

SECONDARY EDUCATION IN COUNTRY AND VILLAGE

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PREFACE

The first quarter of the present century has seen in this country a remarkable growth in public secondary education. One of the significant phases of this growth has been the development of secondary schools in small villages and in the open country. At the present time practically all social, economic, and intellectual levels with a great diversity of educational needs are represented in the pupil population of the public secondary school. During the same period of time, but more slowly, a body of theory as to the nature and purposes of secondary education in a democracy has been evolving. That every normal adolescent boy or girl should find in the secondary school educational opportunities suited to his capacities, interests, and purposes may be said to have become a generally accepted principle, in theory. In practice, the principle is as yet but imperfectly realized, particularly in the small high school furnishing the educational opportunities for the youth of rural and village communities.

The purpose of this book is to present from both the psychological and the sociological aspects—in so far as possible at the present stage of their development—the guiding principles of secondary education in a democracy, to indicate their bearing upon the work of the small secondary school, and to consider with reference to these principles some of the major problems of the secondary school in small communities. Throughout, the author has attempted to interpret the activities of the small secondary school in terms of the pupil and the demands of life in a democratic form of society.

In developing the theme, the adaptation of secondary

education to the conditions and needs of rural and village communities, the author has organized his materials under five main heads: Part I gives a brief historical survey of secondary education in this country, suggests a point of view, and presents statistical material to show the present status of secondary education in rural and village communities. Part II is devoted to a discussion of the aims, objectives, materials, and means in secondary education and the problems of the application of the principles involved to the determination of aims and objectives and to the content and organization of curriculums in the small secondary school. In Parts III and IV, respectively, are considered the problems of general organization and the internal organization of the secondary school with reference to adaptation to the conditions found in the small community. Part V is given over to the discussion of such broad problems and aspects of secondary education in the small community as problems of administration, supervision of instruction, and the growth of teachers in service, coöperation between school and community, the school and the adult, and a concluding chapter on life activities and needs in rural and village communities and their educational implications.

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E. N. F.

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PART I
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