

COLUMBIA HIGH SCHOOL

1885-1935

*South Orange-Maplewood
New Jersey*

Celebrating the
THREE-HUNDREDTH ANNIVERSARY
of the founding of the
AMERICAN SECONDARY SCHOOL
1635—1935

and the
FIFTIETH ANNIVERSARY
of the founding of
COLUMBIA HIGH SCHOOL
1885—1935

Three Centuries of Secondary Education in America

THE three centuries of secondary education in the United States can be roughly classified as follows: (1) from 1635 to 1735 the Latin grammar schools carried on the classical tradition brought here by the Pilgrims from England; (2) from 1735 to 1835 the academies promoted the conception of practical education; (3) from 1835 to 1935 the high schools broadened education to meet the requirements of higher learning, of the professions, of practical life, and of citizenship.

SIGNIFICANT MILESTONES

- 1635—The Boston Latin Grammar School was founded. Instruction was sectarian and the curriculum was purely classical; students read the Bible in Latin and committed to memory Latin Grammar.
- 1647—The "old deluder Satan" Act, passed by the Massachusetts Bay Colony, required towns of more than fifty families, at their own expense, to maintain schools. This act marked the beginning of state control of education.
- 1689—A public grammar school (now known as the William Penn Charter School) was established by the Friends. The opening of this school in Philadelphia was an early step in the spread of secondary schools outside of New England.
- 1700—About forty Latin grammar schools were operating at this time. Pupils sat for long hours, under rigid discipline, on hard backless benches. The curriculum was confined to the classics and the Bible. The schoolmaster was usually a local minister. Training was chiefly for entrance to Harvard, which had opened in 1636; or to Yale or William and Mary, which were then functioning.
- 1749—Benjamin Franklin proposed that wealthy public-spirited men found an academy which should "promote the welfare of its students when they should go forth to the duties of active life."
- 1751—Franklin's Academy became a reality. It initiated a revolutionary trend in educational programs. It operated under non-sectarian control, and offered such subjects as English composition, history of all countries (with maps), geography, science (with instruments for experimentation), machinery, and even the manly sports. This school, which later became the University of Pennsylvania, gave impetus to the growth of numerous academies which aimed to prepare students for active life and for college entrance as well. Among the most famous of the subsequent academies were the Phillips Andover Academy (1763) and the Phillips Exeter Academy (1778).
- 1792—John Poor's Academy for Young Ladies was founded in Philadelphia. It was the first chartered school for girls in the United States.
- 1821—The English Classical School was established in Boston. This school was the first public high school in the United States.
- 1824—Female High School was established in Worcester, Massachusetts, marking the beginning of rapid expansion of secondary education for girls.
- 1826—A private female high school was opened in the City of New York.
- 1827—A Massachusetts law required towns of more than five hundred families to maintain schools offering United States history, mathematics, and surveying; and towns of more than four thousand inhabitants to maintain schools which also offered Latin, Greek, rhetoric, and logic.
- 1838—Central High School in Philadelphia opened with the most elaborate organization of any school up to this time.
- 1872—The Kalamazoo (Michigan) case settled a much disputed question by establishing the precedent that public funds might be used for the support of secondary education.
- 1912—The junior high school was created as an institution for making more natural to the pupil the transition from the elementary to the secondary grades.
- 1918—A committee of the National Education Association published the "Cardinal Principles of Secondary Education." Up to this time the objectives of secondary education were vague. Seven practical and worthy aims were now set up: health, citizenship, command of the fundamental processes, worthy home membership, worthy use of leisure, vocations, and ethical character.
- 1929—Columbia High School, of South Orange and Maplewood, New Jersey, was described in the *Encyclopedia Britannica* as an example of the most modern building construction in secondary schools.
- 1935—There are now 28,000 secondary schools in the United States (as against a mere eleven in 1850). At the present time there are 240,000 secondary school teachers, and over 6,000,000 boys and girls are studying a great variety of subjects.

THEODORE P. GNAGEY of the English Department.



COLUMBIAN SCHOOL, 1815
(From an old pen sketch of 1877)

Education in Our Community

IN early Colonial days are found the humble beginnings of the present school system of South Orange and Maplewood. The year 1814 records in this community the continuance of that early era of education, an era of small, ill-equipped school houses supported by private funds. In spite of these handicaps and a narrow curriculum limited to reading, writing, and cyphering, the noble men and women in charge taught the pupils what were then the best known essentials of good character.

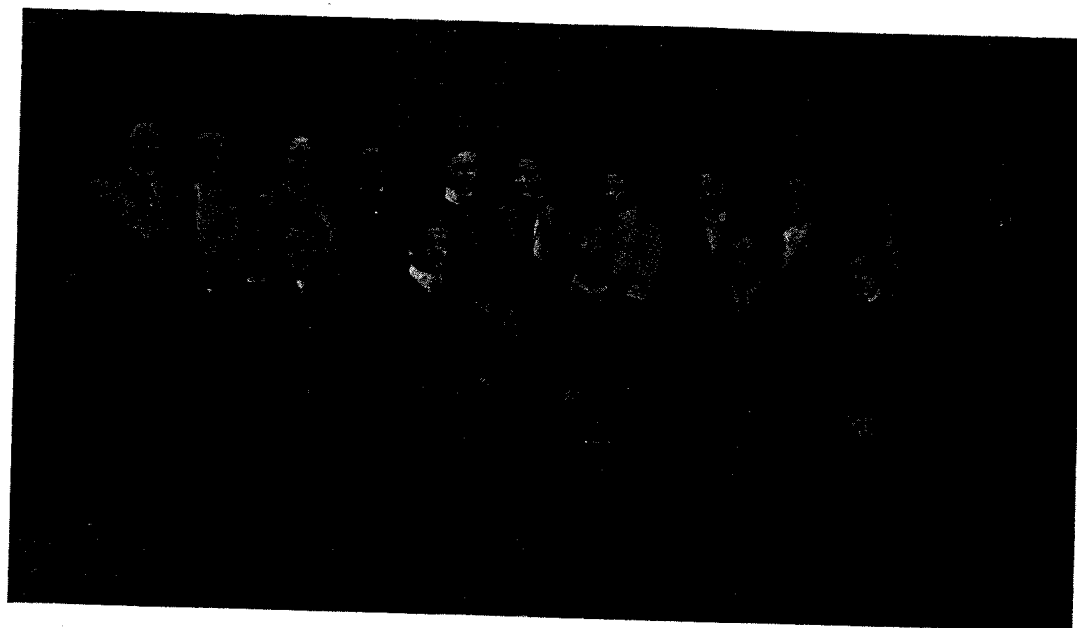
The year 1935 finds this school district in possession of one of the finest educational systems in the country, whose splendid buildings, modern equipment, varied curricula, and highly trained teaching staff, are supported by public taxation and freely offered to the youth of the entire community. The story of this remarkable evolution in public education is a fascinating one. It is a story whose telling arouses in the hearer an admiration for the past, an appreciation for the present, and an inspiration for the future.

