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SECONDARY EDUCATION
PRINCIPLES AND PRACTICES

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PREFACE

This treatment of the principles of secondary education with their application is intended in the first instance for those students who are planning professional careers in the field of secondary education. Hence this volume in many respects is one of orientation in which the principles of secondary education are presented in their direct relationships to practice. In carrying out this plan the book endeavors to make clear to the reader the secondary schools of to-day as going concerns and the services they are rendering; it likewise has given emphasis to the organic and dynamic nature of education in a democracy. Thus the best current practices in so far as they are available are portrayed. The authors fully realize that teachers and other professional workers enter schools already organized and that they must adapt themselves to the institution as they find it. They must also be prepared to direct the work they are engaged in toward those channels that offer the greatest opportunity for rendering a more ideal type of service.

This treatise has been prepared and organized to be used as a textbook. In many states the professional preparation of secondary-school principals and teachers involves a series of introductory courses including educational psychology, general methods of teaching, and the principles of secondary education. These courses are treated in a variety of ways under many different titles. This book has been planned to serve that division of this requirement often designated as principles of secondary education, the high school, secondary education, or secondary-school practices. The materials have been arranged and references have been selected and adapted to the methods of teaching used in college or university classrooms.

It is the hope of the authors that experienced superintendents, supervisors, principals, and teachers may find the book

worthy of their attention and careful reading. In an enterprise as dynamic as education the staffs employed in schools must take time to study and check their practices against the new movements that are getting under way about them. This book, written in the light of the changes and challenges that the past three decades have produced, should bring encouragement to those who have launched out ahead in facing the complex problems of the schools and should be an inspiration to those who have been looking for better ways to direct the course of their schools.

The topics treated have been approached with the principle of unification in mind. If public education is to become a unified process extending from nursery school to higher education, then the professional worker rendering service on any level must be mindful of the relationships between his activities and those of the entire school system. It is also believed that as unification in American education approaches the ideal, students will have occasion to note few distinctive characteristics that set secondary education apart from higher education on the one hand and elementary education on the other. For this reason the evolutionary processes that have brought schools to their present stage of development have been stressed and the authors have presented the issues that now face leadership as it struggles to direct the educational movement toward future goals.

Although this work has been built upon an extended experience of teaching and administration in the private and public secondary schools in various sections of the United States, the project was not entered into from the point of view of specialists in secondary education. In fact the details of each chapter have had as their source general concern for the organization and administration of the whole school system. Obviously, in such a development, the authors found themselves constantly referring to the work of leaders who have devoted their lives to the problem of the secondary-school fields. For the historical details and setting, the work of Professor I. L. Kandel of Teachers College, Columbia University, as well as the studies of other authorities, have been consulted again and again. The

annual reports of superintendents of schools, various publications of the National Society for Curriculum Study, the National Survey of Secondary Education, and the bulletins and mimeographed materials used in the daily activities of many schools have served to supply a wealth of illustrative material from which the authors have drawn freely. For all the assistance received from these sources, acknowledgment and sincere thanks are here expressed. A number of architects, superintendents of schools, publishers, and manufacturers were exceedingly kind in making available the prints for the illustrations. The publications of the various divisions of the National Education Association have been used freely, for in these researches and studies much of the best of current practice is made available.

In scanning the table of contents the reader will note considerable emphasis given to the accessibility of secondary schools, to the relationships of the secondary school and the community, and to the importance of the teacher in the development of the secondary schools of the future. Students of secondary education must not only place increasing emphasis on "equality of educational opportunity" but must study the administration and support of education to find out what changes must take place if educational ideals are to be approached in practice. Secondary education must be more and more closely united with the community it serves, and the administration of the schools must become a coöperative enterprise in which teachers function in policy initiation and formulation as potently as the superintendents, principals, and supervisors. It is for this reason that teachers should understand the problems of education as they relate to organization and administration as well as to curriculum and method.

This book on the application of the principles of secondary education has not discussed in detail the problem of adolescence or the administration of guidance. The physiological and psychological changes that take place in growing children, it is believed, are more appropriately treated in courses in educational psychology or in psychology of adolescence. Hence in this treatment the general or peculiar mental, social,

or physical traits of school children are referred to only as a discussion of them contributes to illuminate the main theme of the book. Since guidance is a function of every year of schooling, the problems of guidance as they affect secondary-school practices are not discussed in a separate chapter but are incorporated throughout the book wherever they have a bearing on the work of the schools. Those readers desiring more extended treatment of individual differences, of adolescence, of programs for guidance procedure, or of administrative technique, will find selected and appropriate references arranged for each of these fields.

