary Education	1
VIII. The Secondary School Pupil	2
X. Means and Materials for Secondary Education	3
II. Meaning and Scope of Secondary Education	4
XI. Program of Studies for Secondary Education	5
XIII. Edn. & Voc. Guidance in Secondary Education	6
I. The School: A Product of Democracy	7
IV. Relation of Secondary & Elementary Schools	8
III. Development of Sec. Edn. in the U. S.	9
XII. Extra-Classroom Activities in Sec. Schools	10
VI. Relation of Sec. Edn. to the Community	11
V. Relation of Secondary and Higher Education	12
XV. Internal Organization of Secondary Schools	13
VII. Secondary Education in Other Countries	14
XIV. External Organization of Secondary Schools	15
XVI. Secondary School Staff & Staff Problems	16
XVII. Secondary School Plant & Equipment	17

textual content will be made.

Summary

A survey of the content of the course in "Principles of Secondary Education" as offered in eighty-nine institutions reveals the fact that:

1. A consideration of the "Aims and Functions of Secondary Education" is considered of greatest value in this course.
2. Primary consideration is given "The Secondary School Pupil", "Means and Materials for Secondary Education", "Meaning and Scope of Secondary Education" and "The Program of Studies for the Secondary School".
3. While all groups are not agreed on its value, "Educational and Vocational Guidance in Secondary Education" is given considerable emphasis especially by instructors in publicly controlled institutions.
4. Materials dealing with, "The School: A Product of Democracy", occupy a position of prominence greater than is ordinarily believed.
5. Materials dealing with the administrative feature of secondary education are given much less consideration than are other topics.
6. A treatment of "Secondary Education in Other Countries"

is not valued highly.

7. In general, there is greater divergence found between values assigned by the publicly controlled group and the large privately controlled institutions than exists between the former group and the smaller privately controlled institutions.

CHAPTER VII
TOPICAL CONTENT SUGGESTED
BY
PRINCIPALS AND SPECIALISTS

Having determined the topical content of the course in "Principles of Secondary Education", as treated by instructors in various institutions, a new question is suggested. "Which of these topics are considered to be rather intimately related to the actual teaching and administrative difficulties in secondary education?" From the viewpoint of instructors in the teacher training institutions, this question has no doubt been answered. The writer is interested in knowing to what extent the practical school man and the specialist in secondary education agree on this point with the authors of textbooks and the instructors in the training schools.

In seeking an answer to the above question a questionnaire, similar in nature to the one sent instructors, was sent to an unselected group of high school principals, a small selected group of principals who were known to be affiliated with the progressive school movement in secondary education, and a group of six specialists in the secondary school field. These were asked to check and assign a value to each topic which they believed to possess sufficient functional value for high school teachers to warrant its treatment in a basic course such as "Principles of Secondary Education".

Sections of this chapter will be devoted to a discussion of the returns received from each group.

Content Suggested
By
Secondary School Principals

Questionnaires were sent to 246 secondary school principals located in forty-seven different States and distributed as suggested in Column 2, Table XX. Of this number, 117, or 43.4 percent sent replies. It was necessary to discard nine of these because of insufficient information. Thus, the final evaluation of material secured by this means is based on 108 returns.

From the viewpoint of the principal (Table XXI) there is definite need of the treatment of subject matter dealing with "The Secondary School Pupil". In only one instance would a principal fail to treat this subject matter. There is also a definite indication that the "Aims and Functions of Secondary Education" should be given major emphasis. A very significant feature is suggested in the importance that is attached to "Educational and Vocational Guidance in Secondary Education", and "Extra-Classroom Activities in Secondary Education", both of which are given precedent over "Means and Materials For Secondary Education".

Another interesting fact is noted in the lack of importance that is attached to "Secondary Education in Other

Table XX. Geographic Distribution of Professional Groups to Whom Questionnaires were Sent.

Location	Professional Groups									NO.	Per- cent Re- turn- ed
	Unselected Prin.			Selected Group Prin.			Specialists				
	No. Sent	Re- turns	%	No. Sent	Returns	%	No. Sent	Returns	%		
Alabama	3	0								3	000
Arizona	2	1	50							2	50
Arkansas	1	1	100							1	100
California	11	8	72.7	1	0					12	66.
Colorado	4	1	25	1	1	100				5	40
Connecticut	7	3	42.8	1	1	100				8	37.
Delaware	1	1	100	1	1	100				2	100
Florida	3	1	33.3							3	33.
Georgia	3	1	33.3							3	33.
Idaho	1	0								1	00
Illinois	14	9	64.2	8	7	87.5	1	1	100	23	74.
Indiana	10	5	50							10	50
Iowa	7	3	42.8							7	42.
Kansas	3	3	100							3	100
Kentucky	3	3	100							3	100
Louisiana	2	2	100							2	100
Maine	2	1	50							2	50
Maryland	4	1	25							4	25
Massachusetts	26	10	38.4				1	1	100	27	40.
Michigan	13	4	30.7	1	1	100	1	1	100	15	40
Minnesota	3	2	66.6							3	66.
Mississippi	2	1	50							2	50
Missouri	4	1	25	3	2	66.6				7	42.
Montana	1	0								1	00
Nebraska	2	1	50							2	50

Table XX Cont. Geographic Distribution of Professional Groups to Whom Questionnaires Were Sent.

Location	Professional Groups									No.	% Re- turns
	Unselected Prin.			Selected Group Prin.			Specialists				
	No. Sent	Re- turns	%	No. Sent	Returns	%	No. Sent	Returns	%		
Nevada											
New Hampshire	1	1	100							1	50
New Jersey	15	5	33.3							15	33.
New Mexico	1	1	100							1	100
New York	18	5	27.7	5	3	60	3	2	66.6	26	38.
North Carolina	2	2	100							2	100
North Dakota	3	1	33.3							3	33.
Ohio	14	8	57.1	1	1	100				15	60
Oklahoma	3	3	100							3	100
Oregon	1	1	100							1	100
Pennsylvania	17	8	47	3	0					20	40
Rhode Island	3	3	100							3	100
South Carolina	2	1	50							2	50
South Dakota	2	1	50							2	50
Tennessee	2	1	50							2	50
Texas	6	2	33.3							6	33.
Utah	2	1	50							2	50
Vermont	2	1	50							2	50
Virginia	4	1	25							4	25
Washington	2	1	50							2	50
West Virginia	3	1	33.3							3	33.
Wisconsin	9	5	55.5							9	55.
Wyoming	2	1	50							2	50
Total	246	117	43.4	25	16	64	6	5	83.3	277	49.8

Table XXI. Topical Treatment and Value Assigned Each by Unselected Group of Principals

Topic	Number of Principals	No. Suggesting Treatment	% Suggesting Treatment	Average Value
I.The School:A Product of Democracy	108	87	81	6.66
II.Meaning & Scope of Sec. Edn.	108	98	90	7.38
III.Development of Sec. Edn. in U. S.	108	92	85	5.79
IV.Relation of Sec. & Elem. Schls.	108	105	97	6.99
V.Relation of Sec. & Higher Edn.	108	103	95	6.65
VI.Relation of Sec. Schl. to Com.	108	101	93	7.52
VII.Sec. Edn. in Other Countries	108	78	72	4.62
VIII.The Secondary School Pupil	108	107	99	9.23
IX.Aims and Functions of Sec. Edn.	108	106	98	8.90
X.Means & Materials for Sec. Edn.	108	104	96	7.74
XI.Program of Studies for Sec. Edn.	108	98	90	7.66
XII.Extra-Classroom Act. in Sec.Edn.	108	102	97	7.78
XIII.Edn. & Voc. Guidance in Sec.Schl.	108	101	93	8.28
XIV.External Org. of Sec. School	108	86	81	5.26
XV.Internal Org. of Sec. School	108	97	89	7.06
XVI.Sec.Schl. Staff & Staff Prob.	108	92	85	6.63
XVII.Sec.Schl. Plant & Equipment	108	84	80	6.06

Countries". This subject matter ranks lowest and would be treated by only seventy-eight of the 108 principals. It is not surprising to view the importance which is attached to the topics of an administrative nature. It is evidently difficult for an administrator to view such suggested subject matter without attaching considerable importance to it. This in spite of the fact, that the principals here quoted have had, in most instances, long years of teaching as well as administrative experience.

Content Suggested
By
Selected Group of Principals

The Progressive School Movement has gained considerable impetus in recent years. While greatest advancement in this particular has been made in the elementary school, administrators and teachers in the secondary schools are also becoming aware of its possibilities. For this reason, the writer has secured an expression from a selected group of principals, affiliated with the progressive school movement in secondary education, on the importance they would attach to the various topics suggested for the course in "Principles of Secondary Education".

In Column 5, Table XX, the geographic location of this group of principals is indicated. In all, twenty-five principals were asked to fill in the questionnaire. Replies were

received from sixteen of these. The names and location of those responding are listed on page 29 of the Appendix.

A summary of the returns from this group is given in Table XXII. Naturally it would be expected that materials dealing with "The Secondary School Pupil" should receive the highest rating in importance. One principal, who did not rate this topic, made a definite suggestion that this be treated in a course in Educational Psychology for which more than three semester hours credit should be allowed. Continued interest is shown in the "pupil" by the assigning of second place in importance to "Educational and Vocational Guidance in Secondary Education". Other topics which are rated high in importance, and which are indicative of the "principles" for which the Progressive Movement stands, are "Means and Materials For Secondary Education", "The School: A Product of Democracy", "Meaning and Scope of Secondary Education", and "Extra-Classroom Activities in Secondary Education".

Content Suggested
By
Specialists in Secondary Education

In securing material for this section six outstanding men in the field of secondary education were asked to rate the major topics listed on the questionnaire. Replies from five were received. A summary of the rating is shown in

Table XXII. Topical Treatment and Value Assigned Each by a Selected Group of Principals.

Topic	Number of Principals	No. Suggesting Treatment	% Suggesting Treatment	Average Value
I.The School:A Product of Democracy	16	16	100	8.12
II.Meaning and Scope of Sec. Edn.	16	16	100	8.06
III.Development of Sec. Edn. in U. S.	16	15	94	6.2
IV.Relation of Sec. & Elem. Schls.	16	16	100	7.63
V.Relation of Sec. & Higher Edn.	16	16	100	7.06
VI.Relation of Sec. Schl. to Com.	16	14	87	7.36
VII.Sec. Edn. in Other Countries	16	15	94	4.6
VIII.The Secondary School Pupil	16	14	87	8.93
IX.Aims and Functions of Sec. Edn.	16	16	100	7.94
X.Means and Materials for Sec. Edn.	16	16	100	8.19
XI.Program of Studies for Sec. Edn.	16	16	100	7.75
XII.Extra-Classroom Act. in Sec.Edn.	16	16	100	8.
XIII.Edn. & Voc. Guidance in Sec.Schl.	16	16	100	8.25
XIV.External Org. of Sec. School	16	16	100	4.63
XV.Internal Org. of Sec. School	16	15	94	6.47
XVI.Sec. Schl. Staff & Staff Prob.	16	15	94	7.
XVII.Sec. Schl. Plant & Equipment	16	15	94	5.33

Table XXIII.

Of the topics listed, eleven would be treated by all specialists. This in itself, however, is no indication of the importance which is attached to each. In at least five instances topics would not be treated because of special courses that are organized around the topics suggested. In two other instances, the rating is less than would ordinarily be given because of special courses offered on the topics. In each of these cases, "Principles of Secondary Education" would be offered as a graduate course.

The combined judgment as to the importance of the various major topics would rank "The Secondary School Pupil", and the "Relation of Secondary School to the Community" highest. Equal importance is next assigned to "Aims and Functions of Secondary Education" and "Means and Materials for Secondary Education".

Certain individual suggestions concerning the major topics are of interest. It is suggested by one that Topics I and IX could well be combined and thus warrant greater emphasis in treatment. A second suggests a high rating for Topic II "if the teacher advances beyond the usual non-pragmatic". A third believes Topic II to be sufficiently recognized in other portions of the outline.

Table XXIII. Topical Treatment and Value Assigned Each by Specialists in Secondary Education.

Topic	Number of Specialists	No. Suggesting Treatment	% Suggesting Treatment	Average Value
I. The School: A Product of Democracy	5	5	100	5.6
II. Meaning and Scope of Sec. Edn.	5	5	100	6.6
III. Development of Sec. Edn. in U. S.	5	5	100	5.2
IV. Relation of Sec. & Elem. Schls.	5	5	100	6.8
V. Relation of Sec. & Higher Edn.	5	5	100	6.8
VI. Relation of Sec. Schl. to Com.	5	4	80	8.75
VII. Sec. Edn. in Other Countries	5	3	60	5.33
VIII. The Secondary School Pupil	5	5	100	8.8
IX. Aims and Functions of Sec. Edn.	5	5	100	8.
X. Means and Materials for Sec. Edn.	5	5	100	8.
XI. Program of Studies for Sec. Edn.	5	5	100	7.4
XII. Extra-Classroom Act. in Sec. Edn.	5	5	100	6.8
XIII. Edn. & Voc. Guidance in Sec. Schl.	5	4	80	6.75
XIV. External Org. of Sec. School	5	5	100	7.
XV. Internal Org. of Sec. School	5	4	80	6.25
XVI. Sec. Schl. Staff & Staff Prob.	5	4	80	7.75
XVII. Sec. Schl. Plant & Equipment	5	3	60	5.4

Combined Judgement
With Respect to Content

A comparison of the topical ratings of the three groups is given in Table XXIV. The composite average value and final ratings are also shown in this table. Numbers I, II, etc., in the table, correspond to the major topics of the questionnaire.