Since Revolutionary days a small stone school house had stood on a plot of ground known as the Common, located about where South Orange Avenue and Academy Street intersect. South Orange Village was then a part of the Township of Orange. This stone school house was known as Columbian School. Old records tell of the repair of this school house in the year 1787. In 1814 this building stood in the way of a road improvement which was to connect Newark and Morristown with an improved toll highway. The "Proprietors and Associates" of Columbian School met in 1814, incorporated themselves under a state law, and erected a new school building near the site of the old one. The new school house was of wood, two stories high, topped by a thin steeple and a lofty weather vane. A carefully preserved medallion of 1877, from which the above sketch was made, pictures its simple dignity.

In 1815 the trustees of Columbian School drew up some interesting resolutions: "That the price of tuition be fixed at \$1.75 per quarter for spelling, reading and writing; for arithmetic in addition the sum of twenty-five cents and for grammar and geography the further sum of twenty-five cents. That the firewood be purchased and the cost be divided equally among the scollars." The teacher, hired by the quarter, collected from the parents the amount of tuition fixed by the trustees.

How simple was the science of pedagogy in those days! The trustees not only hired the teacher; they drew up a set of "Revised Rules for the School" in which they told the teacher exactly what to do. Some of these rules are as follows: "Every class or schollar must be obliged to read or spell one lesson over and over again until they can read or spell it with correctness." . . . "Every schollar when reading shall pay a strict attention to their book that they may be able to correct those who make a mistake in reading."

Another early school was located in what was in former times called Jefferson Village. This building stood on a piece of ground near the junction of what are now Ridgewood Road and Baker Street, Maplewood. In 1868 a tiny brick school house now standing on Tuscan Road, called the Vaux Hall School, was absorbed into this Jefferson Village district.



COLUMBIA SCHOOL FACULTY, 1900-1901

Left to right, standing: Phebe T. Persons, Cornelia E. MacMullan, Edna White, Jeannette Palen, B. H. Gurnee, E. M. Nightingale, Agnes M. Marshall, Flora Beard, Alice Brown, Jane Wright, Mary E. Barrett. Sitting: Julia D. Jenckes, Charles M. Morse, H. W. Foster, superintendent, Arthur L. Brainerd, principal, E. Parker

What is now the Hilton section had been served since early times by a school which stood in an area now located by the intersection of Springfield and Boyden Avenues. Written records of this school date from 1817, in which year the school was called the North Farms School.

It should be remembered that these first schools were supported by tuition paid by the parents of the children attending. Gradually the State began to assume a share of school responsibilities. A law of 1820 gave townships the right to levy a tax to pay the tuition of poor students. A law of 1828 authorized local townships to levy a tax for general school purposes. By 1830 the State had amassed a sum of money to distribute to the schools. This was done, and in 1846 every township was forced to raise as much money yearly for schools as the State itself contributed. Finally the year 1861, in South Orange, saw the last assessment for tuition, and from this year on, the school was entirely supported by public taxation.

Coincident with the development of State aid, the schools experienced a steady growth. A new building to house the Jefferson Village School was erected in 1833. The settlement of North Farms was renamed Middleville, and a new school was erected in 1853. The new increase in population was especially felt in South Orange Village, where Columbia School was undergoing progressive changes. In 1867 the school was made a graded school; and by 1877 the old two-story wooden building erected in 1815 was found to be woefully inadequate for the growing community. In 1880 a new building, facing South Orange Avenue, was erected. This brick building is now in use as the northeast wing of the present South Orange Junior High School. Part of the weather vane of the 1815 school can be seen on this building today.

Likewise in Jefferson Village the need became so urgent that by 1870 a new school had been completed. In 1878 the janitor of this building received the handsome remuneration of a dollar a week! Also in the same year a well was dug on the school property at a cost of two dollars per foot. The trustees "would not vote any money for sweeping the school rooms. . . . Mr. Brown said that when he went to school that the scholars done the sweeping and they would have to now." Later the name Maplewood came into general use to replace the term Jefferson Village. About the turn of the century a new eight-room brick school was erected, this building serving as the nucleus of the present enlarged Maplewood Junior High School.

An event of the utmost importance is recounted in the Columbia School records of 1885: "Resolved that in order to increase the efficiency of the Columbia School a new class of a higher grade shall be formed at the commencement of the coming term to be taught by the Principal. Each of the two classes assigned to him will be required to hold morning and afternoon sessions." Thus



COLUMBIA HIGH SCHOOL, 1880-1910

The section to the extreme right is the original structure of 1880

(The building, remodelled, now serves as the South Orange Junior High School)

was established the first year of high school study. In 1888 Columbia issued a diploma to her first graduate, Miss Etta Kilburn.

The close of the past century and the beginning of the new brought rapid changes in curriculum and school management. 1890 saw the adoption of manual training. By 1891 the high school was offering a four-year course, now greatly enriched by the addition of the sciences to the list of the older cultural subjects. A growing sense of satisfaction with the high school course was being felt by the community; in 1892 two Columbia graduates were admitted by certification to Cornell University. Three distinct courses were available in the high school, preparing the student for business, for admittance to the State Normal School, or for any college or university. In 1897 courses in typewriting, stenography, and bookkeeping were adopted.

