

up an appreciation? Most lesson-learners have access to only one book at a time and that usually a prescribed text. They are not permitted to browse freely among books, choosing here and there as the appeal is born within them, but must needs read the lesson assigned, whether it interests them or not.

Finally, the advantages of direct teaching over lesson-learning may be summed up in the following statements:

In direct teaching the pupil's growth is watched—he is guided; in lesson-learning, he must conform to certain standards.

Lesson-learning never identifies — one learns only by chance; direct teaching secures the real learning product.

Direct teaching takes cognizance of the pupil, as well as the learning unit; lesson-learning subordinates the pupil to the course of study.

In the one, the child's development is natural; in the other, artificial means secures artificial results.

Direct teaching secures mastery, or learns the reason why; formal teaching mistakes mere information for adaptation, in most cases.

Direct teaching is clear in concept, simple in application; the stereotyped form is complex in character, adhering to tradition and cut-and-dried formalism.

In the former, each progresses at his own rate, attaining in the end; in the latter, the rapid mark time, the slow are left behind, while the average reap the benefit.

BESSIE J. LANIER

"There is nothing like books. Of all things sold incomparably the cheapest; of all pleasures least palling; they take up little room; keep quiet when they are not wanted, and when taken up bring us face to face with the choicest men who have ever lived at their choicest moments."

—Sam'l Palmer.

A NEW BOOKSHELF FOR THE HIGH SCHOOL TEACHER

TWO decades ago the secondary school staff, unlike the elementary, was practically without any professional literature. Brown's *The American High School* and Johnston's *High School Education* pioneered the way, and soon a number of significant treatises appeared, studies of adolescence supplementing titles in the principles of secondary education. Most of these early studies were of a general rather than a scientific nature, but in the past few years a tendency to develop the scientific attack has arisen; and, as a result, there is now a fine working library for the secondary school teacher and principal. Almost for the first time, a choice may now be made of books on each of the major problems: the curriculum, the technique of teaching, educational tests, extra-curricular activities, and pupil guidance.

Koos's *The American Secondary School*¹ is a companion volume to two others by the same author, *The Junior High School* and *The Junior College*, and with them forms a valuable series dealing with the three stages in the training of youth as the newer secondary school organization is shaping up. The author's scholarly attack, interesting style, helpful use of graphing and illustration, together with his well selected bibliographies, make the book usable and timely. As it covers the historical development of the secondary school, and the major problems of external and internal organization, as well as the curriculum and extra-curricular (or "allied") activities, it is not surprising that this text immediately began to replace the earlier books used in survey courses in secondary education.

Somewhat similar in general plan are two

¹*The American Secondary School*, by Leonard V. Koos. New York: Ginn and Company. 1927. Pages 755.

other books, *Secondary Education in Country and Village*,² by Ferriss, and *Principles of Secondary Education*³ by Williams and Rice. The former sounds a timely note, as the tendency in the typical treatment of the secondary school is to stress the larger, but less representative, city high school, because the more progressive steps are usually taken there first. Ferriss's treatment recognizes with more than usual clarity and helpfulness the social background of the work of the high school, and builds its discussion of aims, organization, and administration in terms of this background. Williams and Rice devote about one-third of their text to the discussion of the comparative status of American and of European secondary schools, making this the distinctive feature of the whole treatise.

Of the nature of a general survey is *Secondary Education*,⁴ by Douglass. Beginning with a careful historical survey, he develops the place of the high school in the American system of education. The two remaining sections of the book deal with the pupil and the adaptation of the curriculum to his needs. In this latter treatment lies the peculiar value of this book, as Douglass has developed his discussion of the high school studies around the generally accepted seven cardinal objectives laid down by the Commission on the Reorganization of Secondary Education.

Clement's *Principles and Practices of Secondary Education*⁵ combines a treatment of the general principles and philosophy of secondary education with a study of the selection and organization of materials in the high school studies. The work of the

North Central Association on "unit curriculum" is here presented in helpful form.