In comparing the Columns 3, 4, and 5, representing rankings of each group, considerable divergence in opinion is evident with respect to the relative importance of Topics I, VI, IX, XIII, XIV, and XVI. The secondary school principals and the specialists are fairly well agreed on Topics I and IX, and the two groups of principals are in closer agreement on Topics XIII, XIV, and XVI. The three groups are unanimous in assigning the greatest weight to Topic VIII, "The Secondary School Pupil".

It is also rather evident that each group has assigned an increased amount of importance to the administrative topics, but these still remain among the lower third in the composite rating. The two topics which seem to lose in importance, as viewed by these groups, are those dealing with the "Development of Secondary Education in the United States" and "Secondary Education in Other Countries".

Topics arranged according to order of importance as suggested by the composite rating of these groups are given in Table XXV.

Table XXIV. Comparison of Topical Ratings of the Two Groups of Principals and Specialists.

*Topic	Un-selected Group Prin. Average Value	Rank	Select-ed Group Prin. Average Value	Rank	Special-ists Average Value	Rank	Com-posite Average Value	Rank
I	6.66	11	8.12	4	5.6	14	6.89	10
II	7.38	8	8.06	5	6.6	12	7.56	6
III	5.79	15	6.02	14	5.2	17	5.79	15
IV	6.99	10	7.63	9	6.8	9	7.	9
V	6.65	12	7.06	11	6.8	9	6.72	12.5
VI	7.52	7	7.36	10	8.75	2	7.53	8
VII	4.62	17	4.6	17	5.33	16	4.56	17
VIII	9.23	1	8.93	1	8.8	1	9.17	1
IX	8.90	2	7.94	7	8.	3.5	8.74	2
X	7.74	5	9.19	3	8.	3.5	7.85	4
XI	7.66	6	7.75	8	7.4	6	7.55	7
XII	7.78	4	8.	6	6.8	9	7.76	5
XIII	8.24	3	8.25	2	6.75	11	8.22	3
XIV	5.26	16	4.63	16	7.	7	5.25	16
XV	7.06	9	6.47	13	6.25	13	6.84	11
XVI	6.63	13	7.	12	7.75	5	6.73	12.5
XVII	6.06	14	5.33	15	5.4	15	5.95	14

* Topics are the same as those in other Tables

Table XXV. Topics Arranged in Order of Importance as Suggested by Secondary School Principals and Specialists.

Topics	Rank
VIII. The Secondary School Pupil	1
IX. Aims and Functions of Secondary Education	2
XIII. Edn. and Voc. Guidance in Secondary Education	3
X. Means and Materials for Secondary Education	4
XII. Extra-Classroom Activities in Sec. Education	5
II. Meaning and Scope of Secondary Education	6
XI. Program of Studies for Secondary Education	7
VI. Relation of Secondary School to Community	8
IV. Relation of Secondary and Elementary Schools	9
I. The School: A Product of Democracy	10
XV. Internal Organization of Secondary School	11
V. Relation of Secondary and Higher Education	12
XVI. Secondary School Staff & Staff Problems	13
XVII. Secondary School Plant and Equipment	14
III. Development of Secondary Education in U. S.	15
XIV. External Organization of Secondary School	16
VII. Secondary Education in Other Countries	17

Summary

The evaluation of materials covered in this chapter indicate certain definite trends in the thinking of public school men on the subject of topical content for a course in "Principles of Secondary Education". Such trends can be summarized as follows:

1. The prospective high school teacher should be made acquainted with the nature and needs of "The Secondary School Pupil".
2. Through an understanding of the "pupil" the prospective teacher will be able to grasp the "Meaning and Scope of Secondary Education" and to realize the significance of its "Aims and Functions".
3. An understanding of the "aims" should aid the teacher in giving the "pupil" a type of "guidance" that will result in his securing acquaintance with the desirable "Means and Materials".
4. The "Means and Materials" may be provided through the channel of the academic and special high school subjects, and through the socializing agency of "Extra-Classroom Activities".

CHAPTER VIII

EVALUATION OF TOPICAL CONTENT IN TERMS OF PURPOSE

The marked similarity in thought expressed in statements regarding "Principles of Secondary Education", quoted in Chapter IV, led the writer to formulate and state the purpose of this course to be two-fold in nature:

1. It should introduce the prospective high school teacher to the entire field of secondary education.
2. Through such an introduction the prospective teacher should be able to formulate a philosophy concerning secondary education that will aid in the solution of its problems.

It is not to be supposed that such a course must necessarily be organized around seventeen, or any definite number, of topics. There are various combinations and contractions which could be made to include all materials necessary in providing the student with a comprehensive view of secondary education. The number of topics constituting the outline used in this study seemed desirable in setting up division lines for the classification of content that were understandable. The outline also serves as a standard whereby the content of the course as offered can be measured. It is a self evident fact that, whatever the number of topics, the content must be such as will accomplish the purpose stated.

Whether this can be done in a three semester hour course is a question which the writer shall attempt to answer in a later section. We are primarily interested at this point to know in what respect textbook content, course syllabi, and suggested materials, meet the necessary standard.

Purpose Viewed in Light
of
Textbook Analysis

In the analysis of the twenty textbooks it was discovered that both the number of topics and the amount of treatment given each, varied greatly from one text to another. In one text¹ three topics were treated and only one of these received any great amount of consideration. In three other texts² materials on four topics were presented. However, in only two instances was the same topic treated in any two of these. It is probable that the latter texts were not intended for general use, although one book is entitled, "Principles of Secondary Education".

Textbook content in general has treated a far greater range of significant aspects in secondary education than is indicated in the few texts mentioned. This is evidenced in the fact that sixteen of the major topics of the outline are given consideration in forty percent or more of the texts.

1 E. E. Brown, op. cit. pp. 1-547.

2 C. De Garmo, op. cit. pp. 1-214.

W. D. Lewis, op. cit. pp. 1-129.

J. Sachs, op. cit. pp. 1-295.

However, in no instance does any one author give space to all of the topics. The nearest approach to perfection in this respect is found in the treatment of fifteen topics by Koos¹, and Monroe and Others².

In another connection it has been pointed out that one major topic is treated in only two texts. This would seem to indicate that its location in this course is questionable. Additional information is necessary before a final evaluation of this topic can be given.

While it is evident that no single text presents material covering the whole field of secondary education, a few do approach such a treatment. In each instance of failure in this respect, it would seem that some vital phase of the secondary school problem is omitted. Koos makes no mention of the "Meaning and Scope of Secondary Education". Monroe and Others, do not treat this topic and also fail to include material on the "Aims and Functions of Secondary Education".

Another question in this same connection is suggested. Were several texts to approximate the complete topical outline there is no indication that greatest emphasis would be given the more important phases. A proper evaluation of texts in this particular can be made only in the light of criteria set up as a result of composite practice and judgment. The

1 L. V. Koos, op. cit. pp. 1-755.

2 Paul Monroe and Others, op. cit. pp. 1-790.

importance of these topics as based on such a composite is suggested in Table XXVI. A comparison of this order with the ranking of topics suggested by the analysis of the individual texts, Table XXVII, will assist in determining the extent to which the textual treatment measures up to the criteria.

If present practice and combined judgment can be accepted as sufficient authority, the six major topics of greatest importance are as follows: "The Secondary School Pupil", "Aims and Functions of Secondary Education", "Means and Materials for Secondary Education", "Meaning and Scope of Secondary Education", "Educational and Vocational Guidance in Secondary Education", and "The Program of Studies for Secondary Education". Of the more general texts there are two which give greatest value to the first mentioned topic. These are Uhl¹ and Owen². Monroe and Weber³, and Stout⁴, give second place to the second topic mentioned. Johnston and Others⁵ rank the third topic in the same position as that of the criteria. Uhl makes the nearest approach to proper placement of topic four. Monroe and Weber, and Uhl, give the fifth topic fourth place, and only Koos would properly place topic six. Similar differences in assigned

1 W. L. Uhl, op. cit. pp. 1-677.

2 Ralph D. Owen, op. cit. pp. 1-427.

3 Walter S. Monroe and O. W. Weber, op. cit. pp. 1-500.

4 J. E. Stout, op. cit. pp. 1-322.

5 C. H. Johnston and Others, op. cit. pp. 1-470.

Table XXVI. Topics Arranged in Order of Importance, Determined Through Composite of Practice and Opinion.

Topics	Rank
VIII. The Secondary School Pupil	1
IX. Aims and Functions of Secondary Education	2
X. Means and Materials for Secondary Education	3
II. Meaning and Scope of Secondary Education	4
XIII. Edn. & Voc. Guidance in Secondary Education	5
XI. Program of Studies for Secondary Education	6
XII. Extra-Classroom Activities in Sec. Edn.	7
VI. Relation of Secondary School to Community	8
IV. Relation of Secondary and Elementary Schools	9
I. The School: A Product of Democracy	10
V. Relation of Secondary and Higher Education	11
XV. Internal Organization of Secondary School	12
XVI. Secondary School Staff & Staff Problems	13
III. Development of Secondary Education in U. S.	14
XVII. Secondary School Plant & Equipment	15
XIV. External Organization of Secondary School	16
VII. Secondary Education in Other Countries	17

Table XXVII. Topical Ratings by Authors. Computed on Basis of Space Allotment.

Authors	Topics																
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII
Belting			7			5				2	6	4			1	3	
Brown, E.E.			1						2	3							
Brown, J.F.			3	10	12	8		7	6	4	11	5	14	9	2	1	13
Clement		12	2	10	9	14	7	3	6	1		8	11		5	4	13
De Garmo		2						3	4	1							
Douglass			5	9	4		10	2	6	1	7	8	3	11			12
Ferriss		12	2	1	13	7		9	3	8	6	5	11	14	4	10	
Inglis		8	4	5	6		3	2	10	1	7	11	13	9	12		
Johnston & Others		2		10	12	4			8	3		1	9	6	7	11	5
Koos			5	13	15	14	12	3	4	1	6	9	11	2	10	8	7
Lewis		3			2			1							4		
Monroe & Others		9	3	15	12	14	4	2		1	10	6	7	5	8	11	13
Monroe & Weber		9	3	11	6		5		2	1		8	4	12	7	10	13
Owen	5	9	4		10			1	7	2	8		6			3	
Pearson		10			9	5		4	1	8		6	7		2	3	
Pringle		6		4				1	3			2	5				
Sachs			2						4					3		1	
Stout		8			9			10	2	1	5	3	11	12	4	6	7
Uhl		7	2	9	11	10	6	1	5	8			4		12	3	13
Williams & Rice	5	11	4	9	8		1	2	3	6	13	7	10	12	14		

value are in evidence between the textual content and the value of topics indicated by instructors, principals, and specialists.

Further substantiation of the fact that textual material, is not in harmony with practice and expert opinion is shown through attempts to correlate the values assigned the various topics with that indicated by textual treatment. The writer made use of several representative texts in working out correlations of this sort. It is recognized of course that in computing correlations from such material as this it is necessary to use methods which take account only of relative positions or ranks. Thus, the method of rank-differences is used in computing all correlations in this chapter.

The correlation as thus determined, in most instances, show no relationship between the emphasis given certain topics in texts and the composite assigned value of instructors, principals, and specialists. Of the six representative texts thus tested only one showed a positive correlation. The correlations range from .06 (Koos) to $-.50$ (Inglis).

The discussion of this section would seem to justify the conclusion that the content of any one text cannot be depended upon to fulfil the purpose intended of a course in "Principles of Secondary Education". In the first place, no one text covers all the material that is considered essential in presenting a comprehensive view of secondary education. Second, the

importance of textual material, as viewed by the author, is either a matter of personal interest or its treatment is limited by lack of information and thus cannot be sufficiently treated. Since textual content constitutes, in so many instances, the whole of a course, it would seem reasonable to assume that the prospective high school teacher is seldom acquainted with many of the problems of the secondary school.

Purpose Viewed in Light
of
Course as Offered

It has been suggested that the offering in the classroom is often limited to the topical material of the text used. This is probably more true of certain courses than for others, and also varies between institutions and instructors. It is encouraging to note that the instructors offering "Principles of Secondary Education" are seemingly less limited in this particular than is commonly supposed.

The points of agreement and difference are brought out more clearly in Table XXVIII, in which the seventeen topics are ranked in accord with the average value assigned by the various groups. In order that the textual treatment of topics be placed on the same basis as that of the other groups the writer has transmuted these from order of merit into measures in units of amount.

Table XXVIII. Value of Various Topics According to Treatment Suggested by the Different Groups Studied.