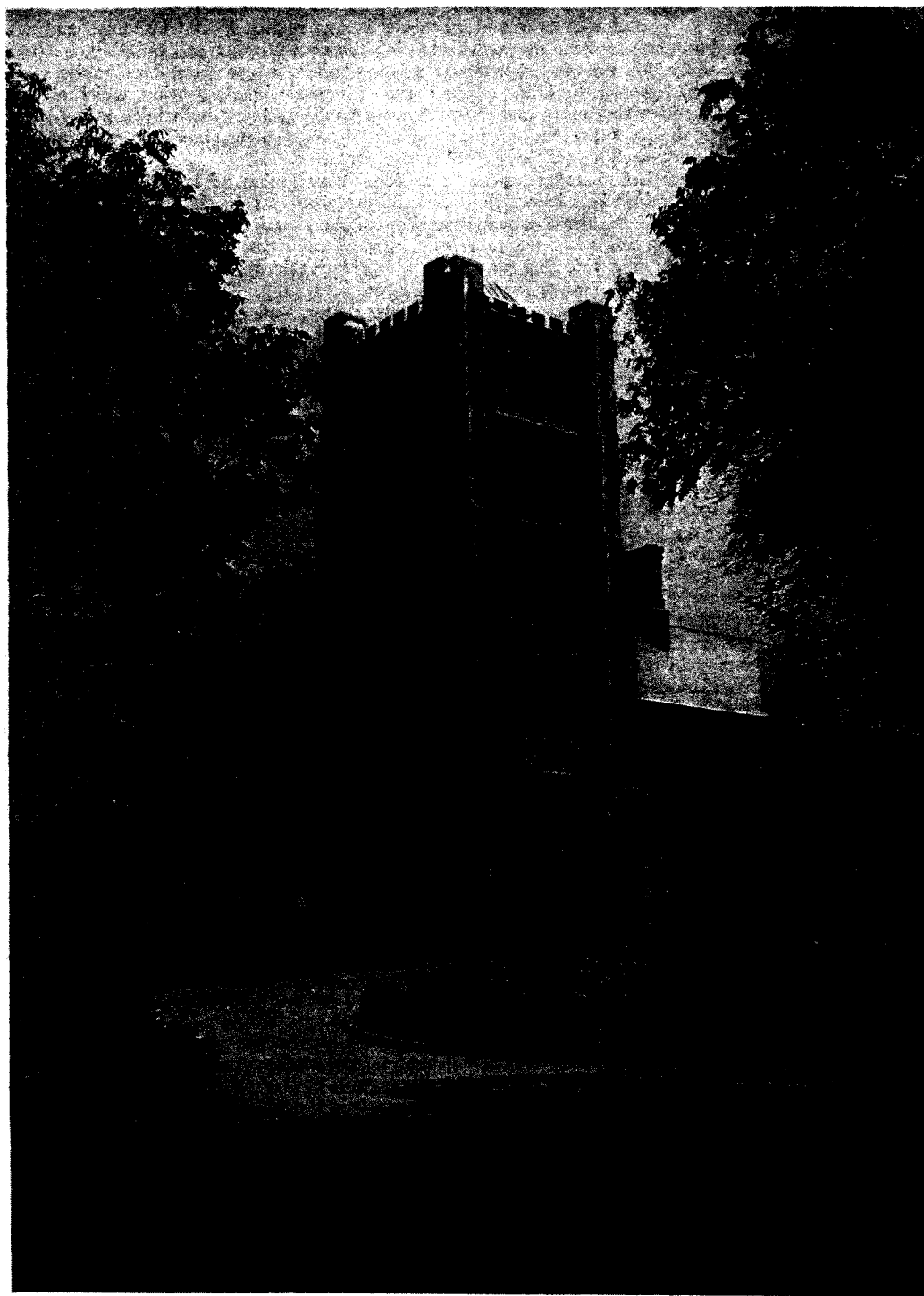
Growth in educational ideals and practices has been likewise very rapid during the present century. Early in this century the value of athletics to the students was recognized and encouraged at Columbia by the organization of boys' and girls' teams. A very important year was 1909, for then the Home and School Association was founded, linking vitally the interests of the school with those of the home. About 1912 the importance of pupil participation in school government was recognized, leading to the founding of a school council. The *Columbian*, dispenser of school news, was founded in 1915. Other extra-curricular activities were added from time to time as the needs and interests of the school expanded. The year 1924 brought the organization of the Junior High Schools. By 1927, in order to meet the needs of the entire cross-section of the adolescent population, the curriculum had been expanded to provide liberally for all, whether interested in academic or scientific studies, in commercial work, or in practical or fine arts.

The period of 1900 to 1935 has been for the school district one long struggle to provide school facilities for the extremely rapid increase in population. An elementary school was erected at the corner of Academy and First Streets in South Orange in 1904, and this school was joined by further building to the old Columbia School in 1910. Just before the World War Era, the Seth Boyden and Fielding Schools were built. Building was again resumed extensively in 1922, and the succeeding years have brought about the erection of the Marshall, First Street, Montrose, Jefferson, Tuscan, Clinton, and South Mountain elementary schools, a large addition to Maplewood Junior School, and a new building to house the Senior School. To this new Senior School, the largest of all of the new buildings, was given the name "Columbia High School."

So, far along the road of progress have the schools of South Orange and Maplewood advanced. But new problems constantly present themselves. Only by being alert to new opportunities may all those interested in the progress of the schools fulfill their debt to the past and contribute to the advancement of the present and the future.

JOHN WENKER of the English Department.

This Building, the



Product of Many Thoughtful

PRIOR to the World War, land for school sites was generally to be had wherever and whenever it was required. Old buildings and new buildings were erected as pressing need demanded. During the war, however, all building construction was suspended, and by 1919 the total capacity of existing buildings was about 2,200 pupils, while the registration was 2,360. Instead of falling off, the rate of increase in registration, which already had risen rapidly, was accelerating more and more. Vacant land was being built upon at a furious rate, and it was evident that a comprehensive plan for school enlargement should be made at once and the necessary lands purchased before their cost became excessive.

The Board of Education, therefore, planned an ideal distribution of school buildings such that an elementary school would be within a half mile of practically every child in the District; a junior high school for each of the three principal sections of the District; and a senior high school in its geographical center. It was proposed to acquire sites of sufficient size to assure ample light and air, a proper setting for each building, playgrounds of reasonable area, and adequate space for extending the main buildings to provide additional class room.

After careful consideration of locations, appraisals, prices, and general suitability, all the necessary sites were gradually secured, substantially in accordance with the ideal plan laid out and in advance of the very rapid increase in real estate values, which occurred soon thereafter.

In planning the building program, the Board of Education estimated as accurately as possible the needs of the District, as to numerical growth of school population, and the kind of education and educational facilities desired by the people for their children. Careful analysis of school statistics in this area, supported by similar estimates of public utility companies pointed toward a ten-year period of extraordinarily rapid expansion of school-building needs. A ten-year building program was then developed, the purpose being to re-examine it annually and, if necessary, to modify it to conform to change in the outlook, should such occur.

The character of the buildings to be erected and the facilities which they should contain were matters for most careful consideration. Substantial construction and the use of good materials throughout were necessary as a measure of long-term economy. It was found that well designed buildings of dignified and pleasing appearance built at reasonable cost would be more economical in the long run than a cheaper type of construction with less attractive exterior design.

In all of the Board's planning, the welfare of the children of the School District was kept constantly and primarily in mind. No expenditure for sites, buildings, or equipment was made by the Board of Education which was not designed to benefit the pupils very really, if not always directly.

The first building, Marshall School in the Grove Road section of South Orange, was completed in 1922. Residents of the vicinity who had feared that a school building in that locality would lessen the value of property were agreeably surprised to find that the building harmonized with its surroundings and actually tended to raise rather than depress property values.