A recent book of the survey type is *The High School*,⁶ by Monroe and Weber, one of a series edited by Dr. Walter Monroe. Like the books referred to above, but unlike earlier works such as the *Principles of Secondary Education* by Dr. Paul Monroe, the discussion of the various school subjects is given unity because the authors do not call in specialists to write upon the different high school studies. The authors have profited by many recent scientific investigations of the high school and its curriculum, and have offered especially vital discussions under the rubrics "the aims of the high school" (chs. 5 and 6) and "a functional view of the high school" (ch. 16). Both in the text and in the suggestive learning exercises at the end of each chapter, the authors have also kept in mind the student who takes courses in education for general information and not for professional training.

A book of somewhat earlier publication, too epoch-making to be left out of consideration here, is Morrison's *The Practice of Teaching in the Secondary School*,⁷ to a large extent the result of experimental work in the laboratory schools of the University of Chicago. As the title suggests, this book is a constructive effort to reinterpret the work of the high school and to redirect it from the lesson-learning, ground-to-be-covered extreme, to a point of view designated as "direct teaching,"⁸ where learning is conceived as learning only when real mastery takes place. The author practices a conception of Dewey's that subject-matter and method should represent a unity and not a dualism and develops a workable, vital technique of learning and teaching

²*Secondary Education in Country and Village*, by Emery N. Ferriss. New York: D. Appleton and Co. 1927. Pages 401.

³*Principles of Secondary Education*, by L. A. Williams and G. A. Rice. New York: Ginn and Co. 1927. Pages 339.

⁴*Secondary Education*, by Aubrey A. Douglass. New York: Houghton Mifflin Co. 1927. Pages 649.

⁵*Principles and Practices of Secondary Education*, by John Addison Clement. New York: The Century Co. 1925. Pages 503.

⁶*The High School*, by Walter S. Monroe and Oscar F. Weber. Garden City, New York: Doubleday, Doran and Co. 1928. Pages 511.

⁷*The Practice of Teaching in the Secondary School*, by Henry C. Morrison. Chicago: The University of Chicago Press. 1926. Pages 661.

⁸See *The Theory of Direct Teaching*, by Bessie J. Lanier in this number of THE VIRGINIA TEACHER.

which challenges the professional reorientation of every secondary school teacher. This theory is applied to the various school subjects which now appear as different types of technique: the science type, the appreciation type, the practical-arts type, the language-arts type, and the pure-practice type. A fine companion volume to this work is a meaty little work entitled *Creative Learning and Teaching*⁹ by Miller. This book "takes it out" of the old-line methodizers, no less out of the recent fad-dists among the testers and classifiers in education. The thesis of the author is discovery of the individual pupil. This thesis has led, on the side of procedure, to the development of units of learning called contracts or challenges, these units being not unlike the teaching jobs in the Dalton plan. However, no book in the recent offerings needs so much to be thoughtfully read to be appreciated and enjoyed.

The recent interest in curriculum organization has led not only to the emphasis upon this topic in the survey texts but also to several special treatises on the subject. Of these, Davis's *Our Evolving High School Curriculum*¹⁰ is essentially a study of the origins and trends in curriculum development and of the changing objectives back of these trends. As such, the book becomes a valuable sourcebook and book for reference. Similarly, Uhl in his *Secondary School Curricula*¹¹ devotes two parts of his discussion to historical origins and critical evaluations with a rich source treatment. The three remaining parts deal with (1) educational objectives and curriculum values, (2) the curriculum, in terms of pupil equipment, interests, and needs, and (3) the curriculum and determining local conditions. Carefully annotated bibliographies

supplement a content of real richness for the principal and progressive teacher. Quite different in point of view and treatment is Williams's *The Making of High School Curricula*.¹² After a brief discussion of the historical evolution of procedures in curriculum-making, he weighs critically the various present-day techniques: job analysis, activity analysis, functional analysis, content analysis, and the experimental test. This rather philosophic consideration, however, is made very practical by a listing and discussion of the definite problems and principles of program-making in the last two chapters.

Briggs's *Curriculum Problems*¹³ is a suggestive little volume which in its first chapter lists twenty-seven significant problems of curricular research and in the two successive chapters deals with the relation to the re-organized curricula of attitudes and folkways or mores.