* Topic	Measure	Texts	Instructors			Sec. Schl. Prin.	Select Group Prin.	Special-ists
			Pub. Inst.	Large Pr.Sc.	Small Pr.Sc.			
	No.	20	35	16	39	109	14	5
I	Average	1.4	6.45	6.78	6.07	6.66	8.12	5.6
	Range		9	6	9	9	7	8
II	Average	4.1	7.34	7.67	7.32	7.38	8.06	6.6
	Range		9	7	8	9	7	9
III	Average	7.1	6.42	6.2	5.97	5.79	6.2	5.2
	Range		9	8	9	9	9	7
IV	Average	4.4	6.59	6.31	5.84	6.99	7.63	6.8
	Range		8	5	9	8	6	5
V	Average	3.8	5.88	6.	5.45	6.65	7.06	6.8
	Range		8	7	9	9	7	3
VI	Average	3.4	6.46	5.	5.93	7.52	7.36	8.75
	Range		8	9	9	9	6	3
VII	Average	5.3	4.66	5.	4.5	4.62	4.6	5.33
	Range		9	9	9	9	8	2
VIII	Average	7.6	8.7	8.82	7.71	9.23	8.93	8.8
	Range		6	7	8	9	9	5
IX	Average	6.6	9.19	8.14	8.61	8.90	7.94	8.
	Range		6	5	5	9	5	5
X	Average	8.6	8.35	7.46	7.95	7.74	8.19	8.
	Range		8	6	6	9	6	5
XI	Average	3.	7.28	6.66	6.76	7.76	7.75	7.4
	Range		8	6	7	9	6	4
XII	Average	6.3	6.71	5.2	6.27	7.78	8.	6.8
	Range		7	7	9	5	4	6
XIII	Average	5.	7.06	5.57	5.97	8.26	8.25	6.75
	Range		9	6	9	7	5	6
XIV	Average	4.7	4.37	4.29	4.96	5.26	4.63	7.
	Range		7	9	8	9	7	3
XV	Average	5.6	5.17	3.3	5.19	7.06	6.47	6.25
	Range		9	7	9	9	6	7
XVI	Average	5.9	4.89	3.17	3.87	6.63	7.	7.75
	Range		9	5	9	9	7	6
XVII	Average	2.4	3.73	2.34	2.87	6.06	5.33	5.4
	Range		7	4	9	9	9	1

* Topics the same as those in other Tables.

A still clearer picture of agreement and differences is given in Table XXIX. The average values have been converted into terms of rank. The agreement between the three groups of instructors is unexpectedly high. It seems clear too, that the instructors in the publicly supported institutions are more nearly in agreement with instructors in the smaller private institutions than with those in the larger privately endowed group. However, in any case, the instructors are more like one another, in the value given the various topics, than they are like the textbook treatment. The instructors differ in giving more value to "The School: A Product of Democracy", "Meaning and Scope of Secondary Education", "Aims and Functions of Secondary Education", "The Program of Studies for Secondary Education", but rather less value to "Development of Secondary Education in the United States", "Secondary Education in Other Countries", "External Organization of Secondary School", "Internal Organization of Secondary School", and "The Secondary School Staff and Staff Problems".

The agreement suggested between instructors in publicly supported institutions and those in smaller privately controlled institutions is rather surprising. A still more surprising element is to be found in the fact that both of these groups are less in agreement with textual content than are the instructors in the larger privately endowed schools.

Table XXIX. Rank of Topics When Rated by the Seven Groups.

* Topic	Texts	Instructors			Sec. Schl. Prin.	Select Group Prin.	Special- ists
		Public Inst.	Large Private Inst.	Small Private Inst.			
I	17	9	4	7	11	4	14
II	12	4	5	4	8	5	12
III	3	10	8	8.5	15	14	17
IV	11	8	7	11	10	9	9
V	13	12	9	12	12	11	9
VI	14	10	12.5	10	7	10	2
VII	8	15	12.5	15	17	17	16
VIII	2	2	1	3	1	1	1
IX	4	1	2	1	2	7	3.5
X	1	3	4	2	5	3	3.5
XI	15	5	6	5	6	8	6
XII	5	7	11	6	4	6	9
XIII	9	6	10	8.5	3	2	11
XIV	10	16	14	14	16	16	7
XV	7	13	15	13	9	13	13
XVI	6	14	16	16	13	12	5
XVII	16	17	17	17	14	15	15

* Topics the Same as those in other Tables.

This is brought out more clearly in Table XXX which shows the inter-correlation of rank given topics by texts, instructors, principals, and specialists. Here it is discovered that the correlation between the rank of the topics treated by texts and instructors in publicly supported institutions is .38. The same correlation is found for texts and instructors in the smaller privately controlled institutions, while for the larger privately endowed schools and texts the correlation is .47. It is evident that the relationship in either case is not high, but it is higher for texts and large private institutions than for texts and the other two groups.

That considerable relationship is shown between topical treatment given in the different institutional groups has been pointed out. Additional evidence of this fact is also shown in the correlations. Here the correlation between the publicly controlled and the larger privately endowed institutions is .90. The relationship between the publicly controlled and the smaller privately controlled institutions is even more significant as indicated in a correlation of .96. The relationship between the two groups of privately controlled institutions is represented by a correlation of .89 which is slightly less than that existing between the publicly controlled and the larger privately controlled institutions.

The following conclusions seem justified: First, the

Table XXX. Inter-correlations of Ranks Given Topics by Texts, Instructors, Principals, and Specialists.

Groups	Instructors in Public Inst.	Instructors in Large Pr. Inst.	Instructors in Small Pr. Inst.	Unselected Group Sec. Schl.Prin.	Selected Group Sec. Schl.Prin.	Specialists	Composite of Practice	Composite of Opinion
Texts	.38	.47	.38	.33	.35	.14	.32	.32
Instructors in Public Inst.		.90	.96	.87	.87	.50		
Instructors in Large Privately Controlled Inst.			.89	.60	.73	.36		
Instructors in Small Privately Controlled Inst.				.80	.82	.43		
Unselected Group Sec. School Principals					.86	.51		
Selected Group Sec. School Principals						.44		
Composite Practice & Opinion							.93	.98

course in "Principles of Secondary Education", as offered in institutions surveyed for purposes of this study, supplies the prospective high school teacher with a broad general view of the entire field of secondary education. Second, quite general agreement exists in these institutions with reference to the relative importance of the various materials that are treated.

Purpose Viewed in Light
of
Combined Judgment

In Chapter VII a comparison of suggestions, made by the two groups of secondary school principals and a small group of specialists in secondary education, was presented. It was there discovered that the two groups of principals do not differ greatly in the majority of instances with respect to the relative importance that should be attached to the topical content of a course in "Principles of Secondary Education". The greatest difference of opinion was expressed with reference to subject matter dealing with "The School: A Product of Democracy". This topic was considered to be of much greater value by the selected group of principals than was evidenced by the larger group.

With few exceptions, the specialists also were in general agreement with the principals. The most noticeable exceptions were those pertaining to the treatment of the "Relation of

the Secondary School to the Community", "External Organization of the Secondary School", "The Secondary School Staff and Staff Problems". These the specialists believed to warrant greater attention than would be given them by the principals. Two major topics were considered of less value than that assigned by the principals. These were the "Meaning and Scope of Secondary Education", and "Educational and Vocational Guidance". It is quite probable that the specialists would organize a special course around the latter topic.

When the opinions of these groups are compared with textbook treatment even less agreement is observed than that existing between texts and instructors. By reference to Table XXX it will be seen that the correlations of the opinion of each group with the textual content is less in each instance than that suggested between textual content and instructors. The selected group of principals rank highest in this relationship, but the difference between this group and the larger group of principals, is so slight that it is not significant. To a far less degree is there a relationship shown between textual content and the opinions of the specialists. This relationship is expressed in a correlation of .14.

The lack of relationship in the instance just mentioned is rather surprising. Ordinarily it is the specialist who writes the textbook. Evidently there is greater divergence

of opinion among specialists than exists among instructors and secondary school principals.

Another interesting sidelight is indicated in the correlations of practice in the publicly controlled and small privately controlled institutions with opinions of the two groups of principals. The relationship in the first instance is expressed in a correlation of .87 for both groups of principals and the publicly controlled institutions. In the smaller privately controlled institutions the relationship is expressed in a correlation of .80 for the large group of principals, and .82 for the selected group. The correlation of practice in the larger privately controlled institutions with the opinions of the two groups of principals is lower in each instance. For the larger group of principals it is .60 and for the select group .73. This leads to the following question: "Did the majority of the principals receive their training in either a publicly controlled or a small private institution?" "If so, have they been influenced in their opinions by such training?"

The combined judgment expressed by the specialists is not in high agreement with either of the other groups. In no instance is the relationship shown by a correlation of more than .51. Least agreement in this respect exists between the specialists and instructors in the larger privately controlled institutions. When the composite weighting of

practice and opinion are secured the topical order given in Table XXVI results. This order differs slightly from the order resulting from the composite weighting of opinions of principals and specialists shown in Table XXXI. The rank order of nine topics is shifted, but in no case is the shift in position more than two points. Thus the relationship of the rank positions of topics resulting from a correlation of the composite value suggested by principals and specialists, with the composite value assigned by all groups, (instructors, principals and specialists) can be expressed in a correlation of .98.

It will be observed that in such a composite each major topic would be treated, and thus a view of the entire field of secondary education could be had. Furthermore, certain topics, determined through combining present practice with best judgment, would be given major consideration.

Summary

A study of the purpose of a course in "Principles of Secondary Education", as viewed in the light of textbook analysis, courses as offered, and combined judgment of principals and specialists, suggests the following conclusions:

1. No single text presents material covering the whole field of secondary education.
2. Some vital phase of secondary education is not given

Table XXXI. Rank of Major Topics Based on Composite Of Assigned Value

*Topic	Measure	Composite of Instruct- ors	Rank	Composite of Opinion	Rank	Composite of Practice & Opinion	Rank
I	Average Range	6.26 9	7	6.89 9	10	6.64 9	10
II	Average Range	7.32 9	4	7.56 9	6	7.65 9	4
III	Average Range	6.19 9	9	5.79 9	15	5.96 9	14
IV	Average Range	6.2 9	8	7. 8	9	6.68 9	9
V	Average Range	5.72 9	12	6.72 9	12.5	6.40 9	11
VI	Average Range	5.79 9	11	7.53 9	8	6.96 9	8
VII	Average Range	4.65 9	14	4.56 9	17	4.6 9	17
VIII	Average Range	8.19 8	2	9.17 8	1	8.79 8	1
IX	Average Range	8.64 6	1	8.74 9	2	8.72 9	2
X	Average Range	8.01 8	3	7.84 9	4	7.93 9	3
XI	Average Range	6.91 8	5	7.55 9	7	7.30 9	6
XII	Average Range	6.18 9	10	7.77 6	5	7.14 9	7
XIII	Average Range	6.39 9	6	8.22 7	3	7.67 9	5
XIV	Average Range	4.60 9	15	5.25 9	16	4.99 9	16
XV	Average Range	4.86 9	13	6.84 9	11	6.26 9	12
XVI	Average Range	4.13 9	16	6.72 9	12.5	5.99 9	13
XVII	Average Range	3.04 9	17	5.95 9	14	5.01 9	15

* Topics are the same as those in other Tables.

treatment in the texts making the nearest approach to completeness of treatment.

3. Content of texts seems to be a matter of personal opinion of the authors.
4. Accepting present practice and combined judgment as sufficient authority to establish criteria, texts fail to emphasize the proper materials.
5. The use of a proper combination of texts would be necessary to present a comprehensive view of secondary education and to give due emphasis to the proper materials to be treated.
6. Instructors are not in agreement with texts on either the topics to be treated or the emphasis due each.
7. Instructors in institutions are in general agreement on the materials to be treated and the emphasis to be given these.
8. There is higher agreement between instructors in publicly controlled and small privately controlled institutions than exists between either of these groups and instructors in the larger privately controlled institutions.
9. Courses offered in institutions, in general, meet the purpose in supplying a broad view of secondary education.

10. These courses also agree fairly well with criteria set up. Such agreement being expressed in a correlation of .93.
11. There is less agreement existing between textual content and combined judgment (principals and specialists), than between texts and instructors.
12. The specialists show less agreement with texts than do any other group.
13. Instructors in the publicly controlled and the small privately controlled institutions are in closer agreement with the two groups of principals.
14. The combined judgment of the specialists is not in high agreement with any one of the other groups.
15. Combined judgment of two groups of principals and specialists would suggest treatment of all materials suggested in the outline.
16. Such judgment is also in close harmony with criteria. A correlation of such judgment with criteria shows relationship of .98.

CHAPTER IX

EVALUATION OF MAJOR TOPICS

The discussion of the preceding chapter suggests a number of questions. The first of which can be stated as follows: What should be taught in "Principles of Secondary Education"? The answer to this question seems to have been definitely answered by the previous discussion. Textual content, when viewed as a whole, includes subject matter dealing with all phases of secondary education indicated in the topical outline used in this study. Instructors, in at least 34.8 percent of the institutions, give attention to the whole of the suggested material. Principals of both groups, and specialists, with few exceptions, believe that all the various phases of secondary education should be treated. "Principles of Secondary Education", to serve its intended purpose, should present a comprehensive view of the entire field.

Acceptance of the answer, that "all phases of secondary education must be treated", immediately raises two new major questions. Can all the materials suggested be treated in a three semester hour course? Granting insufficiency of time for treatment of all topics, what should determine the choice of those treated? The answer to each of these questions will be attempted in the succeeding sections of this chapter.

Factors Determining Course Limits

The majority of courses, whatever their nature, are usually limited in their scope by two or more major factors. One of these limiting factors is the scope covered by the materials of a textbook. This factor, it would seem, cannot be considered the major one involved, in setting the limits for a course in "Principles of Secondary Education", for two reasons. First, it has been determined that no close relationship exists between the topical treatment of textbooks and the course offerings of the institutions studied. Second, while no single text treats all of the major topics of the study outline, 34.8 percent of the instructors cover the entire scope of secondary education as herein suggested.

From this viewpoint alone, the reader will no doubt conclude that the entire field of secondary education, as suggested in the topical outline, can be treated in a three semester hour course. We must admit the possibility of so doing since it is being done in actual practice. How well it is being done, is a question the writer shall not attempt to answer.

A second limiting factor is suggested in the fact that, although very little agreement with textual content is discovered, 65.2 percent of the instructors do not cover the entire field. Evidently the time element is quite definitely

involved at this point. Instructors recognize that certain large topics are deserving of rather intensive treatment. Such treatment is time consuming. Topics of lesser importance are given brief treatment or are passed up without attention. Examples of such treatment are found in the University of Delaware and the University of Kansas. In these institutions a three semester hour course is consumed by the treatment of eight major topics.