By 1930 the ten-year program was completed, but it had not been found necessary at that time to erect a junior high school building in the Hilton section. The period had been a busy one for the Board of Education. From 1920 to 1930, there were constructed seven new elementary schools, three additions to elementary schools, a maintenance building, a large addition to a junior high school, and a new senior high school.

The interest, co-operation, and talent freely contributed by the whole school organization, including janitors, teachers, department heads, and administrative officers, to make the schools adequately suited to the purposes which they were to serve, were both unusual and extremely helpful and gratifying to the Board of Education. The program could not have been carried out except for the approval and support of the citizens of the District.

Members of the Board of School Estimate familiarized themselves with all of the facts and considered all the aspects of the situation before voting the necessary appropriations of public funds. Their high-minded co-operation with the Board of Education in considering only the welfare of the children and the best interests of all the citizens, was most fortunate for the communities which they served.

The buildings have proved to be admirably suited to the education of children and to health-building and cultural uses by taxpayers. In architectural appearance they are distinguished and appropriate, and serve as a constant challenge to the school administrators and faculty to maintain within their halls a system of education of the highest quality.

The buildings proclaim to the world the existence of such a system in this place. For years past, that fact has attracted to the District many families seeking the best educational opportunities for their children, who are themselves highly desirable citizens.

GEORGE E. LOW, *Member of the Board of Education, 1908-14; 1920-1929.*

Minds and Skilful Hands,

WHEN in 1914 I began definitely to prepare for more efficient individual training of pupils, the enrollment of the District of South Orange and Maplewood was 1,527. From that time, because of the rapid increase in registration, the evolution toward better training had to be guarded at every step. If that had not been done, popular clamor would probably have led to the construction of a high school building long before it was possible to approach the ideal organization.

By 1920, however, educational leaders had formulated a suitable organization designed to take advantage of the natural periods of development—childhood, early adolescence, and youth. The second period, early adolescence, they found to be one of discovery by the pupil of what interest and meaning the various fields of knowledge have for him; and of discovery by the school of the pupil's personality, mental traits, capability, and vocational trend, so that some guidance might be given. Here departmental organization was substituted for class grouping. This is the period of the junior high school. The third period, when the youth of sixteen becomes more able to choose a life career, is assigned to the senior high school.

Throughout both junior and senior schools the best interests of the pupil require that he be placed among pupils of his own age, that he be able to share in the general life of the school.

Meantime the enrollment increased very rapidly. Experts predicted that within a few years single houses would cover nearly the entire area of the district. Fielding School, built in 1914, and Marshall School, built in 1922, were both designed to remain six-grade schools. By 1922 the Board of Education had adopted a ten year building plan.

Because I knew that I would have to retire at the end of the 1927 school year, I had hardly expected to have the opportunity to share in the building of the senior high school, to which my plans had pointed for years. But now the rapid growth of the registration made it necessary. At the time of my retirement it had reached 4,960.

Generally, when it comes to planning a new building, school men propose and the architects dispose. Very naturally only the best and most experienced school architects were employed. Their natural procedure was to say to the school men: "Send us a list of what you want in the building and we'll proceed to work it out according to the best practice. You can criticize and suggest all the changes you wish, and we'll consider them and try to satisfy you." So they requested me to prepare a list of needed facilities. I invited the co-operation of the principal of the high school.

From time to time we went down to the architects' office together to inspect the plans as they progressed and to make suggestions. But before long we could see that we were not getting anywhere in the provision for necessary educational ideals. So I asked the architects to prepare a set of sheets, upon which should appear just the outside walls, with no partitions, in accordance with a small sketch I submitted to them.

Placing these sheets upon the big table in the office, we called in every one in charge of special rooms or facilities—janitor, engineer, cafeteria manager; teachers of practical and fine arts, science, physical education, library; and medical inspector. Each of these submitted a sketch of his needs drawn to scale, thus making invaluable suggestions. As they reported, the superintendent and principal went over every item in detail with them, and then correlated the whole in such a way that the architects could make no mistakes concerning the needs to be met and the ways to meet them. To this plan the architects responded heartily, with skilful adjustment of all parts to a remarkably efficient whole.

This is what inspired that expression on the Tablet of Dedication at the entrance: "This building, the product of many thoughtful minds and skilful hands."

Usually the names of school officials, architects, and contractors appear on a tablet in the most conspicuous spot at the entrance, so that as long as the building stands it shall be known who conceived and constructed the building. But the conception of this Columbia High School, educationally and architecturally, is also an inheritance from thoughtful men long dead, even centuries ago. Although the firm of Gilbert and Betelle did a magnificent work professionally and although members of the Board of Education contributed invaluable thought and work, their names do not appear, nor does that of any other individual, no matter how fine his contribution. I could name each of them with high appreciation. This building is dedicated to a higher purpose than to the perpetuation of an individual's memory.

I saw my office and my assistants whom I had come to regard as my dearest friends transferred to the man whom I desired to succeed me. Then I went out into the hills, like Moses, while my people entered the promised land. It is my greatest satisfaction to know that the present generation is finding the building so fully adapted to its needs.

HENRY W. FOSTER, *Supervising Principal, 1900-1927.*

Is An Expression of the Will

*A Message from Mr. John S. DeHart,
Jr., Chairman of Maplewood Township
Committee*

MY connection with the South Orange-Maplewood schools dates back some seventeen years when we were confronted with the problem of providing school facilities for the children of our rapidly growing communities. It was my pleasure to serve with Mr. Duffield, Mr. Sinclair, and Mr. Underhill, who were largely instrumental in the purchase of school sites. It was their far-sighted vision which laid the foundations for the very fine development which ensued in the succeeding years.

Maplewood then was very much undeveloped and the program entailed heavy capital expenditures, but we felt that if we economized in other directions, Maplewood could participate in the school program one hundred percent.

In time it became necessary to increase the high school facilities. As we had a site available, it was considered advisable so to build as to provide substantially for practically complete saturation.

It was my pleasure to endorse the program laid down by our Board of Education for the present building, one of the finest institutions in the State of New Jersey.

The whole school program was so carefully prepared and executed with regard to population and ratables that we have always been able to educate properly all of the children within our two municipalities.

*A Message from Mr. Dudley W. Figgis,
President of the Village of
South Orange*

THE American Secondary School is now facing a new year with three hundred years of experience behind it and six million young people within its walls. At this time the Columbia High School is completing its fiftieth year of service to this community.

Those of us who truly believe in the American system of public instruction (and who of us does not so believe?) are of the opinion that the happiness and generally high standard of living which prevail in the United States are due in large part to the mental development and sound character training fostered by our high schools.

