## Contents

	Preface	v
	PART I: FREEDOM'S HERITAGE	
	The Role of the American Secondary School The Role of the High School in Maintaining Our Democracy The American High School from Then to Now Understanding the High School Student What Are the Objectives of the High School?	3 4 9 11 18
2.	Education and Culture in a Democratic Society Our Heritage Adjusts to Changes in the Economy Our High Schools and the State Some Fundamental School-Society Relationships Extending Democracy	26 31 36 39
3.	Persistent Conflicts Within Our Culture about High School Education Continuing Crosscurrents in American Education Since 1607 Sources of Major Criticisms of the High School Education and Research in Today's School A Defense Against Criticism The Critics and "Operation Stork" Summary	47 47 52 61 67 70
4.	Reorganization of the High School to Serve All Youth The Reorganization Movement Agitation for Improvement Forms of Organization The Organization of the Secondary School Is Being Adapted to the Characteristics of Youth Keeping All American Youth in High School The High School—A Common School What Practical Proposals Can Be Made for Retaining All Teen-Agers in High School until Graduation?	75 75 77 85 87 89 95
5.	The Teacher and Society  A High Professional Calling  Desirable Traits for Professional Teachers  Teacher and Community Adjustments  Policies and Programs Constantly Change  Gnothi Seauton—Know Thyself—and Thy Children  Summation	105 105 109 113 119 123

viii Contents

## PART II: THE MODERN CURRICULUM

6.	The High School Curriculum  The Curriculum in Early Cultures  Motives for Curriculum Development in the United States  The Curriculum and the Purposes of the High School  A More Meaningful Organization of the Curriculum  A Brief Summary	129 133 140 145 151
7.	The Common Learnings or General Education  How Education for All Came to the High School  The Need for a Program to Provide for Different Mentalities  The Nature of the Common Learnings Program  Illustrations  Summary	155 157 159 161 168
8.	Special Learnings The Classical Curriculum—American Version The Vocational Program	171 171 185
9.	Developing the Curriculum in the Classroom Old Ways Versus New Ways The Unit or Laboratory Method Planning and Developing a Subject Modernizing Study	197 198 202 212 216
10.	Learning Through Student Activities  The Activity Movement  How Student Activities Develop  The Kinds of Student Activities  An Integral Part of the Instructional Program	222 223 226 232 238
11.	Utilizing Instructional Materials Instructional Resources, Aids, and Materials The Selection of Instructional Materials Aids and Resources for Growth Suggested Sources of Resources and Materials Summary	243 244 248 253 257 259
	PART III: SOME SIGNIFICANT PROBLEMS IN SECONDARY EDUCATION	
12.	Reporting Student Progress Recognition of and Adjustment to Individual Differences Modernizing Marks and Marking Modernizing Reports to Parents Characteristics of Good Reporting	265 265 270 277 280
13.	The Slow and the Rapid Learner The Problem Heterogeneous and Homogeneous Grouping	288 288 293

The Slow Learner .....

295

	Contents	ix
	The Rapid Learner	298 302
14.	The Improvement of Reading The Nature of the Reading Problem How to Improve Reading Some Essential Reading Skills and Abilities Diagnostic and Remedial Procedures An Outline of the Reading Program	310 310 311 314 317 320
	Guidance and the Teacher Guidance in the High School Suideposts to Guidance and Counseling Guidance Techniques Script for a Guidance Program School and Teacher Follow Through	329 329 334 336 346 348
16.	Discipline and Adjustment to School Life What Is the Problem? The Causes of Discipline Problems Growth toward Maturity Favorable Conditions for Good Work in the Classroom Factors Affecting Adjustment to School Life	352 352 354 360 363 367
	PART IV: BETTER SERVICE FOR YOUTH	
17.	Improving School and Community Relations Public Relations—a Business Principle for Schools Advertising—a Business Principle for Schools School Publicity Should Not Be Spasmodic What Is Meant by Good Public Relations? A Program for Public Relations Action	377 377 380 385 389 391
18.	More Than a Student and a Log  The Needs of Youth Should Determine the Nature of the Program Provided  Provisions for Special Services  Better Instructional Tools for Better Teaching  Better Service to Older Adolescents Who Are Low in Academic Ability and Social Status	395 396 400 407 409
19.	Leadership for Learning  What Is Leadership for Learning?  Characteristics of Leadership of the Secondary School  Leadership for Learning in the Classroom	416 416 419 430
20.	and the first terms of the first	435 435 442 448 451
21.	What Is Better for Youth?  Assumptions as to What Is Better for Youth Youth and Our Technological Revolution Parents, Too, Wrestle with the Problem Index	456 456 468 475 483