Still a third limiting factor is found to influence the scope of this course. In States, requiring the presentation of a fairly large number of credit hours in professional training for certification, the institutional offerings are correspondingly large. In Colleges of Education and Teachers Colleges the variety of course offerings would be greater than could be found in the Education Departments of Liberal Arts Colleges. Ordinarily, with a greater variety of courses from which to choose, the student will be afforded an opportunity to secure information concerning certain problems of secondary education outside the course in "Principles". Thus, a special course organized around the administrative aspects of secondary education; a second, dealing with guidance in the secondary school; a third, suggestive of extra-classroom activities, etc.; are open to the student. The time ordinarily given to these in the "Principles" course is spent in more intensive treatment of the more important

topics. In the departments having a small number of subject offerings such opportunities are seldom found. Under such circumstances the number of topics treated is wide in scope.

Methods of Providing
For
Limiting Factors

In certain instances the instructor finds that, even though all duplication between courses has been eliminated, there is insufficient time to introduce the student to all of the essential materials. Rather than place a handicap on the student in this respect, a systematic planning of the course enables the instructor to assign certain topics of lesser importance, or sections of material on the more important topics, for supplementary reading. This method is used in several institutions. Notably, Harvard University, University of Pennsylvania, University of Cincinnati, and others.

A survey of the course offerings of teacher training institutions would seem to indicate that certain eliminations and combinations of the major topics and sub-topics of the outline could be made and still enable the course in "Principles" to serve its purpose. A further reference to current practice, course offerings, and comments of instructors, principals and specialists will aid in proper evaluation of certain individual major topics and sub-topics.

In the discussion concerned with textual content it was determined that, "The School: A Product of Democracy" received treatment in two texts, and that the topic ranked lowest with respect to value. Evidently the majority of textbook writers considered this topic rather specifically belonging in some other field. An examination of course offerings in the various institutions suggests that other courses --- Introduction to Education, Educational Sociology, --- are better adapted to the treatment of such content. If this major topic is treated in "Principles" it duplicates material already covered.

While it is true that sixty-six percent of the instructors treat this topic, and eighty-three percent of the principals and specialists would treat it, still a number make definite suggestions concerning its treatment in another course, or a combination with some other topic. W. A. Smith, University of California at Los Angeles, suggests such treatment. Other instructors who make similar suggestions are: Bancroft Beatley of Harvard, Floyd S. Gore of Drake University, and Edward Colgan of Colby College. L. V. Koos would give little emphasis to the first four sub-topics and major emphasis to the fifth sub-topic, "The School, A Major Social Institution". Various combinations are suggested. Some would combine it with Topic IX, "Aims and Functions of Secondary Education". Others would combine it with Topic II, "Meaning and Scope of Secondary

Education". Still others would combine it with Topic VI, "The Relation of Secondary School to the Community".

A final decision with respect to the inclusion of this major topic in a course in "Principles" will no doubt have to be left to the instructor. It seems evident, that the subject matter is not definitely related to secondary education. Whatever relationship does exist may easily be treated in connection with the "Meaning and Scope of Secondary Education".

Textual treatment of "Secondary Education in Other Countries" would place this Topic above the average in value. Instructors, principals and specialists are not so favorably impressed with its importance in this course. As a result of the unfavorable light in which it is viewed by these latter groups, it is ultimately given the least value for a course in "Principles". Of the instructors ninety percent treat it, and seventy-three percent of the principals and specialists would do so. Only two other courses would afford a direct opportunity for the study of this subject matter. Some information concerning it could be had through a study of A History of Modern Education. A far more comprehensive view could be secured in a course in Comparative Education. However, the usual prospective high school teacher is not likely to secure information on this point during the undergraduate course of training from these sources. It would seem best to retain this

subject matter if the time element will permit of its treatment.

Professional offerings of an administrative nature are usually found in Education Departments of the teacher training institutions. These may be listed under various titles such as: School Administration, School Management, High School Administration, and High School Organization and Control. The State oftentimes prescribes or suggests the completion of such a course for the professional training of high school teachers. In other instances the teacher training institutions make this requirement. This is evidenced by Tables I and II, pages 24-25, which show the courses prescribed by States and institutions in the territory of the North Central Association of Colleges and Secondary Schools. Here it will be noted that four states prescribe or suggest School Administration, and fifty institutions do so.

From this evidence it would seem logical to conclude that the inclusion of the administrative units in our outline for a course in "Principles" would result in considerable duplication in content with that of other courses. Such duplication can often be found. However, it is possible that the prospective high school teacher has not completed such a course in the undergraduate program. The studies of Eikenberry¹ and

¹ Current Educational Readjustments in Higher Institutions, National Society of College Teachers in Education, op. cit. p. 79.

Koos¹ clearly indicate that such is the case. Eikenberry's study on the status of the high school principal showed that:

The professional training secured by principals before entering the principalship was largely in such subjects as history of education, educational psychology, philosophy of education, methods in special subjects, principles of secondary education, and practice teaching. After entering the principalship the subjects studied are largely high school administration, supervision of secondary education, tests and measurements, and the junior high school.

In Koos' study (1923) it was pointed out that "of the thirteen professional courses most frequently taken by principals, only four were commonly taken by teachers, namely, Principles of Secondary Education, Educational Psychology, Philosophy of Education, and Technique of Teaching".

There are certain administrative aspects of secondary education with which the teacher should be acquainted. If the training program includes a course dealing specifically with these, there is little justification for a duplication of the material in "Principles". With no opportunity to view this phase of secondary education elsewhere, the instructor would be justified in giving time to its consideration. A further evaluation of the administrative units of subject matter is contemplated later in the chapter.

No one would question the importance of Psychology in

¹ Ibid, p. 79.

the training program for teachers. State Laws usually prescribe such a course for certification. Institutions seldom fail in including courses of this nature in their offerings. General Psychology may be required as a basic course to be followed by Educational Psychology. General Psychology is interested in the general principles or laws of behavior. Educational Psychology is primarily concerned with the laws of psychology applied to the acquisition, organization and evaluation of experience or learning. The two courses ordinarily constitute six semester hours of the professional requirements for certification. If other professional requirements are met there remains little opportunity for additional courses of this nature. Thus, psychology, dealing specifically with secondary education's chief concern - the adolescent - is not given prominence.

The importance to the teacher of a knowledge of "The Secondary School Pupil", would without question warrant a special course in Adolescent Psychology. Such a course is offered in a number of institutions, but it is only in rare instances that the prospective high school teacher is able to make this a part of the training program. For this reason, if for no other, the inclusion of "The Secondary School Pupil" as a major topic in the "Principles" course is sufficiently justified. It is likely that treatment of this topic will not secure the attention that it deserves until some arrangement

is made to give it a definite place in the training program. A possible solution of the difficulty is seen through a specially prepared course in Educational Psychology for prospective high school teachers, to be substituted for the course ordinarily given, and to be preceded by a course in General Psychology. Until such a reorganization is affected the course in "Principles of Secondary Education" should give major emphasis to this most important aspect of secondary education.

Subject Matter Objectively Determined

The scope of the course in "Principles" is no doubt often limited by the textbook used. With the growing independence of instructors in this respect there is some indication that the scope of the course will be more in harmony with the purpose stated. There is no assurance, however, that such will result. It is possible that the instructor will use no more objective means of selecting materials for his course than has the author for his text. This need not be so, as is evidenced by the various suggested methods of curriculum determination.

The writer has suggested through the topical outline various aspects of secondary education treatment of which is desirable. One or more of the factors limiting the scope of the course may make necessary the elimination of certain

topical treatment. If such is necessary the question, "Which topics should be included?" immediately arises. A partial answer to this question is provided through the testing of the major topics by applying the techniques of Frequency of Mention, and Importance. In Table XXXII the topics have been assigned a rank as determined by these techniques. It will be recalled that importance of topics, as here computed, is based on the emphasis given by instructors, and the value assigned by principals and specialists.

There is some shifting in position of topics when these ranks are compared. However, when the mean rank is computed the topics arrange themselves in the following order:

1. Aims and Functions of Secondary Education
2. The Secondary School Pupil
3. Means and Materials For Secondary Education
- 4.5 Meaning and Scope of Secondary Education
- 4.5 Educational and Vocational Guidance in Secondary Education
- 6.5 Relation of Secondary and Elementary Schools
- 6.5 Extra-Classroom Activities in Secondary Education
8. Relation of Secondary School to Higher Education
9. The Program of Studies for Secondary Education
10. Relation of Secondary School to Community
11. Development of Secondary Education in the United States

Table XXXII. Rank of Major Topics as Determined by Frequency of Mention and Importance.

Topic	Rank in Frequency of Mention	Rank in Import- ance	Mean Rank
I.The School:A Product of Democracy	16	10	13
II.Meaning & Scope of Sec. Edn.	8	4	6
III.Development of Sec. Edn. in U. S.	9	14	11.5
IV.Relation of Sec. & Elem. Schls.	3.5	9	6.25
V.Relation of Sec. & Higher Edn.	2	11	6.5
VI.Relation of Sec. Schl. to Com.	11	8	9.5
VII.Sec. Edn. in Other Countries	15	17	16
VIII.The Secondary School Pupil	3.5	1	2.25
IX.Aims and Functions of Sec. Edn.	1	2	1.5
X.Means and Materials for Sec. Edn.	5.5	3	4.25
XI.Program of Studies for Sec. Edn.	10	6	8
XII.Extra-Classroom Act. in Sec. Edn.	5.5	7	6.25
XIII.Edn. & Voc. Guidance in Sec. Schls.	7	5	6
XIV.External Org. of Sec. School	12.5	16	14.26
XV.Internal Org. of Sec. School	12.5	12	12.25
XVI.Sec. Schl. Staff & Staff Prob.	14	13	13.50
XVII.Sec. Schl. Plant & Equipment	17	15	16

12. Internal Organization of Secondary School
13. The School: A Product of Democracy
14. The Secondary School Staff and Staff Problems
15. External Organization of Secondary School
- 16.5 The Secondary School Plant and Equipment
- 16.5 Secondary Education in Other Countries

The order of the first two topics would no doubt be reversed were it not for the fact that in several instances, "The Secondary School Pupil", is treated as a separate subject. A number of principals also suggest that its importance warrants this treatment.

Four other major topics are treated in "Principles of Secondary Education" by instructors. These are as follows: "Measuring and Marking", treated in the University of New Hampshire; "Processes and Procedures", treated in the University of California at Berkeley; "Psychology of High School Subjects", treated in Nebraska Wesleyan University; and "Application of Scientific Aids in Secondary Education" treated in the University of Denver. There seems little justification of treating these topics in a "Principles" course, since they properly belong in courses in "Methods" and "Psychology". The latter subjects are usually prescribed in the training course.

Various criticisms concerning content, organization, etc., of the course in "Principles", are suggested in the

letters and attached comments of instructors, principals, and specialists. These are reproduced in the Appendix, p. xii-~~xxviii~~.

Summary

In attempting to answer the question "What should be taught in "Principles of Secondary Education", the following facts have been ascertained:

1. Textual content, when viewed as a whole, includes subject matter dealing with all the phases of secondary education indicated in the topical outline used in this study.
2. Instructors, in at least 34.8 percent of the institutions, give attention to the whole of the suggested material.
3. Secondary school principals, and specialists in secondary education, with few exceptions, believe that all phases of secondary education should be treated.
4. There are three major factors which determine the course limits of "Principles of Secondary Education" as it is now offered:
 - a. The scope covered by the materials of the textbook.
 - b. The time factor sets limits for treatment.

- c. Special subject offerings which cover certain major topics make treatment of these unnecessary in a "Principles" course.
- 5. Certain institutions make the following provisions for the time factor as it limits the scope of the course:
 - a. Assignment of certain topics of minor importance for supplementary reading and reports.
 - b. Combination of closely related topics.
- 6. When the time element operates in limiting the scope of the course a partial answer to the question, "Which major topics should be treated?" can be objectively determined by the application of the techniques:
 - a. Frequency of mention of topics.
 - b. Importance, or cruciality of topics.

CHAPTER X

FINAL SUMMARY AND CONCLUSIONS

The introductory Chapters of this study have indicated important trends with respect to educational thought during the past quarter of a century. They have pointed out that our change in conception regarding education has led to a restatement of objectives, and a revision of curriculum offerings. Such changes have not been confined to the elementary and secondary schools, but they are found to occupy the attention of educators in all branches of our educational system.

These changes have been accompanied by an increasing recognition that the proper training of the teacher is a prime essential. This has directed attention to the curricula of the teacher training institutions. The earlier studies in this respect reveal a tendency to deal only with the general aspects of such curricula. However, with the passing of time there has been a narrowing in scope of such studies until the content of specific subjects have been subjected to critical evaluation. In a number of instances such evaluation has revealed much duplication, and lack of uniformity in both content and titles of courses. Only one or two of the professional courses in education have been subjected to such evaluation. Greatest attention in this respect has been

given Educational Psychology.

The present study has been concerned with the subject, "Principles of Secondary Education". With the further differentiation of teacher training programs, to prepare teachers for different types of schools, this subject will no doubt increase in importance as a required basic course for the preparation of secondary school teachers. It, therefore, warrants careful study.

Statement of Conclusions

The facts revealed by the study enable the writer to draw the following conclusions:

1. The course in "Principles of Secondary Education" does not at present occupy a major position in the training program for secondary school teachers.

This is probably due to the following facts:

- a. Only three States - California, Indiana, and New Jersey - prescribe this subject for the training of secondary school teachers.
- b. Institutions seem to follow the leadership of State Departments with respect to a prescription of courses for a training program.
- c. The content of a course in "Principles of

Secondary Education" is approximated under some other title.