In the past, education has meant training young people to meet a world which required more than half their waking hours spent in work. Today our high schools must fit their students to face a world in which, by far, the greater part of their waking hours are spent in personal pursuits. This has changed our whole trend of education. Therefore, it is all the more important that our young people have the opportunity of high school training better to fit them for this changed condition.

I am sure that Columbia High School will continue its splendid work in developing within our citizens the truly educated mind, which, in the words of Everett Dean Martin, is "Emancipation from herd opinion, self-mastery, capacity for self-criticism, suspended judgment, and urbanity."

Message from Mr. James G. Whitelaw, President of the Board of Education

THE tablet of dedication in Columbia High School tells us that the building is "An Expression of the Will of the People", but in a larger sense our whole school program is an evidence of the will of the people to provide adequate education for their children, whether with academic or non-academic traits, whether preparing for college or not. Such a program has attracted a large portion of our citizens to our school district.

The nature of this interest of the parents is evident at the meetings of the Home and School Associations, in the suggestions of friendly critics, and in the frequent conferences between parents and teachers.

The hopes of the parents and the advice of sound leaders in government and education call for a program providing school experiences for all boys and girls which will help them not only to become just as efficient in studies as their native ability will permit, but also to acquire sound bodies, healthy minds, and sturdy characters. The welfare of the nation requires that the school accept its obligation to prepare all for worthy citizenship.

These are the inspiring aims of our Board. With these objectives all of our plans and decisions must harmonize.

Encouraged in this policy by the ideals of the people, by the vision and co-operation of the Board of School Estimate, and by the loyalty of the teachers and other employees, we look forward, through further improvements, to the maintenance of all standards that are for the best interests of our schools.

Of the People

THE COLUMBIA HOME AND SCHOOL ASSOCIATION is the result of a realization on the part of the people more than a quarter of a century ago, that so essential a service as the education of youth calls for not only the best efforts of those who as teachers and administrators are directly responsible, but also the actual co-operation of the people of the community who, as parents, are most deeply concerned. Twenty-six years of consecration to this purpose mark the growth of the Association from its original nucleus of seventy-five members to its present enrollment of more than nine hundred parents and teachers. Looking back, we see:

In 1909 Mr. Henry W. Foster, supervising principal of schools, and Mrs. Randolph Rodman saw certain needs arising in the community. They called a mass meeting in the old Columbia High School, Academy Street and Irvington Avenue, South Orange, to present these problems to the seventy-five public-minded citizens who responded. From this purposeful group sprang an organization, patterned upon lines suggested by the State Congress of Parents and Teachers, which has come to take a place among the leading associations of its kind in New Jersey.

Believing that no community is better than its schools, it directed its efforts to making the public conscious of the value of our local school system. Concerned in any field of endeavor that pointed to civic betterment, this eager group led the way in projects that would not now appear to be within the scope of Home and School Association activity.

A Day Nursery was first established; school gardens were laid out and worked. The manual arts were encouraged by exhibitions arranged by the Association. Our first High School lunch room was created, a rather unusual and hazardous venture at that time. Dances were planned and supervised. Classes in Current Events satisfied a desire on the part of members to learn what was transpiring in national and international affairs. Cooking classes, formed during the war, instructed women in the art of preparing war-time menus.

Through the desire of the people the school building became the centre of activity for useful community endeavor. Such profound subjects as "Juvenile Reform", "Industrial Education", "Suburban Life", and "Child Welfare" were treated by lecture and study.

In its earlier years the Association sponsored such community projects as moving-picture entertainments with the twofold purpose of providing wholesome entertainment and of earning money. Classes for mothers were created, embracing courses in home-making and the care of the child. An orchestra and choral society were formed and enthusiastically supported. So successful was this program of community projects, using the school buildings in carrying them out, that the Bureau of Education of the Department of the Interior at Washington printed this statement: "During the week of November 21, 1915, 2700 citizens used Columbia High School for community purposes. The development of community use was largely due to the Home and School Association." Gradually the Association became a link between the home background of a student and his classroom activity. Through its programs the Association sought to acquaint the parents to some extent with the new theories and objectives of education. The complexities of the intelligence tests and the significance of intelligence quotients were explained. The place of school clubs and extra-curricular activities were discussed.

The relation of the health of the child to his ability to do his school work well became apparent. The Association saw an opportunity to contribute to the physical welfare of the students in the establishment of a dental clinic, raised the money to equip the first clinic, and now operates three such clinics at South Orange Junior, Columbia, and Seth Boyden Schools.

Desirous of contributing to the comfort of the teachers of the school district, the Association set up a Teachers' Residence. This offers a congenial home and social centre at a reasonable charge for a number of teachers.

Actuated by the desire to help worthy young people to obtain a college education, the Home and School Association in 1923 established a Scholarship Fund. This fund is now replenished each year mainly from the proceeds of a Variety Night program, planned and executed by parents and teachers and fostering a fine spirit of friendliness. The fund is administered by a committee of parents and teachers who carefully consider the needs and qualifications of candidates for assistance. To date thirty-nine graduates of Columbia High School have been assisted to the extent of more than \$20,000 from this fund.

Carried on with no less enthusiasm are the minor activities immeasurable except in terms of co-operation, friendliness, and good will, which characterize the Home and School Association. In its programs and projects carried out by a large group of interested parents and teachers, we find the "will of the people" expressing itself in the interest of the schools and the youth of the community.

FLORENCE L. RUMMEL, *President of the Home and School Association, 1935-36.*

To Provide

THE PHILOSOPHY OF EDUCATION in any country should be consistent with its philosophy of social organization; for fundamentally speaking, education is an investment for the purpose of achieving the objectives which a nation holds for itself. An educational program, therefore, should be firmly rooted in the ideals and purposes of the society which supports it.

In the United States our social philosophy conceives a democratic order as the desirable way for individuals to live together. Twin concepts conceived as fundamental to the welfare of our democracy are the concepts of liberty and equality of the individual. These concepts merit consideration here, for correct understanding of their real meaning and significance is of paramount importance in considering the problem of education.

Liberty of the individual should be thought of as not the end but the means. It should also be realized that only the one who possesses real self-discipline and is amenable to social discipline has real liberty; for liberty does not mean license for the individual to do as he pleases without respect for the good of the whole group—it means only freedom to improve himself and his status in the group in accordance with approved standards and methods of individual and societal development and welfare.

A true conception of equality does not mean that all individuals are or should be alike. It does mean, however, that each individual should have equality of opportunity along with every other individual to develop to the fullest his own potentialities insofar as they contribute to, or, at least, do not jeopardize, the welfare of the group. It means, further, that all individuals will not necessarily have the same opportunity, but will have such differing opportunities, in kind and degree, as will afford them the best chance to attain their rightful places in the group.