The gap between the studies of the curriculum and those of method in secondary education is interestingly and suggestively bridged by Judd's *Psychology of Secondary Education*.¹⁴ The author states, as his main objective, the "analysis of the mental processes which pupils exhibit in studying particular high-school subjects." However, the book contains much data of more general nature on such principles as the social elements in an educational psychology, the significance of maturity, and the nature and scope of generalized training (mental discipline). Pringle's *Methods with Adolescents*¹⁵ and Reavis's *Pupil Adjustment*¹⁶ supplement this volume admirably. Prin-

¹²*The Making of High School Curricula*, by L. A. Williams. New York: Ginn and Company. 1928. Pages 233.

¹³*Curriculum Problems*, by Thomas H. Briggs. New York: The Macmillan Co. 1927. Pages 138.

¹⁴*Psychology of Secondary Education*, by Charles H. Judd. New York: Ginn and Co. 1927. Pages 545.

¹⁵*Methods with Adolescents*, by Ralph W. Pringle. New York: D. C. Heath and Co. 1927. Pages 437.

¹⁶*Pupil Adjustment*, by William C. Reavis. New York: D. C. Heath and Co. 1926. Pages 348.

⁹*Creative Learning and Teaching*, by Harry L. Miller. New York: Chas. Scribner's Sons. 1926. Pages 262.

¹⁰*Our Evolving High School Curriculum*, by Calvin O. Davis. Yonkers-on-Hudson: World Book Company. 1927. Pages 301.

¹¹*Secondary School Curricula*, by Willis L. Uhl. New York: The Macmillan Company. 1927. Pages 582.

gle develops a synthesis of educational method and the developing adolescent intellect and then applies the bearings of the principles he has set up to the different high school studies. Davis, in a rather unusual volume, discusses the problems and principles of educational guidance and counseling with the emphasis upon pupil failure, and then devotes the latter half of his volume to the detailed discussion of the study and treatment of nine definite children of differing types which came under his observation. No teacher or principal but would find much suggestion in the careful perusal of these case studies.

Monroe's *Directing Learning in the High School*¹⁷ is a companion volume of *The High School*, which is reviewed earlier in this article, and of a book in preparation on educational psychology. It is an unconventional and interesting, but solid treatment of the methods of secondary teaching, management, and testing, with the emphasis upon the first. The major part of the book, therefore, is a discussion of the psychological outcome of education—skills, knowledges, and general patterns of conduct—and of the directing of pupil learning of the various consequent types. Rich collections of learning exercises accompany each chapter.

Two very helpful treatments of method for the beginning teacher or teacher-in-training, are Douglass's *Modern Methods in High School Teaching*¹⁸ and Mueller's *Teacher in Secondary Schools*.¹⁹ Each deals freshly and adequately with such topics as questioning, assignments, study, problem, and project teaching, examinations, and, unlike the books which have been the secondary teachers solace in the past, they

draw their illustrations from the secondary field. Douglass will please the reader by his careful treatment of visual education and of the socialized classroom. Mueller seems to the reviewer at his best in his discussion of the use of textbooks and collateral reading and of the individualizing of instruction. Quite different from these treatments, and written more especially for teachers and supervisors in the field, is Waples's *Problems in Classroom Method*,²⁰ a manual of case analysis. The author conceives of case analysis in terms of the applications of the steps of thinking as laid down by Dewey to the solution of definite classroom problems. The book is a veritable mine of type difficulties and case problems in six major fields: presentation of subject-matter, directing pupils' learning, routine of class management, securing pupils' co-operation, and problems arising from personal traits of pupils and teachers. A number of unusually valuable appendices in the form of analyses of teaching and learning activities round out this unique volume.

In the field of educational measurement, the secondary teacher is no longer forced to fall back upon texts prepared for the elementary field with a brief chapter on high school tests. Ruch and Stoddard's *Tests and Measurements in High School Instruction*²¹ and Symond's *Measurement in Secondary Education*²² are both scholarly and well-illustrated treatises, dealing with the construction and use of standard tests, and with a detailed treatment of tests in the various studies.