- d. The wide range of undergraduate professional offerings in teacher training institutions seems to indicate lack of information concerning the courses that should constitute the professional subjects in the training program for secondary school teachers.
2. "Principles of Secondary Education" is prescribed by nine institutions belonging to the North Central Association of Colleges and Secondary Schools.
3. According to the analysis of 524 college and university catalog announcements, there are at present 164 institutions approximating the content of this subject under six different titles.
4. The title, "Principles of Secondary Education" is listed ^{ninety}~~sixty~~-four times, and the title, "Secondary Education", is given fifty-two times.
5. Other titles used are: "The High School", "Problems of Secondary Education", "Principles and Methods of Secondary Education", and "Advanced Principles of Secondary Education".
6. In 129 cases the subject carries three semester hours credit; in twenty cases, two semester hours credit; in six cases, two and one-quarter or two

and one-half semester hours; in five cases, four semester hours; and in four cases, six semester hours.

7. In 141 institutions this subject is open to undergraduates only, and usually to those of junior and senior standing. In sixteen institutions the subject is open to both undergraduate and graduate students. In seven institutions it is open to graduates only.
8. There is an evident shift reflected in the courses being required for the certification of high school teachers. "Principles of Secondary Education" seems likely to become prominent as one of the basic courses.
9. A survey of the literature dealing with, the introductory statements and prefatory remarks of textbook authors, the purposes stated in catalog course announcements, and the report of the North Central Association Committee on Undergraduate Curriculum in Education, suggests a two-fold purpose for this subject:
 - a. To give the prospective high school teacher an introduction to the entire field of secondary education.
 - b. To enable the prospective teacher to formulate a philosophy of secondary education that will aid in the solution of its problem.

10. The range of subject matter treated in texts in the general field of secondary education varies greatly. The fewest topics treated is three. The greatest number of major topics treated is fifteen. A representative group of such topics is given in the Appendix, pages 7-11.
11. An analysis of textual material in the field of "Principles of Secondary Education" reveals certain rather well defined tendencies:
 - a. Beginning with the first text written in 1902, and extending to the present, there has been a general tendency to center greatest attention upon subject matter dealing with the "Means and Materials for Secondary Education".
 - b. Beginning with the texts published during the period 1910-1920, the second greatest emphasis has been given "The Secondary School Pupil".
 - c. The materials dealing with the historical development of secondary education, and the "Aims and Functions of Secondary Education", have, in general, held their own as third and fourth in importance.
 - d. A very definite increase in importance is

observed with reference to subject matter dealing with "Educational and Vocational Guidance".

- e. While not discussed under the title "Extra-Classroom Activities", subject matter related to this aspect of secondary education has been prominent in the texts of the last three decades.
- f. The administrative aspects of secondary education occupy a minor position in the twenty texts examined.
- g. Materials dealing with "The School: A Product of Democracy" are treated by only two texts. This subject matter ranks lowest in textual treatment.

12. A study of the purpose of this subject, as viewed in the light of textbook analysis, shows that:

- a. No single text presents materials covering the whole field of secondary education.
- b. In the texts making the nearest approach to completeness of treatment some vital phase of secondary education is omitted.
- c. The content of a text seems to be greatly influenced by the personal opinion of the author.

- d. Accepting present practice and combined judgment as sufficient authority to establish criteria, texts fail to emphasize proper subject matter.
 - e. The use of a proper combination of several texts would be necessary to present a comprehensive view of secondary education, and to give due emphasis to the proper materials to be treated.
13. "Returns" from eighty-nine institutions, representing thirty-six publicly controlled, seventeen large and thirty-eight smaller privately controlled institutions, show that:
- a. A consideration of the "Aims and Functions of Secondary Education" is given greatest emphasis.
 - b. Primary consideration is also given, "The Secondary School Pupil", "Means and Materials for Secondary Education", "Meaning and Scope of Secondary Education", and "The Program of Studies for Secondary Education".
 - c. While all groups are not agreed as to its value, "Educational and Vocational Guidance in Secondary Education", is considered to be above the average in importance. The publicly

controlled institutions especially emphasize this fact.

- d. Materials dealing with, "The School: A Product of Democracy", occupy a position of prominence greater than is ordinarily believed essential in this course.
 - e. Materials dealing with the administrative features of secondary education are given much less consideration than are other major topics.
 - f. That a treatment of "Secondary Education in Other Countries" is not valued highly is evidenced in the emphasis given it.
 - g. In general, there is greater divergence found between the emphasis given the various major topics by the publicly controlled group and the large privately controlled institutions than exists between the former group and the small privately controlled group.
14. Instructors are not in agreement with texts on either the topics to be treated or the emphasis due these.
15. Instructors in various institutions are in general agreement on the materials to be treated, and the emphasis to be given these.
16. In general, "Principles of Secondary Education", as

offered in the institutions studied, meets the purpose suggested, in presenting a view of the entire field of secondary education.

17. Certain definite trends are suggested in the evaluation of the major topics, by secondary school principals, principals affiliated with the progressive school movement, and specialists.

- a. With few exceptions, all believe that the major topics of the topical outline are rather intimately related to actual teaching problems in secondary education.
- b. The relative importance of the various topics, as viewed by each group, does not differ greatly.
- c. All groups assign chief importance to "The Secondary School Pupil".
- d. The order of importance of other major topics shifts with the group studied. e.g.,
 - (1) The larger group of principals rank "Aims and Functions of Secondary Education" second in value.
 - (2) The select group of principals give second place to "Educational and Vocational Guidance".
 - (3) The specialists rank "Relation of Secondary School to the Community"

in second place.

e. There is general agreement in assigning greatest value to the following topics:

- (1) The Secondary School Pupil.
- (2) Meaning and Scope of Secondary Education.
- (3) Aims and Functions of Secondary Education.
- (4) Educational and Vocational Guidance in Secondary Education.
- (5) Means and Materials for Secondary Education.
- (6) Extra-Classroom Activities in Secondary Education.

f. The topics suggested by these groups would provide for the presentation of a broad view of secondary education.

18. The relationship between the major topics treated in institutions and those treated in texts is not high with respect to scope and relative importance. This is shown in a correlation between:

- a. Offerings in publicly controlled institutions and texts of .39.
- b. Offerings in large privately controlled institutions and texts of .47.

- c. Offerings in small privately controlled institutions and texts of .38.
19. There is still less relationship between the judgment of principals and textual treatment with respect to topics to be treated and the relative importance of each. The correlations in these respects are:
- a. Judgment of unselected group of principals and texts .33.
 - b. Judgment of selected group of principals and texts .35.
20. The specialists show less agreement with texts than do any other group. The relationship is shown in a correlation of .14.
21. The relationship between the relative emphasis and treatment of topics in the course as offered in the different types of institutions is suggested in correlations between:
- a. Offerings in publicly controlled and large privately controlled institutions of .90.
 - b. Offerings in publicly controlled and small privately controlled institutions of .96.
 - c. Offerings in large privately controlled and small privately controlled institutions of .89.
22. High relationship is shown between the course as offered in the institutions and the judgment of the

two groups of principals. This relationship is shown in correlations between:

- a. Practice in publicly controlled institutions and judgment of unselected group of principals of .87.
- b. Practice in publicly controlled institutions and judgment of selected group of principals of .87.
- c. Practice in large privately controlled institutions and judgment of unselected group of principals of .60.
- d. Practice in large privately controlled institutions and judgment of selected group of principals of .73.
- e. Practice in small privately controlled institutions and judgment of unselected group of principals of .80.
- f. Practice in small privately controlled institutions and judgment of selected group of principals of .82.

23. The combined judgment of specialists is not extremely high in agreement with practice in institutions nor with the judgment of either the unselected or the selected groups of principals. Closest relationship in this respect is found with the judgment of the

unselected group of principals. This is shown in the following correlations:

- a. Specialists and practice in publicly controlled institutions .50.
 - b. Specialists and practice in large privately controlled institutions .36.
 - c. Specialists and practice in small privately controlled institutions .43.
 - d. Specialists and judgment of unselected group of principals .51.
 - e. Specialists and judgment of selected group of principals .44.
24. The relationship of the rank positions of topics resulting from a correlation of the composite value suggested by principals and specialists, with the composite value of all groups (instructors, principals, and specialists) can be expressed in a correlation of .98.

Suggestions For Application and Practice

On the basis of findings, which are the result of the present study, the writer feels justified in making certain suggestions concerning the nature and scope of a basic course in "Principles of Secondary Education" for the preparation of secondary school teachers. No claim to infallibility is

made by the writer with respect to such suggestions. These are based upon current practice, and the combined judgment of secondary school principals and specialists in secondary education, and therefore speak for themselves. The attempt is made to provide for the various limiting factors, and still fulfil the purpose for which such a course is intended. It is therefore necessary that certain eliminations and combinations of major topics and sub-topics be made. In each case, the relative importance of these, as established by the study, is retained. Certain sub-topics need greater emphasis than do others. No attempt has been made to determine the relative importance of these.

The outline as a whole is suggestive of the entire field of secondary education. In the light of the purpose, as stated elsewhere (Chapter IV), this is an absolute essential. There is no guarantee, however, that acquaintance with the materials here suggested will result in the formulation, by the prospective high school teacher, of a philosophy of secondary education that will aid in the solution of its problems. Such a philosophy is "caught and not taught".

The first suggestion is made with reference to the complete outline. Various combinations, eliminations, and additions are indicated with reference to the questionnaire outline used in this study. These are made in the light of helpful comments and suggestions of instructors, principals,

and specialists. It is assumed that "High School Methods" constitutes one of the basic courses in the training program. The additional suggestions pertain to the relative emphasis and the time allotment to be given the general divisions and the major topics.

Suggestion No. 1.

The writer suggests that, a course in "Principles of Secondary Education" should consist of the following general divisions and major topics:

I. A PURVIEW OF SECONDARY EDUCATION

- A. Meaning and Scope of Secondary Education.
 - 1. Various conceptions of secondary education
 - 2. Secondary education determined by nature of process
 - 3. Secondary education determined by pupil's intellectual growth
 - 4. Secondary education based upon subject matter
 - 5. Secondary education in a democratic society
- B. Development of Secondary Education in the United States
 - 1. The Latin Grammar School
 - 2. The American Academy
 - 3. The Public High School
 - 4. The Reorganized Secondary School
- C. Secondary Education in Relation to Elementary Education
 - 1. The downward extension of the secondary unit
 - 2. Present status of articulation between the two units
 - 3. Reforms in articulation needed
 - 4. The junior high school movement
- D. Secondary Education in Relation to Higher Education
 - 1. Historic and comparative considerations
 - 2. The purpose of the college

3. College admission requirements, number going to college, methods of selection, accrediting agencies.
 4. Movement towards articulation
 5. The junior college movement
- E. Comparison of Secondary Education in the United States With That in Other Countries
1. Secondary Education in France
 2. Secondary Education in Germany
 3. Secondary Education in England
 4. Fundamental differences between American and European secondary schools

II. THE SECONDARY SCHOOL PUPIL

- A. Characteristics of Secondary School Pupil
1. Physical characteristics
 2. Mental characteristics
 3. Emotional development
 4. Social and moral development
- B. Individual Differences Among Secondary School Pupils
1. Differences in general intelligence
 2. Factors conditioning general intelligence
 3. Differences in accomplishment and abilities
 4. Differences in moral qualities
 5. Differences in vocational interests
- C. The Pupil Population in the Secondary School
1. Constituency and distribution of pupil population
 2. Social and economic status
 3. Elimination and its causes.

III. THE OBJECTIVES OF SECONDARY EDUCATION

- A. Aims and Functions
1. Various aims suggested
 2. Recent formulation of Aims
 3. Sources and Methods of Formulation
 4. Aims differentiated from functions
 5. Identity and differentiation of aims and functions for:
 - a. The junior high school
 - b. The senior high school
 - c. The junior college
- B. Pupil Guidance
1. Demand and need for Guidance
 2. Relative values of pupil guidance

3. The means for guidance
4. Organization for guidance
5. Guidance with reference to college entrance

IV. THE SECONDARY SCHOOL CURRICULUM

- A. Means and Materials For Secondary Education
 1. Criteria for curricula determination
 2. Methods of curriculum making
 3. Criteria of subject values
 4. Recent trends in subjects offered
 - a. The academic subjects
 - b. The special subjects
- B. The Program of Studies For Secondary Education
 1. Types of Programs; definition of terms, etc.
 2. Program of studies for junior high school
 3. Program of studies for senior high school
 4. Program of studies for junior college
 5. Adaptation of courses to differences in ability
- C. Extra-Classroom Activities of the Secondary School
 1. Increasing importance of extra-classroom activities
 2. Values ascribed to extra-classroom activities
 3. Types of extra-classroom activities
 4. Principles of organization, administration and supervision

V. THE SECONDARY SCHOOL STAFF AND STAFF PROBLEMS

- A. The Selection of teachers
- B. The teacher's training, personality, experience, etc.
- C. Improvement of Teachers in Service
- D. The Secondary School Principal
- E. Other administrative officers
- F. Teacher-Pupil Relationship
- G. Relation of Staff to Community Organizations

VI. THE SECONDARY SCHOOL ORGANIZATION AND EQUIPMENT

- A. The External Organization
 1. Conditions affecting the size of high schools
 2. Types of organization (comprehensive vs. special)
 3. Secondary education in rural communities

4. Vocational Secondary Education
 5. The private secondary school
 6. Additional provisions for secondary education
(continuation school, adult education, etc.)
- B. The Internal Organization
1. The organization of instruction (assignment of teachers, etc.)
 2. Principles in schedule making
 3. High school records and reports
 4. Discipline and control
 5. Classification of pupils
- C. School Plant and Equipment
1. Buildings and grounds
 2. Special rooms - laboratories, library, museum, etc.
 3. Material equipment
 4. Financial support and control
 5. Use of school plant for community center

Suggestion No. 2.