The keynote of a true philosophy of education in our country, then, is that it is socially desirable that each individual shall have as good an opportunity for education, up to a certain minimum, as any other. Stated in another way, this means that equal educational opportunities, up to a socially desirable minimum, shall be provided for "all of the children of all of the people".

Our public school system is finally becoming recognized as the main agency for providing this opportunity for education. The investment theory is expressed in the principle of public taxation for the purpose of providing free education for all individuals under the age of twenty-one, in the main. The fact that a minimum amount of education for each individual is considered socially desirable is indicated by the compulsory education legislation common throughout the land. The ideals of equality of opportunity and liberty of the individual are recognized in the programs of our schools. It is not denied that other social institutions are making their educational contributions and that the individual may secure supplementary training elsewhere, but the public schools are now recognized as the one and only socially controlled and publicly supported institution by which our nation can guarantee to itself the kind of citizens it wishes to have.

What is the training we should expect every citizen to have?

First, our society has a right to expect that each individual will be trained to appreciate, to participate in, and to contribute to our cultural heritage to the best of his ability.

Second, it is desirable that all individuals be trained so that each can be self-sustaining and capable and willing to contribute to the economic welfare of the whole group.

Third, it is desirable that each individual shall be able to make satisfactory adjustments to other people. No requisite, perhaps, is more important for success in life and for living in a democracy.

Fourth, we should expect all citizens to be trained in right ideals, emotions, and attitudes. Trained intellect, command of information and skills are important, but how and to what ends these are used is more important. Attitudes, emotions, and ideals determine action for most people, and it is highly important that individuals be trained in loyalty, cooperation, tolerance, unselfishness, open-mindedness, service, and similar ideals and attitudes, and that these individuals be emotionally disposed to act accordingly.

Obviously, all of the features of the school,—curriculum, extra-curricular program, staff personnel and organization, the building and its equipment, guidance program, methods of teaching, and the pupil-parent-teacher relationships should be so organized and directed as to contribute to these ends.

The complexity of life and of living is constantly increasing and making it more necessary than ever before to provide a higher degree of training and a more extended education for each individual. This throws more and more responsibility on the schools, and they, together with the supporting public, must be ever alert to the challenge, and willing to meet it, if the welfare of all is to be safeguarded.

CURTIS H. THRELKELD, *Principal.*

Full Opportunity

THE HIGH SCHOOL CURRICULUM, fifty years ago, was almost exclusively planned for college preparation; the typical pupil was especially gifted for book learning. Powerful economic and social forces have wrought important changes in both. Such changes are the diminished influence caused by informal educational agencies of the home, the church, and industry; the more widespread acceptance of our democratic principles of freedom and equality, and a more complete understanding of their educational implications; the phenomenal increase in high school enrollment, and the concomitant diversification and range in the school population—in intellectual abilities, social and cultural inheritance, interests, aptitudes, emotional development, physical health and probable futures.

Concurrently there developed an equally important broadening of the aims and purposes of secondary education. The belief grew that not only should the high school prepare for college but also should it provide for the much larger number of pupils not going to college. Study of their needs made it increasingly evident that, for efficient membership in the democracy which is America, abilities of three kinds were vitally necessary; first, the individual must be able to assume the burden of political responsibility and to discharge the duties of citizenship; second, he must be able to carry his own economic load; third, he must, in his life as an individual, develop his talents and pursue his happiness without interfering with the rights and interests of other individuals or of society itself. Preparation for successful membership in society in these three areas became the aim of the high school.

Cutting across these three areas run two other forces for which provision is necessary. In any society, particularly in a democracy, there is need for a certain amount of like-mindedness, a unity of thought, of ideals, of standards; it is equally necessary to develop the different kinds of individual capacities, interests, and abilities, and to direct them into serving the differentiated needs of society. The one of these forces, integration, makes for social stability, continuity, and permanence; it is particularly, but not exclusively, important in the first area. The other, differentiation, makes for change, evolution, and progress, and finds its chief outlet in the second and third areas. These forces are not antagonistic but supplemental; a proper equilibrium between them is necessary for a healthy society.

The present curriculum is at once the product of these social forces and an attempt to provide the balance between integrating and differentiating factors. Subjects specifically intended to provide both unification and social-citizenship education are English, social studies, and physical education, including health and hygiene. Participation in extra-curricular activities, such as projects in school government, club activities, games, dramatics, and the like, contributes similar integrating experience. Moreover, integration springs not only from content but from method of instruction. For example, the scientific approach is not restricted to science and mathematics; it is a technique, a way of thinking, equally applicable in history, economics, and many other subjects. The conscious learning, through use, of such a generalized method is a force for social integration just as definitely as is socialized content.

Subjects which provide specifically for differentiation are Latin, modern languages, sciences, mathematics, music, fine and applied arts, household arts, and commercial subjects. At Columbia only courses in English, United States history, and physical education are compulsory; all other subjects are elective. Except, therefore, for restrictions arising from his plans for the future,—whether he plans to go to college or to go to work,—the pupil is free to choose in accordance with his interests, aptitudes, and abilities. Even with these restrictions, there remains great freedom of choice and wide opportunity for individual development.

Except for the pre-vocational character of some of the work in practical and fine arts, specific vocational education in Columbia is limited to the commercial field. This raises the question whether even now we have a sufficiently broad and diversified curriculum. There are but two groups in the school for whose needs there is definite provision, those going to higher institutions and those going into commerce. About one third of the pupils have neither the interest nor the ability to succeed in either of these fields, yet they must choose most of their subjects from one or both of them. For these pupils specific vocational education of some kind should be provided. This lack is an obvious weakness in our curriculum; it presents a major curriculum problem whose solution should not long be deferred.

With this glaring exception the curriculum provides broad, varied, and rich opportunities for personal development and for social integration. Curriculum evolution, however, is not complete, nor is its ultimate form apparent; yet the direction of future change seems evident. American society is rapidly becoming not simpler but more complex; the impingement of this complexity on the high school will compel more differentiation, more variety, more enrichment, more careful and more specific education for efficient membership in a more highly socialized democracy.

F. J. CREHAN, *Vice-Principal and Dean of Boys.*

ONLY in comparatively recent years has real progress been made toward achieving the ideal of ARTICULATION of a child's educational experiences so that his growth may be continuous and unifying. Even as recently as 1900 the emphasis in education tended to mold the child to the school because of its limited curriculum and because of the rigid requirements for entrance to college.