A problem which has recently been given especial attention is that of extra-curricular,

¹⁷*Directing Learning in the High School*, by Walter S. Monroe. Garden City, New York: Doubleday, Page and Co. 1927. Pages 577.

¹⁸*Modern Methods in High School Teaching*, by Harl Douglass. New York: Houghton Mifflin Co. 1926. Pages 544.

¹⁹*Teaching in Secondary Schools*, by A. D. Mueller. New York: The Century Co. 1928. Pages 452.

²⁰*Problems in Classroom Method*, by Douglas Waples. New York: The Macmillan Co. 1927. Pages 609.

²¹*Tests and Measurements in High School Instruction*, by G. M. Ruch and George D. Stoddard. Yonkers-on-Hudson, New York: World Book Co. 1927. Pages 381.

²²*Measurement in Secondary Education*, by Percival M. Symonds. New York: The Macmillan Co. 1927. Pages 588.

or co-curricular, activities. Of the several available discussions, Meyer's²³ differs from the others in that it is in the main a manual of suggestions for the promotion and direction of the "allied activities." Foster²⁴ develops with especial care the concepts of pupil guidance and of student participation in government. McKown²⁵ combines the general discussion of principles with a wealth of illustrative material, while Roemer and Allen²⁶ have prepared a treatise giving detailed outlines of the problems involved and also have appended very complete annotated bibliographies.

If this review were exhaustive, a number of other valuable books should be included. For instance, the field of secondary school administration, which was the subject of a number of studies some years ago, is again being attacked with vigor. And, in conclusion, it seems unjust not to mention the vision with which the publishers of college textbooks are supplying this field so adequately with books of a uniformly high order of mechanical structure.

W. J. GIFFORD

THE GROUP CONFERENCE UNDER THE DALTON PLAN

THERE are two focal interest points in a Dalton school. These are: first, the individual pupil as a member of a social group. In order to satisfy the first, the school organization is so arranged as to allow the pupil immediate and continuous access to his task and to his teacher. He

²³*A Handbook of Extra-Curricular Activities in the High School*, by Harold D. Meyer. New York: A. S. Barnes and Co. 1927. Pages 402.

²⁴*Extra-Curricular Activities in the High School*, by Charles R. Foster. Richmond, Va.: Johnson Publishing Co. 1925. Pages 222.

²⁵*Extra-Curricular Activities*, by Harry C. McKown. New York: The Macmillan Co. 1928. Pages 617.

²⁶*Extra-Curricular Activities in Junior and Senior High School*, by Joseph Roemer and Charles Allen. New York: D. C. Heath Co. 1926. Pages 333.

works ahead without any reference to the progress of other pupils. When he meets with a problem on which he needs help he goes to his teacher, gets it, then returns to continue his work. His responsibility is great; his opportunity for developing those qualities compounded with self is practically without upper limits; and he is unrestricted except by his powers in point of actual achievement.

The Dalton Plan places equal emphasis upon the social responsibility of the individual. It provides opportunity for the pupil's social experiences largely through the effective use of a device which is commonly known as the group conference. This may be defined as a meeting, usually of pupils and a teacher, for a purpose which is clear and objective and worth while, and it involves the manipulation of materials essential to the satisfying of the purpose. The group conference is a community with a problem before it and the individuals make their several contributions to the problem-solving activity or process. It is a concrete expression of American democracy.

The relationship of the group conference to the "lesson assignments" is definite. In order to make this clear it is necessary to bear in mind that in a Dalton school all assignments are written and each is a unit in itself. Usually the written, unit assignment involves about three weeks of student preparation. Hence, in order that opportunity for social activities may be provided the pupil, the teacher in planning the assignment will set up at known intervals in it problems which are suitable for group consideration. Conferences of this type are, for purposes of convenience, classified as anticipated conference. In no sense are they to be regarded as accidental or as incidental to the learning process.

The selection of the problems for the anticipated group conferences in any assignment, heretofore referred to as a contract, challenges the teacher to the best exercise