An attempt has been made to assign the time allotment to each of the general divisions on the basis of relative importance of the major topics included under each. The first general division, "A Purview of Secondary Education", would thus be given about thirty percent of the course time. This would be distributed as follows:

"Meaning and Scope of Secondary Education"----- 10 percent
 "Development of Secondary Education in U.S."----- 4 percent
 "Secondary Education in Relation to Ele. Ed."---- 8 percent
 "Secondary Education in Relation to Higher Ed."- 7 percent
 "Comparison of Secondary Education in U. S.----- 1 percent
 with that in European Countries"

Major topic I, indicated in the outline of the questionnaire, has been combined with the general divisions I and III.

Suggestion No. 3.

The second general division, "The Secondary School Pupil", although divided into three major topics, is assigned the largest single percentage item. Possibly its treatment is deserving of more time. If other materials are to be covered in their entirety very little more time could thus be assigned. Whenever possible, a special course should be organized around this topic. The time allotment suggested for its treatment is fourteen percent of the course time.

Suggestion No. 4.

The time allotment assigned to general division, III, "The Objectives of Secondary Education", is twenty percent of the course time. This should be distributed between the major topics as follows:

"Aims and Functions of Secondary Education"-----	11 percent
"Pupil Guidance"-----	9 percent

Suggestion No. 5.

In the fourth general division three major topics are treated. The time allotment to the whole of this division amounts to twenty-four percent. This should be distributed between the major topics as follows:

"Means and Materials For Secondary Education"--	10 percent
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"The Program of Studies For Sec. Education"----- 6 percent

"Extra-Classroom Activities of the Sec. School"- 8 percent

Suggestion No. 6.

Major topic number VI, of the questionnaire outline, "Relation of Secondary School to the Community", has partially been combined with the fifth general division, "The Secondary School Staff and Staff Problems". The time allotment given to this general division should not exceed seven percent of the entire course time.

Suggestion No. 7.

The sixth general division of the suggested outline is largely administrative in nature. No more than five percent of the course time should be given to its treatment. Whenever possible this aspect of secondary education should be treated in an administrative course. Thus permitting a greater allotment of time to other general divisions. When treated, the major topics of this division should receive emphasis as suggested by the following distribution of time:

"The External Organization of the Sec. School"-- 1 percent

"The Internal Organization of the Sec. School"-- 3 percent

"The Secondary School Plant and Equipment"----- 1 percent

Problems For Further Investigation

When a study of this character nears completion, various

related problems clamor for recognition and solution. The study of this problem is no exception in this respect. In each instance a direct relationship to the present study is suggested. The writer believes that the topical outline presented could be still further refined by supplementary studies of the following character:

1. Two techniques have been used in the final determination of the major topics to be treated. These were, Frequency of Mention, and Importance or Cruciality. The application of some other technique, to determine difficulty of mastery with respect to the various topics, would contribute to the objectiveness of the study.
2. The major topics of this outline need very careful analysis in order that the sub-topics can be properly selected. The latter should receive refinement and careful evaluation as to relative importance.
3. A continuation of this study to include the checking of each major topic over against the Master List¹ of activities of the secondary school teacher would no doubt be suggestive of the rather definite relationship of each topic to the actual problems confronted in the secondary school.

¹ W. W. Charters and Douglas Waples, Commonwealth Teacher Training Study. Chicago: University of Chicago Press, 1929. p. 112-15.

4. In order to eliminate waste through duplication, the formulation of objective tests on the various units of subject matter here presented, and the administering of these at the beginning of the course, would enable the instructor to eliminate materials of which the student has sufficient knowledge, and to treat more intensively other topics of the course. These would also aid the instructor in adjusting the content of the course to the individual need of the student.
5. A more general study is needed concerning each of the professional subjects prescribed as basic in the preparation of high school teachers, and a check of major topics and sub-topics treated in each over against those treated in every other to avoid unnecessary duplication.

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A P P E N D I X

APPENDIX

Letter to Instructors

Dear Sir:

A "course" in Education is generally formed by selecting from this general field, items of subject matter relating to a group of topics. In a field so extensive as that of Education, and within which no authoritative divisional boundaries have been established, the number of possible selections of topics is very great. Even a casual examination of announcements of courses and texts used shows that standardization of the general topics treated is approached in only one or two courses in Education. Some items of subject matter are included in two or more courses within the same institution. In some institutions certain topics are treated very briefly while in others these are made the basis of an entire course. Thus, the subject matter included within courses similar in title and credit appears to vary widely in both nature and amount.

With the view of following up a study made by the Committee on The Undergraduate Curriculum in Education of the North Central Association of Colleges and Secondary Schools, I am endeavoring to determine what major divisions of content are treated in courses listed under such titles as, "Principles of Secondary Education", "The High School", "Secondary Education", "Problems of Secondary Education", and "Principles and Methods of Secondary Education". As one interested in a course similar in title to one or the other of those indicated above, I am writing you with the hope that you will find it possible to answer the attached questionnaire, which has been so arranged that only a very few minutes of your time need be taken.

I realize that I am addressing this inquiry to very busy people, but the problem can only be investigated through their assistance. May I ask that you look over the questionnaire and, if you feel you can justify the expenditure of your time, fill it out and return it to me at your earliest convenience.

I shall be glad to supply you with information concerning the findings of this study if you will indicate your desire for the same on the questionnaire.

Very sincerely yours,

H. Litherland,
Acting Instructor in Education
College of Education
University of Cincinnati

First Page of Questionnaire
to Instructors

INTRODUCTORY STATEMENT

This is an attempt to determine present practice with respect to the general topics treated in courses listed under such titles as, "Principles of Secondary Education", "The High School", "Secondary Education", "Problems of Secondary Education" and "Principles and Methods of Secondary Education".

GENERAL INFORMATION DESIRED

Does your institution offer a course under one of the above titles? _____

Underline the title under which the course is listed:

Principles of Secondary Education
The High School
Secondary Education
Problems of Secondary Education
Principles and Methods of Secondary Education

How much credit in semester hours does the course carry? _____

Is the course offered for graduate or undergraduate credit? _____

Is the course open to freshmen? _____ To Sophomores? _____

Do you desire information concerning the findings of this study? _____

Name of institution _____

Name of instructor _____

Second Page of Questionnaire
to Instructors

DIRECTIONS FOR QUESTIONNAIRE

1. Place an (X) in the first blank following each major topic which is treated in the course as offered in your institution.
2. In the second blank weight each major topic, which you have marked with an (X), on a scale of 1 to 10 showing the relative emphasis placed on each.
Thus,

- 10 represents the greatest emphasis
- 9 represents very great emphasis
- 8 represents much emphasis
- 7 represents considerable emphasis
- 6 represents more than average emphasis
- 5 represents just average emphasis
- 4 represents less than average emphasis
- 3 represents little emphasis
- 2 represents very little emphasis
- 1 represents practically no emphasis

If two or more major topics are given equal emphasis the same weight should be given.

3. Do not weight sub-topics. They are merely unarranged examples and explanations of the type of sub-topics included in the major topics.
4. Whenever you think of a sub-topic which is not here listed, please write it in the blank space at the close of the major division in which it should be included.
5. If you treat some large topic not included here, please list it as another major topic at the end of the survey list.

Letter to Principals
and
Specialists

Dear Sir:

In recent years the determination of the various curricula of the elementary school and the secondary school has commanded much attention and rightfully so. Of equal importance, however is the urgent need for authoritative curriculum construction in the professional training for teachers. A beginning has been made in this respect but, "existing conditions with reference to the content of courses in Education are chaotic and a distinct handicap in the professional training of teachers". There are no generally recognized divisions of the field of Education and there are very conspicuous variations in the scope of topics covered by the various texts and syllabi of courses.

With the view of investigating certain problems suggested by a recommendation of the North Central Association of Colleges and Secondary Schools, pertaining to the professional training of teachers for the secondary schools, I am endeavoring to determine what major divisions of content should be treated in a course in "Principles of Secondary Education". This course has been recommended as one of the three courses that should constitute the basic principles in the professional training of high school teachers. I am writing you with the hope that you will find it possible to answer the attached questionnaire which has been so arranged that only a minimum of time need be spent.

I realize that I am addressing this inquiry to very busy people but, the problem can only be investigated through the assistance of those who are interested in the secondary school, and therefore in the training of its teachers. May I ask that you look over the questionnaire and, if you can justify the expenditure of time, fill it out and return it to me at your earliest convenience.

I shall be glad to supply you with information concerning the findings of this investigation if you will indicate your desire for the same.

Very sincerely yours,

H. Litherland,
Acting Instructor in Education
College of Education
University of Cincinnati

First Page of Questionnaire
to
Principals and Specialists

INTRODUCTORY STATEMENT

Three elementary courses have been recommended by the North Central Association of Colleges and Secondary Schools as basic in the professional training of high school teachers. It is also suggested that these should be required as part of the fifteen hours in Education specified by the Association. These courses are here listed and described:

1. Educational Psychology- dealing primarily with the learning process. Three semester hours credit being considered reasonable where preceded by a course in pure or general psychology. Time to be increased where there is no prerequisite.
2. Methods of Teaching- concerned primarily with the teaching process. Emphasis to be upon procedures employed by teacher in stimulating and directing learning activities of pupil. Three semester hours credit.
3. Principles of Secondary Education- dealing primarily with the principles and problems upon which the system of secondary education is based. View to be predominantly that of teacher. Three semester hours credit.

Lack of uniformity now exists in the various institutions with respect to the titles of these courses and the major topics to be treated in each. This lack creates unnecessary confusion, serious difficulty for prospective teachers, overlapping between courses, results in waste, and tends to breed disrespect for Education. It is desirable that we endeavor to approach standardization of content with respect to the major topics to be treated in at least the basic undergraduate courses in Education.

Second Page of Questionnaire
to
Principals and Specialists

This survey is an endeavor to learn which of the major topics here listed you believe, as a result of your experience, to possess sufficient functional value for teachers to warrant their treatment in a course in "Principles of Secondary Education", and to find out what importance you would place on these.

DIRECTIONS FOR QUESTIONNAIRE:

1. Place an (X) in the first blank following each major topic which you believe should be treated in a course in "Principles of Secondary Education".
2. In the second blank weight each major topic, which you have marked with an (X), on a scale of 1 to 10 showing the relative importance you would give each.
Thus,

- 10 represents the greatest importance
- 9 represents very great importance
- 8 represents much importance
- 7 represents considerable importance
- 6 represents more than average importance
- 5 represents just average importance
- 4 represents less than average importance
- 3 represents little importance
- 2 represents very little importance
- 1 represents practically no importance

If two or more major topics are given equal importance the same weight should be given.

3. Do not weight sub-topics. They are merely unarranged examples and explanations of the type of sub-topics included under the major topics.
4. Whenever you think of a sub-topic which is not here listed, please write it in the blank space at the close of the major division under which it should be included.
5. If there are other major topics which you consider of importance and which should be treated in a course in "Principles of Secondary Education" please list these at the end of the survey list.

Questionnaire Proper

Page 3

MAJOR TOPICS	(X) HERE IF TREATED	WEIGHT HERE
I. THE SCHOOL A PRODUCT OF DEMOCRACY	_____	_____
1. The nature of society		
2. Institutions as social instruments		
3. Nature and characteristics of institutions		
4. Institutions as mediums of education		
5. The school a major social institution		
II. MEANING AND SCOPE OF SECONDARY EDUCATION	_____	_____
1. Various conceptions of secondary education		
2. Secondary education determined by nature of process		
3. Secondary education determined by social principles		
4. Secondary education determined by fundamental and characteristic aspects of pupil's intellectual growth		
5. Secondary education based upon subject matter		
III. DEVELOPMENT OF SECONDARY EDUCATION IN AMERICA	_____	_____
1. The Latin Grammar School (Control, support, aim, etc.)		
2. The American Academy (Control, support, aim, etc.)		
3. The public high school (Control, support, aim, etc.)		
4. The reorganized secondary school (Influences impelling organization)		
IV. RELATION OF THE SECONDARY AND ELEMENTARY SCHOOLS	_____	_____
1. The downward extension of the secondary unit		
2. Present status of articulation between the two units		
3. Reforms in articulation needed		
4. The junior high school		

MAJOR TOPICS (Cont.)	(X) HERE IF TREATED	WEIGHT HERE
V. RELATION OF SECONDARY SCHOOL TO HIGHER EDUCATION	_____	_____
1. Historic and comparative considerations		
2. The purpose of the college		
3. College admission requirements; methods of selection; accrediting agencies		
4. Movement toward articulation		
5. The junior college		
VI. RELATION OF SECONDARY SCHOOL TO THE COMMUNITY	_____	_____
1. Community relationship through school boards		
2. Relation of Principal to community		
3. Relationship of teacher to community		
4. Cooperating agencies in the community		
5. Use of buildings for community center; adult education		
VII. SECONDARY EDUCATION IN OTHER COUNTRIES	_____	_____
1. Secondary education in France		
2. Secondary education in Germany		
3. Secondary education in England		
4. Fundamental differences between American and European secondary education		
VIII. THE SECONDARY SCHOOL PUPIL	_____	_____
1. Physical characteristics of secondary school pupil		
2. Mental characteristics of secondary school pupil		
3. Emotional development of secondary school pupil		
4. Individual differences in pupils		
5. The pupil population: its constituency, distribution, elimination, etc.		