Articulation, twenty-five years ago, was produced by organizing a series of perfectly dovetailed steps with rigidly defined standards for each grade. Each school year was a distinct and separate unit; the yawning chasm between grammar school and high school was difficult to bridge. Such a condition implied that every pupil six years of age was capable of beginning his scholastic journey by entering the first grade, and that exactly eight years later every pupil should have marched to precisely the same spot along the educational highway. Such a conception demanded that every child develop at the same rate, and irrespective of his abilities or needs, do exactly the same lessons in the same grade.

Such a gross misinterpretation of the functions of education has recently been modified. Rigidly separated steps between grades have been in great measure abolished, so that it is not only theoretically but actually possible today to have a pupil in the tenth grade doing eleventh or twelfth grade reading while he is still studying ninth grade algebra. Underlying this change are two basic principles: (1) all children do not grow at the same rate; (2) no child grows at the same rate throughout his entire school career. The latter implies that some children who for two or three years have seemed dull and backward may suddenly leap ahead in increasing intellectual strides. As a result of a better understanding of these two fundamentals we no longer fit the child to the school; instead we fit the school to the child so that he is kept growing to his maximum capacity regardless of what grade he may be in.

Today articulation requires the integration of all the factors of a pupil's life so that his physical, mental, and social growth may be full and continuous. In the schools of South Orange and Maplewood this articulation is accomplished mainly through: (1) curriculum organization, (2) guidance, and (3) adaptation of instruction.

Our present curriculum organization is characterized by a minimum of set, required courses which all pupils must take, and a wide variety of elective courses; by the differentiation within courses to meet the needs of pupils as they differ in their interests and abilities; and by standards of achievement which are individualized for the pupil but which are not arbitrary, rigid, or designed to regiment pupils. Fundamental to our conception of proper curriculum organization is the aim to provide educational opportunities that lead the pupil naturally and progressively to higher levels of interest, industry, and achievement.

Guidance has provided efficient means for bridging the gap between junior and senior high school. The junior high school pupil is introduced to senior high school life by visits of orchestras, by groups presenting dramatizations, and by representative pupils of Columbia. Each year six weeks are devoted by a senior high school guide to visits with junior high school pupils and their parents to explain the senior school and to help each ninth grade pupil map out a tentative program for his entire senior high school course. The guide meets each pupil personally and has an opportunity, when necessity arises, for giving special help to those who need it. Perhaps the most important means of articulation is the collecting and filing and passing on, from school to school, of all possible information about each child—mental tests, marks, guidance cards, health records. Furthermore, the guide and home-room teacher try to assist each new pupil to make the best possible adjustment to all phases of high school life—scholastic and extra-curricular. The first week of school is largely given over to familiarizing the incoming pupils with the building, the clubs, the procedures, opportunities, and responsibilities of high school life. Through such means as these we attempt to help our pupils to make, not leaps, but transitions from one school unit to the next.

As a direct result of these articulating forces each pupil's program is planned to fit his individual needs, and he is assigned to those particular classes in which the methods of instruction are specifically adapted to his needs.

Although at first glance this method by which the school is adapted to the pupil may seem to imply a letting down of standards, statistics prove that the results are better than under the old regime which molded the pupil to the school. These results have been attained chiefly by careful articulation of all phases of the career of each pupil, so that he may become a whole, growing personality. Years of experimenting in Columbia High School prove beyond doubt that the maintenance of a flexible, individualized, rather than a rigid, set of standards helps the pupil to come nearer achieving the success of which he is individually capable.

IRWIN W. THOMPSON of the Guidance Department.

Who Enter

TO make the years in Columbia High School good growing years for the sixteen hundred young people who enter its halls is the task of GUIDANCE. Here, hundreds of boys and girls find themselves in a large high school where they must make important choices; where they must adjust themselves to many different teachers; and where they must meet crises that require wise and courageous decisions. In such a complex environment, these pupils need help in making the most of their school opportunities. To make more effective the contribution of the school to each pupil, and to eliminate the waste of human abilities caused by failure, educational guidance has been organized. Providing a continuing personal interest in each individual, the guidance organization tries to see that what the school has to offer is used to advantage in each pupil's growth that he may become a constructive citizen in the adult world.

The school and society cannot afford to educate a pupil just as a brain, but must look after all aspects of his development. Why? Because a well-trained mind, unfortified by courage, perseverance, and the willingness to contribute to the well-being of other people may turn out to be a brilliant failure for himself; or, worse still, a brilliant criminal for society. The world has long recognized that success is dependent on more than intelligence, and that the story back of failure is too often one of weakness in some other phase of an individual's personality. Prevention of such failure through the guidance organization in school increases the efficiency of education for living. Hence guidance is a vital factor in efficiency.

Therefore, through the guidance organization, the school follows all the lines of an individual's growth—mental, physical, social, and emotional. Each year, the guidance organization watches a pupil's progress in his school subjects to help him do his best; he is assisted in reviewing and readjusting his choice of subjects in view of his changing educational and vocational aims. Each year, the school follows the physical growth of each pupil, helping him to develop and maintain good health. Each year, the guidance organization watches the social development of each pupil, trying to help him select wisely the kind and number of his extra-curricular activities, to find for him opportunities to work with others in group projects offering training in being a leader or follower. Each year, guide and homeroom teacher consider his school life to see whether he is finding opportunity to develop wholesome feelings of self-confidence, courage, and success.

In the light of how he has grown, what he likes, and what his abilities are, class guide and homeroom teacher help each pupil make his educational and vocational selections. They help him to think of his achievement in relation to his aims; to consult material in the guidance offices about colleges, vocations, and scholarships; to select his school subjects, college, and vocation according to his purposes and needs. It has been said that it is difficult to judge and use the pulling power of a horse unless the horse can be induced to pull. It is just as difficult to judge and use the full power of a pupil unless he can be induced to "pull" because he knows where he is going and wants to get there. It is essential to help him to see the relation between his aims and what he does in his daily school life.

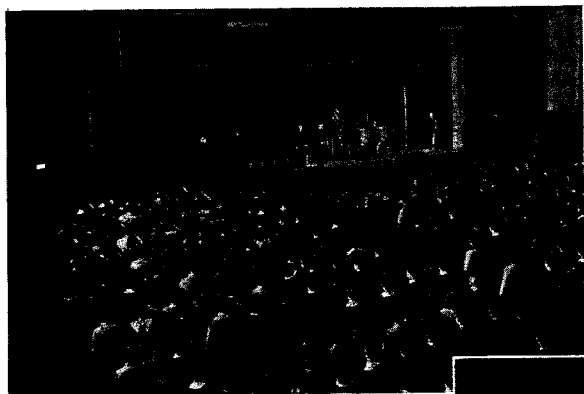
Thus, changing and growing, pupils require conditions in a school to grow and change with them, so that the guidance organization is constantly involving teachers, departments, parents in adjustments with these pupils. Any one adjustment may mean a conference between pupil and homeroom teacher to build up a pupil's confidence in himself. It may mean a conference between home and school about his school marks and his aim, or between homeroom and subject teacher over his need for help in study habits. It may involve the cooperation of such a school department as the music department to help a pupil develop a newly discovered interest in music; or may call upon a club sponsor to provide satisfaction for a boy or girl through dramatics. For any of the various educational procedures at work in the school may influence the growth of an individual.