F. E.

A. V. O.

EDITOR'S INTRODUCTION

In the present volume the authors make a thoroughgoing and scholarly analysis of the historical and social factors which have led to, and now play a part in the American secondary school. To this they add a penetrating study and revelation of the inner workings of the present-day secondary-school program. On the basis of these two helpful analyses, the authors lay down a series of principles and practical suggestions whereby teachers and principals may make secondary-school work constructively dynamic to society and helpfully adjusted to the modern youth in attendance.

In these tasks the authors combine a deep knowledge of the scientific and philosophical bases of secondary-school practices with a continued first-hand experience in the administration of high-school programs. An extensive treatment is made of the significant problems faced by teachers and other secondary-school officers. Detailed consideration is given to individual pupil differences, to the different services rendered by the secondary school, to the proper development of school and home relationships, to teacher participation in the administration of the school, and to the school plant as a significant factor in the school program. Outstanding among all of these practical contributions is the authors' analysis of how the materials of instruction may best function in a flexible and dynamic secondary-school curriculum. Here the authors show a surprising familiarity with a wide range of up-to-date and progressive curriculum materials and practices. All of the areas of the curriculum are treated with genuine insight and a common-sense point of view which will be exceedingly refreshing and helpful to high-school teachers and others struggling with the problem of the modern secondary-school curriculum.

One of the chief values of the present volume will be to

orient teachers, principals, and school workers generally concerning the field and scope of secondary education; what its peculiar objectives are; how it articulates with the elementary school below and higher education above; what it means to community life; its peculiar service to youth; how its program may become and remain dynamic; and how to plan and evaluate its achievement. Although the philosophy and creative thinking of the authors dominate the content from beginning to end, the book is exceptionally well fortified with tabular, illustrative, and graphic materials taken from many sources in the practical field of secondary education. In pursuing the pages to follow, the reader may be assured that he will come face to face with a comprehensive, reliable, dynamic, and definitely constructive treatment of the principles and practices of secondary education.

FRED C. AYER

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SECONDARY EDUCATION PRINCIPLES AND PRACTICES

CHAPTER I

SECONDARY EDUCATION IN THE UNITED STATES

Schools were in the process of development in the United States for more than two hundred years before the people as a whole were willing to put into practice the principle of free, universal, public education. During all these years, elementary schools, secondary schools, and institutions of higher learning were developing more or less independently and expanding in kind, number, and enrolments.

Leaders in each of these fields of education were not agreed on the goals toward which the services of their schools should be directed, nor was there a clearly visualized notion of the interrelationship that should prevail among these three phases of institutional work. Thus, by the time a dominant philosophy of education did appear and receive the support of a considerable body of educational leaders, the paths along which the several levels of schooling were making their way had been well worn. A tremendous resistance expressed in tradition, inertia, conflicting philosophies, and interests had been built up to frustrate any movement that proposed a common road for the schools to travel.

Unity in education. The theory underlying the educational philosophy that was emerging in the United States in the latter half of the nineteenth century anticipated public schools as a unified system in which youth might progress uninterrupted through a school life that extended from the kindergarten through the elementary school and secondary school into the institutions of higher learning. The programs of work in the schools were to be such that the individual needs and capacities of all the children of all the people were to be met in so far as it was humanly possible to do so.

Even to this day the ideal goals set for public education in the United States are yet to be reached in practice. In public schools operating under well-qualified leadership one may observe serious and intelligent efforts that are directed toward removing all the barriers that stand in the way of articulating the work of the schools into a continuous whole. The obstructions that do stand in the way and that do differentiate the elementary schools from the secondary schools and the secondary schools from the colleges appear at times insurmountable, yet leadership in education struggles on to remove them and to give each child his full share in his rightful heritage afforded through public education.

DYNAMIC NATURE OF PUBLIC EDUCATION

In a democracy, schools are dynamic enterprises that are influenced directly and indirectly by social, political, and economic changes. Hence the school systems envisioned by leaders in educational thought are never the same as those that operate from day to day to serve the youth of the nation. The schools undergo an evolution similar to that experienced in the government and in the many social and economic institutions that share the interests of the American people. Hence the public schools that prevail to-day do not correspond to the plan conceived for schools in Colonial times, nor will the schools of a generation hence be identical with the projected theories of the educational leadership of to-day.

In the United States there is no agency that controls public education. Each state is free to carry out its educational theories as it may choose. The interchange of ideas, the press, the radio, the ease with which people move about, national and sectional conventions, and many other agencies contribute to give some uniformity to educational thinking and practice. Yet each state and the school divisions in the states strive in their own way to produce the kind of schools that will best serve their needs.

Within each school system there are latent forces in the organization, in the experience and education of the teaching and the administrative staff, in the inflexibility of the school plant, in