Page 5

MAJOR TOPICS (Cont.)

	(X) HERE IF TREATED	WEIGHT HERE
IX. AIMS AND FUNCTIONS OF SECONDARY EDUCATION		
1. Various aims suggested		
2. Recent formulation of aims		
3. Sources and methods of present formulation		
4. Functions differentiated from aims		
5. Identity and differentiation of aims and functions for different units of secondary school		
X. MEANS AND MATERIALS FOR SECONDARY EDUCATION		
1. Recent trends in subjects offered		
2. Criteria of subject values (Curricula determination)		
3. Methods of curriculum making		
4. The academic subjects		
5. The special subjects		
XI. PROGRAM OF STUDIES FOR THE SECONDARY EDUCATION		
1. Types of programs; definition of terms, etc.		
2. Program of studies for junior high school		
3. Program of studies for senior high school		
4. Adaptation of courses to differences in ability		
XII. EXTRA-CLASSROOM ACTIVITIES OF SECONDARY SCHOOL		
1. Increasing importance of extra-class- room activities		
2. Values ascribed to extra-classroom activities		
3. Types of extra-classroom activities		
4. Principles of organization, administration, and supervision		

Page 6

MAJOR TOPICS (Cont.)

	(X) HERE IF TREATED	WEIGHT HERE
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XIII. EDUCATIONAL AND VOCATIONAL GUIDANCE IN SECONDARY EDUCATION	_____	_____
---	-------	-------

1. The demand and need for guidance
2. Relative value of pupil guidance
3. The means for guidance
4. Guidance with reference to college entrance

XIV. EXTERNAL ORGANIZATION OF SECONDARY SCHOOL	_____	_____
---	-------	-------

1. Description of high school by size and distribution
2. Conditions affecting the size of high schools
3. Types of organization (Comprehensive and special types)
4. The rural high school organization
5. Vocational secondary schools
6. The private secondary school
7. Additional provisions for secondary education

XV. INTERNAL ORGANIZATION OF SECONDARY SCHOOL	_____	_____
--	-------	-------

1. The organization of instruction (Assignment of teachers)
2. Principles in schedule making
3. High school records and administration
4. Discipline and control
5. Classification of pupils

XVI. THE HIGH SCHOOL STAFF AND STAFF PROBLEMS	_____	_____
--	-------	-------

1. The selection of teachers
2. Teachers' training, experience, salaries, tenure
3. Improvement of teachers in service
4. The secondary school principal
5. Other administrative officers

Page 7

MAJOR TOPICS (Cont.)

(X) HERE
IF TREATEDWEIGHT
HERE

XVII. SECONDARY SCHOOL PLANT AND EQUIPMENT

1. Buildings and grounds
2. Special rooms - laboratories,
library, museum, etc.
3. Material equipment
4. Financial support and management

Note

In the following pages are reproduced letters from a few of the respondents to the questionnaire submitted. These indicate a degree of dissatisfaction with the present course of "Principles of Secondary Education". The criticisms offered are, in the judgment of the writer, of sufficient pertinence to justify reproduction in full or in part.

(A)

January 18, 1930

Mr. H. Litherland,
Instructor of Education,
University of Cincinnati,
Cincinnati, Ohio.

Dear Mr. Litherland:

I hope that the enclosed questionnaire will be of interest to you. I am deeply in sympathy with the point of view expressed in your mimeographed letter. Surely we need to give our very best thought to the selection of the content for a course in the General Principles of Secondary Education. There is, unquestionably, too much duplication in the content of courses in the Department of Education. Still, the value of correlation between courses and the consequent overlapping that this involves, makes it very difficult to decide on the inclusion or exclusion of certain topics in the course. I suppose I may take it for granted that the present practice in regard to the inclusion of topics is not necessarily the ideal practice. On the other hand, I am appreciative of the value of cumulative judgments.

I shall be very much interested in the results of your inquiry.

Very truly yours,

(Signed) R. H. Erwin,
Registrar,
Tennessee College

(B)

February 3, 1930

Mr. H. Litherland,
College of Education,
University of Cincinnati,
Cincinnati, Ohio.

My dear Mr. Litherland:

I have answered your questionnaire, No. 44 to the best of my ability. You will note that there are several topics which you have included here which I do not include in my work offered under the title, Principles of Education. Some things as the school plant and the different organizations are included in the course of Introduction to Education. Extra-Classroom activity which I merely touch in Principles is given further mention in classroom management.

I emphasize the meaning of the scope of secondary education, the school as a product of democracy and values of secondary education as they are outgrowths of recent tendencies because my course in Principles emphasizes the philosophy of education. We have no distinct course called Philosophy of Education. I make a distinction between Principles of Education, and Principles of Teaching. I know that many educators question this distinction, but to me Principles of Teaching pertains to methods of teaching, and Principles of Education the underlying philosophy of methods and technique.

I should be glad to assist you at any future time that I can be interrogated any further.

Very respectfully,

(Signed) E. B. Hawes,
Department of Education,
Denison University.

(C)

March 13, 1930

My dear Mr. Litherland:

.....

.....
I think that throughout the high school we should have the same attitude toward the students that we have toward the children of the elementary school, that is of watching their growth and special aptitudes as well as giving them the necessary knowledge in subject matter and the point of view for their special period of life. We need a free college where the secondary student may go upon recommendation of the school, with not at all a less high standard for entrance but a more flexible list of entrance requirements. This would of course put more responsibility on the preparatory schools which send the pupils to college. I believe an extension of the same attitude is necessary in regard to the young teachers preparing for both elementary and secondary schools. I think your outline covers very well a plan for an "educational" course for them. Further study might make me change my rating as to values but I have not time to do any more thinking about it now.

.....

Yours very sincerely,

(Signed) Flora J. Cooke, Principal,
Francis W. Parker School,
Chicago, Illinois.

Mr. H. Litherland,
2358 Auburn Ave.,
Cincinnati, Ohio.

(D)

January 16, 1930

Mr. Herschel Litherland,
 3353 Auburn Ave.,
 Cincinnati, Ohio.

Dear Sir:

.....

 However, as I face them and try to assign values, and, as I think of these subjects as regards preparing one for the work of teaching, I can not think that any of them and all of them have very much to do with the real growth and development which ought to take place. Do not misunderstand me; I have not lost faith at all in the work I am in. On the other hand, I have a more profound conviction that we have the chance to do the greatest piece of work vouchsafed to any group.

I think a study of the outlines you have made out would help a little bit but not a great deal. By all of this I mean to say that no one can really make a teacher of great mind, heart, and soul by giving a bit of technique.

In taking this position, I am aware that I should doubtless advance some sort of argument or suggestion in an attempt to show what will after all develop people for our work. This I am not able to do. I am convinced, however, after these years of retrospect, that a good many of our people essaying education are forgetting to be educated. By this I mean that they ought to have far more thorough-going and comprehensive courses in such fields as literature, constructive English, history and other social sciences, a fairly good knowledge of the sciences in modern form, a considerable amount of work in foreign languages, and for a good many, work in the fine arts. Doubtless, a few can profit considerably by taking a good deal in mathematics.

Perhaps you would readily answer by saying, "We have always made such requirements". My answer then would be, "We have not done very well at it". I think the beginning of this

(D) -- 3

whole process ought to be great men in our universities. At present we have only a very small percentage which could be ranked by a fair standard. If, somehow, a college or university could give students a zest for learning, growth, and development, it would help very much more than some bits of technique now demanded.

As I can understand the problem, the qualities we need for teachers of youth are the best ones in the old fashioned conception, such as culture, learning, knowledge, wisdom, and understanding, and above all, those fine qualities of personality in our men and women which will grip the lives of boys and girls. I think this may sound altogether trite; nevertheless, I find that these are the very qualities which we look out for when we seek a new teacher for Omaha Central High School.

I believe that the study of the problems of education are rather the last bit which ought to be taken up. Such inquiries will doubtless make a teacher very much more thoughtful about her own methods, plans, devices, etc., etc. I am not sure that such work always creates the desire on the part of the teacher for a larger life. Perhaps a year of such training is about all that might be of profit. Suppose we were trying to prepare a secondary school teacher; I have often thought that much more might be accomplished if such candidates could be taken into two or three really great high schools and spend about a half year there under the careful direction and leadership of the university men and the high school principal, - thus the candidates would get far more than they do now in the lectures of the class room, or libraries, or what not. It is my notion that nearly 90 % of the material written in the field of education is worthless. The other 10 % is eminently worth while.

.....

Sincerely yours,

(Signed) J. G. Masters, Principal,
Central High School,
Omaha, Nebraska.

A Selected Group of Principals
Affiliated With
The Progressive School Movement

Church, H. V.	J. Sterling Morton High School	Cicero, Ill.
Clerk, F. E.	New Trier High School	Winnetka, Ill.
Cooke, Flora J.	Francis W. Parker School	Chicago, Ill.
Fowler, Burton	Tower Hill School	Wilmington, Del.
Haggard, W. W.	Joliet High School and Junior College	Joliet, Ill.
Logan, S. R.	High School	Winnetka, Ill.
Loomis, A. K.	Denver Public Schools	Denver, Colo.
McVey, W. E.	High School	Harvey, Ill.
Melcher, H. H.	Ben Blewett Junior High School	St. Louis, Mo.
Newlon, J. H.	Lincoln School	New York, N. Y.
Seybold, A. M.	Thomas Jefferson High School	Cleveland, Ohio
Thayer, V. T.	Ethical Culture School	New York, N. Y.
Tillengast, C. C.	Horace Mann School	New York, N. Y.
Woellner, R.	University High School	Chicago, Ill.
Wood, J. M.	Stephens Junior College	Columbia, Mo.

Specialists in Secondary Education

Beatley, Bancroft	Harvard University	Cambridge, Mass.
Briggs, Thomas H.	Teachers College, Columbia University	New York, N. Y.
Cox, P. W. L.	New York University	New York, N. Y.
Davis, C. O.	University of Michigan	Ann Arbor, Mich.
Koos, L. V.	University of Chicago	Chicago, Ill.

Institutions Responding
To
Questionnaire
Publicly Controlled Institutions

Institution	Location	Instructor
Arizona, Univ. of	Tucson, Ariz.	Clarson, J. W.
Arkansas, Univ. of	Fayetteville, Ark.	Hotz, Henry G.
California, Univ. of	Berkeley, Cal.	Williams, L. A.
California, Univ. of	Los Angeles, Cal.	Smith, Wm. A.
Delaware, Univ. of	Newark, Del.	Wilkinson, Wm. A.
Georgia, Univ. of	Athens, Ga.	Morrow, Paul R.
Idaho, Univ. of	Moscow, Idaho	Russell, R. D.
Illinois, Univ. of	Urbana, Ill.	Weber, Oscar F.
Indiana, Univ. of	Bloomington, Ind.	Franzen, C. G.
Kansas, Univ. of	Lawrence, Kans.	Twento, J. W.
Louisiana, Univ. of	Baton Rouge, La.	Garrett, H. L.
Maine, Univ. of	Orono, Maine	Chadbourn, A. H.
Michigan State College	E. Lansing, Mich.	Austin, E. F.
Montana State College	Bozeman, Mont.	Hapner, L. M.
Nevada, Univ. of	Reno, Nevada	Traner, F. W.
New Hampshire, Univ. of	Durham, N. H.	Wellman, J. C.
New Mexico, Univ. of	Albuquerque, N. M.	Trieman, L. S.
North Dakota, Univ. of	Grand Forks, N. D.	Cole, R. D.
Ohio University	Athens, Ohio	Sard, W. L.

Institution	Location	Instructor
Oregon State College	Corvallis, Ore.	Clinton, R. J.
Pennsylvania, Univ. of	Philadelphia, Pa.	Mathews, R. D.
Rutgers University	New Brunswick, N. J.	Schaffle, A. E. F.
South Carolina, Univ. of	Columbia, S. C.	Stoddard, J. A.
South Dakota State Col.	Brookings, S. D.	Hrudka, L. M.
Texas Col. of Mines	El Paso, Texas	Stigler, W. A.
Virginia, Univ. of	Charlottesville, Va.	Smithey, W. R.
Cincinnati, Univ. of	Cincinnati, Ohio	Eby, S. L.
College of Charleston	Charleston, S. C.	Rogers, G. C.
New York University	New York, N. Y.	Cox, P. W. L.
Ball State Teachers College	Muncie, Ind.	Austin, E. L.
Eastern Kentucky State Teachers College	Richmond, Ky.	Ferrell, D. T.
Indiana State Teachers College	Terre Haute, Ind.	Ramsey, E. E.
Iowa State Teachers College	Cedar Falls, Iowa	Charles, J. W.
Kent State Teachers College	Kent, Ohio	Clark, R. M.

Privately Controlled Institutions

Bates College	Lewiston, Maine	McDonald, R. A. F.
Boston University	Boston, Mass.	Easton, E. J.
Colby College	Waterville, Maine	Colgan, E. J.