Columbia's guidance organization develops teamwork among those who deal directly with each pupil. Homeroom teacher, class guide, and principal follow the whole school life of each pupil for all three years. Together, they serve as a clearing house for all information and action about each boy or girl. Teachers, school departments, parents, all who influence the welfare of a pupil—work together as part of this guidance organization.

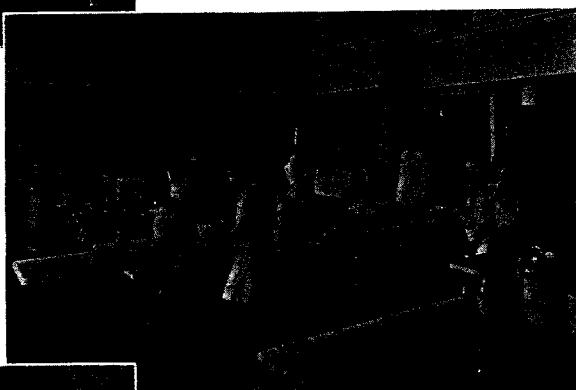
Throughout his whole school life, the fundamental purpose of guidance for a pupil is the same—to help a pupil know himself and what he wants, to provide a favorable condition in which he can work toward what he wants, to adjust to him as his interests and aims change. Hence, guidance is a vital service for all growing children. It is a service which makes more efficient the growth of the individual and more efficient the training of a child to take his place in the outside world in the cooperative enterprise of living with others. It is Columbia High School's way of helping "all who enter its halls" toward maturity, self-realization, and social effectiveness.

HELENE SMITH of the Guidance Department.

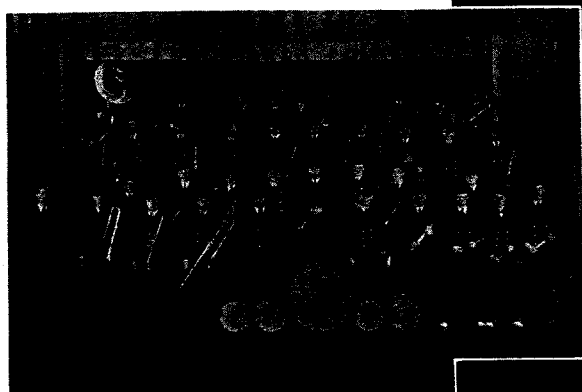
Its Halls,



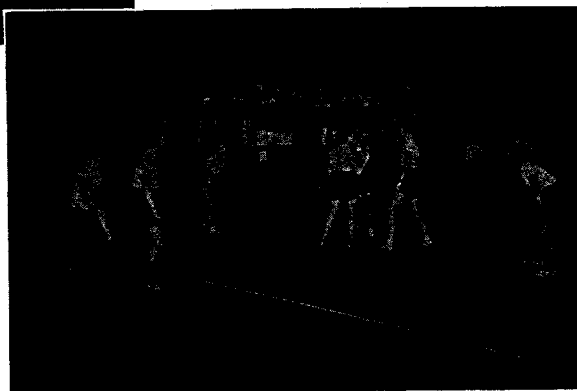
Assembly



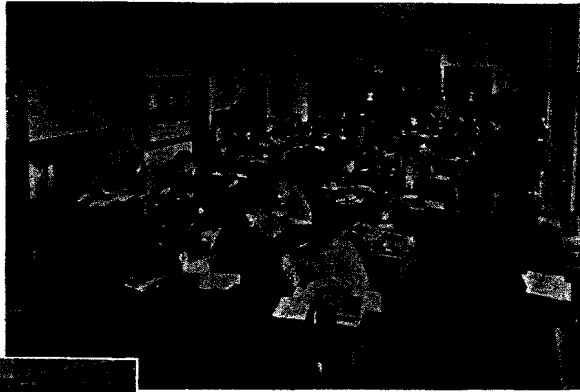
Class in Cooking



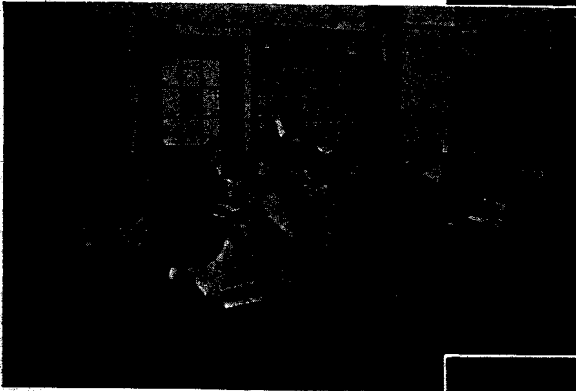
The Band



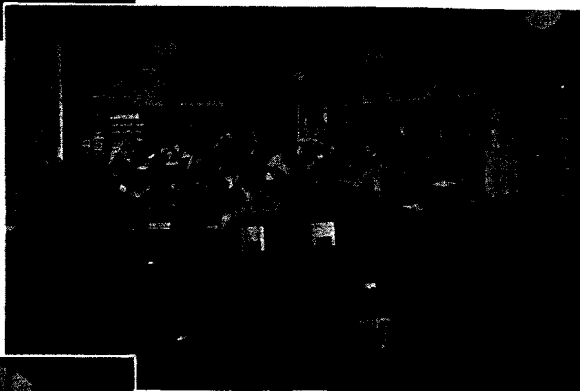
Girls' Gymnasium



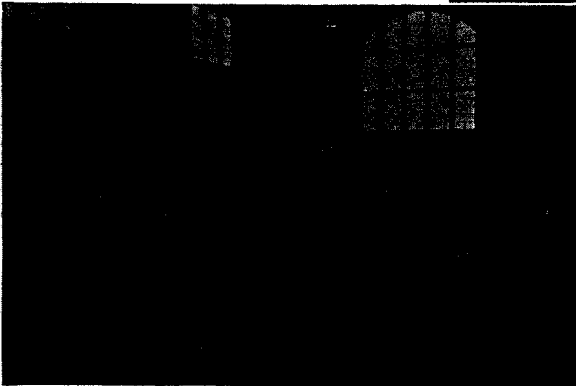
Physics Laboratory



Informal Class in English



The Library



Swimming Pool