Institution	Location	Instructor
Cornell University	Ithaca, N. Y.	Freeman, F. S.
Dartmouth College	Hanover, N. H.	Burns, R. A.
Denver, University of	Denver, Colo.	Woods, O. S.
Drake University	Des Moines, Iowa	Gore, F. S.
George Peabody College For Teachers	Nashville, Tenn.	Tyner, B. G.
George Washington Univ.	Washington, D. C.	Powers, J. O.
Harvard University	Cambridge, Mass.	Beatley, B.
Smith College	Northhampton, Mass.	Crosby, M. H.
Stanford University	Stanford Univ., Cal.	Benjamin, H. R.
St. Louis University	St. Louis, Mo.	McGucken, W. J.
Swarthmore College	Swarthmore, Pa.	Everett, E. M.
Yale University	New Haven, Conn.	Hill, C. M.
Allegheny College	Meadville, Pa.	Henke, F. G.
Asbury College	Wilmore, Ky.	Heston, F. W.
Ashland College	Ashland, Ohio	Auspach, C. L.
Atlanta University	Atlanta, Ga.	Whittaker, J. P.
Baker University	Baldwin City, Kans.	Williams, W. J.
Baldwin-Wallace College	Berea, Ohio	Roehm, Fred
Beloit College	Beloit, Wisconsin	Foster, H. H.
Bethany College	Bethany, W. Va.	McKenny, H. T.
Butler University	Indianapolis, Ind.	Richardson, W. L.
Carroll College	Waukesha, Wis.	Richardson, R. F.

Institution	Location	Instructor
Catholic University	Washington, D. C.	Roaney, J. P.
Cedarville College	Cedarville, Ohio	Hostetter, A. J.
Creighton University	Omaha, Nebraska	Weinke, E. A.
Defiance College	Defiance, Ohio	McReynolds, F. L.
Denison University	Granville, Ohio	Hawes, E. B.
De Pau University	Greencastle, Ind.	Dirks, L. H.
Drury College	Springfield, Mo.	Bennett, J. N.
Earlham College	Richmond, Ind.	Stewart, S. S.
Franklin College	Franklin, Ind.	Stoutemyer, J. H.
Goshen College	Goshen, Ind.	Hertzler, Silas
Hanover College	Hanover, Ind.	Hillman, L. F.
Macalester College	St. Paul, Minn.	Anderson, H. L.
Manchester College	N. Manchester, Ind.	Meyer, J. G.
Maryville College	Maryville, Tenn.	Gamble, Helen R.
Nebraska Wesleyan Univ.	Lincoln, Nebraska	McProwd, B. E.
Newcomb College (Tulane Univ.)	New Orleans, La.	Wyatt, R. L.
Our Lady of the Lake College	San Antonio, Tex.	O'Shea, J. F.
Park College	Parkville, Mo.	Flora, C. D.
Rockford College	Rockford, Ill.	Cowan, Jordan
Seattle Pacific Col.	Seattle, Wash.	Ashton, P. F.
Skidmore College	Saratoga Spgs., N.Y.	Borst, G. J.
St. Benedict College	Atchison, Kans.	Schmitz, S.
St. Xavier College	Cincinnati, Ohio	Callixta, Sis. Mary

Institution	Location	Instructor
Trinity University	Waxahachie, Tex.	Davis, Maude B.
Valparaiso University	Valparaiso, Ind.	Kroencke, F. W.
Wheaton College	Wheaton, Ill.	Dyrness, E. C.
Willamette University	Salem, Oregon	Erickson, F. M.
Wilson College	Chamberburg, Pa.	Brooks, J. D.
Wooster College	Wooster, Ohio	Fracker, G. C.

Sample Course Outlines

NEW YORK UNIVERSITY

EDUCATION 030.75 and 130.75Principles of Secondary Education I:The Institutional Life of the School.ASSIGNMENT NO. 1.
(Meeting # 3.)

The social vs. the traditional academic purposes of the secondary school.

1. The autocratic selective character of the traditional schools.
2. The realistic conceptions of secondary education.
3. The process of "Rationalization" and adjustment - using the old instruments for new purposes.
 - a. The rhetoric school
 - b. The military school
 - c. The pre-professional schools - ministry, law, medicine.
 - d. The academy - navigation, bookkeeping, surveying
 - e. The inclusion of science in the curriculum.
 - f. The English public schools - "schooling" in the class room and education through the social life of the school
 - g. The movement for vocational education

ASSIGNMENT NO. 2.
(Meeting # 3.)

Present-day social objective of education.

1. Spencer's - What Knowledge is of Most Worth?
2. Dewey's - Conception of the school as a reproduction of social life- controlled, idealized, and directive.
3. The seven objectives of Secondary Education, (c.f. Thorndike and Bobbitt)

ASSIGNMENT NO. 2. Cont.

4. Inglis's aims and functions.
5. Cox's philosophy as indicated by his Principles I & II, and his Creative School Control, Parts I & III.

Instructor will pass out list of "issues" on which committees will report in meeting 6-13.

ASSIGNMENT NO. 3.
(Meeting # 4.)

Examine the purposes and instruments of the secondary school which you know best in the light of the topics so far discussed in this class. Write out, to pass in, a brief statement in which you evaluate the organization and administration, the discipline and student life, the faculty cooperation and conflicts, and the curriculum and classroom practices with respect to the controlling purposes of education (as in Assignment No. 1) and the objectives or aims stated by one author (as in Assignment No. 2).

Instructor will help class organize into fairly equal numbered committees to deal with eight most popular "issues".

ASSIGNMENT NO. 4.
(Meeting # 5.)

Social controls of individual conduct in the community and in the secondary school. c.f. Schematic arrangement mimeographed by Cox.

1. List ten or twelve duties or activities of high school teachers and arrange first in order of their educational significance; second, in order of their institutional importance; and, third, in terms of the time and effort which teachers give to them.
2. Do the orders of duties differ in your three lists? If so, could anything be done to harmonize the varying orders?

ASSIGNMENT NO. 4. Cont.
Meeting 8-13

Committee reports. Each Chairman presides; he states the conditions and conflicts which underlie the issue; and he introduces his fellow committee members who present both sides of the issue and one or more tentative solutions of the problems involved. Questions and objections from the floor are then answered. The instructor sums up the discussions, and leaves time for committee meetings each week, both for committees which are yet to report and for committees which have already reported, to discuss and prepare their final reports due at the 13th meeting (except the last committee which will need an extension of time). If Committees are large, the members of each committee should rank each other on the basis of their contributions to the committee's work, once when the committee makes its oral report, and again when the written report is passed in.

Meeting 14

The instructor uses this meeting to pull together the loose ends of the course and help students to organize their socialized examination.

Meeting 15

Socialized examination: Each student will describe the organization of a school best known by him, evaluate it after the manner of Assignment No. 3 (with subsequent cogitations) and propose a feasible reorganization. Particular attention will be paid by the reader of examination papers to the treatment of the problems implied in the "issues" discussed in Meetings 8-13.

Principles and Problems of Secondary Education II.The Changing High School Curriculum.Preliminary Statement

- A. The aim of this course will be to give to the student an opportunity to gain a clear understanding of the nature of the curriculum as it is now generally conceived, and of the methods by which the construction of curricula is generally undertaken.
- B. The class meetings will consist of a series of discussions guided by mimeographed assignment sheets. Each sheet will contain a list of references pertaining to the assignment.
- C. A series of three written reports, no one of which is to exceed two hundred fifty words in length, will be required of each member of the class. The topics of these reports and the due dates follow:
 - 1. Oct. 23. To what extent does your school subject or activity of major interest serve to satisfy one or more of the objectives of Education?
 - 2. Nov. 20. Describe a scientific procedure in curriculum construction, using your major subject or one in which you are interested.
 - 3. Jan. 8. A critical analysis, from the point of view of sound curriculum construction, of the main features of the curriculum of a secondary school with which you are familiar.

In writing these papers it is important that you express your own convictions, and that you take into account the economic, social, and intellectual background in the community in which the school you write about is located, and also the different degrees of ability of the pupils.

- D. In addition to these minor problems each member of the class will prepare a term paper. At the fifth meeting a list of suggestions will be furnished the class. These papers must be more than restatements of the work of another writer; they must involve some original contribution on the part of the student.
- E. At the tenth meeting of the class a report on the significance for curriculum construction of one of the books listed below will be passed in by each member of the class:
- Bobbitt: How to Make a Curriculum.
 Briggs: Curriculum Problems.
 Harap: The Technique of Curriculum Making.
 Kandel: Twenty Five Years of American Education.
 Kilpatrick: Education for a Changing Civilization.
 Morgan: The Psychology of the Unadjusted Child.
 Pringle: Adolescence and High School Problems.
 Yoemans: Shackled Youth.
- F. Texts for the course will be:- Cox: Curriculum Adjustment in the Secondary School, and Cox: The Junior High School and Its Curriculum.

Principles of Secondary Education II.

The Changing High School Curriculum.

ASSIGNMENT NO. 1.

Is the curriculum changing?

1. What are the pupils' education activities?
2. In what ways do the school's instruments - administration, building and grounds, janitors, teachers, class procedures, and student activities - contribute to the pupils' education?
3. Can you distinguish between curricular and extra-curricular activities? Discuss the validity of your criteria for making the distinction.

ASSIGNMENT NO. 2.

What are the principal factors which promote present-day activities in curriculum adjustment? (The instructor should review the factors with the students after they have read Cox: Curriculum Adjustment, Chapters I-II.)

ASSIGNMENT NO. 3.

Can the "new curriculum" cope with the educational problems which an industrial society presents? (Discussion based on Cox: Curriculum Adjustment, Chapter VIII.)

ASSIGNMENT NO. 4.

How should the school's curriculum meet the competitions and conflicts of the community's extra-school educational instruments, good, bad and neutral? (Discussion based on Cox: Curriculum Adjustment, Chapter IX.) (c.f. attached diagram)

ASSIGNMENT NO. 5.

The changing organization of the curriculum, based on Cox: Chapter X.

ASSIGNMENT NO. 6.

The core curriculum, curriculum prescriptions, and electives: Chapters XI-XIV.

ASSIGNMENT NO. 7.

Teacher participation in Curriculum modification, and Graduation and admittance to college, normal schools and other advanced educational institutions. Based on Cox: Curriculum Adjustment in Secondary Schools, Chapters XIII-XIV.

Other Ref. Dept. Supt. Yearbooks, V, VI, VII.
Cox: Creative School Control, Part III.

ASSIGNMENT NO. 8.

Courses of study, pupil needs and capacities, and society's activities. Based on Cox: Curriculum Adjustment in Secondary Schools, Chapters III, IV, V.

Committee of class prepare reports on courses of study either in terms of subjects or in terms of functional objectives.

References: Yearbooks, V, VI, VII.
Bobbitt's Curriculum - How to Make a Curriculum - Curriculum Investigation.
Charter's Curriculum Construction
Harap's Technique of Curriculum Making
Douglas' Secondary Education
Inglis' Principles of Secondary Education
Koos: The American Secondary School, etc.

ASSIGNMENT NO. 9.

Review of educational psychology and "learning experiments". Based on Cox: Curriculum Adjustment in Secondary Schools, Chapters VI-VII.

ASSIGNMENT NO. 10-13.

Reports of Committees on current changes and further desirable changes in "subject" contents and methods.

ASSIGNMENT NO. 14.

SOCIALIZED EXAMINATION: Describe the curriculum organization of a school known best to you, and the scope, contents, and methods used in one unit of education. Evaluate critically these aspects of the curriculum; explain the factors which promote or interfere with curriculum modifications in this school; and propose feasible "next steps" for curriculum progress both for the general curriculum organization and for the specific educational unit in which you are interested.

HARVARD GRADUATE SCHOOL OF EDUCATION

EDUCATION S F 2SECONDARY EDUCATION.Outline by topics

- I. Preliminary Survey of Secondary Education
 - A. The meaning and nature of secondary education.
 - B. The development of secondary education in America.
 - C. The present status of secondary education.
 - D. The problem of reorganization.
- II. The Secondary-School Pupil
 - A. The physical and mental development of adolescent youth.
 - B. The secondary-school pupil as an individual.
 - C. Group characteristics of secondary-school pupils.
- III. The Purposes of Secondary Education
 - A. The secondary school as a social institution.
 - B. The aims and objectives of secondary education.
 - C. The functions of junior and senior high schools.
- IV. The Secondary-School Curriculum
 - A. Criteria for the selection of subject matter.
 - B. Methods of curriculum construction.
 - C. The selection of subject-matter in the various fields.
 - a. English language and literature
 - b. Social studies
 - c. Natural science
 - d. Mathematics
 - e. Foreign language
 - f. Aesthetic arts
 - g. Practical arts
 - h. Commerce
 - i. Home economics
 - j. Industry
 - k. Agriculture
 - l. Health
 - D. The organization of the program of studies.
 - E. The place of extra-curricular activities.

V. The Organization of Secondary Education

- A. Educational and vocational guidance.
- B. The relation of secondary school and college.
- C. Secondary education in urban communities.
- D. Secondary education in rural and village communities.

General references

- Douglass, A. A., Secondary Education, Houghton, Mifflin Company, 1927
- Ferriss, E. N., Secondary Education in Country and Village, D. Appleton and Company, 1927
- Inglis, A., Principles of Secondary Education, Houghton, Mifflin Company, 1918
- Uhl, W. L., Principles of Secondary Education, Silver, Burdette and Company, 1925 (Source Book)
- Koos, L. V., The American Secondary School, Ginn and Company, 1927

RUTGERS UNIVERSITY

EDUCATION 8PRINCIPLES OF SECONDARY EDUCATION

I. High School Pupils

- 1- Physical traits
- 2- Mental traits
- 3- Individual differences
- 4- The High School population with reference to
 - (a) Retardation and acceleration, and
 - (b) Elimination
- 5- Vocational Guidance

II. The High School-- Development and Organization

- 1- Development of secondary education in the U. S.
- 2- Comparison of American ideals with those in certain European countries.
- 3- Relation of secondary to elementary education
- 4- Relation of secondary to higher education

III. The High School-- Aims and Functions

- 1- Social principles in secondary education
- 2- The aims of secondary education
- 3- The functions of secondary education

IV. The High School-- The Curriculum

- 1- Criteria of subject values
- 2- Program of studies
- 3- Extra-academic activities