

WHAT ARE SOME PROMISING DEVELOPMENTS IN SCHOOL AND COLLEGE RELATIONS?

(Arranged by the Committee on School-College Relations of the National Association of Secondary-School Principals.)

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Summary of a presentation by CLYDE VROMAN

SCHOOL and college relations have received the attention of educators for many decades. At first the entire emphasis was on giving the schools directions for preparing students for college. These efforts resulted in such traditional cornerstones of education as the Carnegie unit, college preparatory subjects, and college admission requirements.

Now in 1954 the nature scope of school and college education has changed so greatly as to demand increased efforts to articulate these two levels of American education. Fortunately, a strong movement in school and college relations is developing on both the state and national level. The following are some points of view and trends which should be considered in dealing with this problem.

THE SCHOOLS' POINTS OF VIEW

Schools have accepted varied and complex responsibilities for the education, growth, and welfare of all the children of all the people. College preparation is only one of the responsibilities of the comprehensive high school. Schools want adequate freedom to provide the most appropriate education for each youth. Schools do want to meet their obligations to college-bound youth. Schools would like help for their problems from colleges. Schools desire and need good working relations with colleges.

THE COLLEGES' POINTS OF VIEW

Colleges traditionally have had special functions and responsibilities to serve the more able students and to prepare them for unique roles in life. The scope and tempo of our cultural, political, and economic world are placing additional burdens on colleges to give graduates increased preparation. Since colleges are not receiving increased financial support, it is not feasible in

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most colleges at the present time to broaden the role of college education as secondary education has done in the last few decades. Accordingly, admission to many colleges will remain selective and be designed to choose those deemed likely to succeed in college. Expansion in college enrollments should occur mainly in the two-year and smaller four-year colleges. Changes in secondary education should not ignore the needs of college-bound youth. Colleges desire and need good working relations with secondary schools.

SOME PRINCIPLES OF SCHOOL-COLLEGE RELATIONS

Solving our own educational problems and improving the articulation of school and college education require certain modern concepts of human relations and group dynamics as well as a thorough understanding of what is happening in school and college education. It is imperative that school and college people meet on a basis of equality in professional relationships and personal status.

There should be official committees of school and college people to work together regularly on mutual problems. These committees should be independent committees, each responsible to its parent association. The committees should function as one joint committee. The joint committee should keep very active on an agenda of reasonable problems in order to develop desirable working relations. The "process" often is more important than the outcome. The resultant structure will be the safeguard when a severe problem arises. Major changes in secondary or higher education can be considered for its total effect on education, and unfortunate results often can be forestalled. Co-operative action between schools and colleges should center around a structure on the state level and radiate downward into area and community action.

DEVELOPMENTS ON NATIONAL BASIS

There is much evidence of increased efforts and projects in school and college relations on the national basis. Special projects are occurring on the state level in such states as New Jersey, New York, Colorado, Washington, Oregon, Virginia, and Michigan. The American Association of Collegiate Registrars and Admissions Officers has an active Committee on High School-College Relations which is preparing a *Guide For High School-College Relations*. That association will devote a full general session to high school-college relations at its annual meeting in St. Louis in April. The fact that registrars and admissions officers deal so much with the graduates of schools gives these college officials important roles and obligations in school and college relations.

In Michigan we feel we have an ideal structure for high school-college relations. The Michigan School-College Agreement brings school and college together for purposes of curriculum improvement. The joint Committee on High School and College Relations, made up of an official committee of principals appointed by the MSSA and an official committee of registrars and admissions officers appointed by the MACRAO, gives attention to all

matters in school and college relations, except curriculum. This joint committee has worked on such projects as college and career days, campus visitations, reports to high schools, scholarships, and uniform college admission application blanks. The committee has been extremely successful in its various projects, but of most importance has been the creation of a working relationship which holds great promise for solving the problems of the future. During the past two years these two state associations have held their annual meetings jointly to facilitate understanding and integration among the school principals and collegiate registrars and admission officers.

SOME PRESSING PROBLEMS

In spite of our progress in school and college relations, there are some major trends in American education which can have significant influence on these relations and which immediately should receive our co-operative study and action. The sincere efforts being made to find ways of accelerating secondary education merit careful attention. What is good preparation for college? What competencies should college freshmen have? Is the increasing trend toward college entrance examinations desirable and necessary? Should colleges vary in the nature of programs they offer and the kind of students they should admit? Should state-supported colleges admit all high-school graduates? What are desirable college admission requirements? How can colleges help high schools with the problems of the non-college youth? Each reader probably can expand this list greatly. Because education is dynamic, we shall always have such problems. The question is, are we doing anything about solving these problems co-operatively with everyone concerned? Progress in school and college relations has been made. Remaining problems loom large to challenge us to further action.

Summary of a presentation by THEODORE H. FOSSIECK

RELATIONS between high schools and colleges have been the subject of much discussion as long as secondary schools have been part of the educational scene. Such relations, however, have changed as the secondary school has shifted its function from that of being a competitor of the college into one of primarily college preparation and later into that of providing such preparation as part of the task of educating all of the children of all of the people.

Time does not permit an analysis of the nature and causes of strained high school-college relations, but such an analysis is necessary if attempts to remedy such difficulties are to be really effective. In this process, the School and College Relations Committee of the New York Association of Secondary-School Principals took the calculated risk of asking the respondents to its

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inquiry to react to some suggested areas of stress as well as to suggest any which had been omitted. Having determined some of the areas in which high school-college relations needed improvement in New York, the committee set out to do something about it.

Before discussing some of the practices which our group thinks show promise in our situation, mention should be made of some of the ways in which people interested in this problem have organized for action. The New York State Secondary-School Principals Association in 1950 appointed a committee of its members to explore the problem. This group enlisted the aid of the State Education Department in making contact with the Association of Colleges and Universities of New York State, and later the State Education Department endorsed the project by appointing representatives from the principals' and college groups to the Regents' College-High School Articulation Committee.

It appears that the secondary-school people have felt most strongly the need for doing something about school and college relations and have made many of the initial proposals which started groups working on this problem. The members of the Metropolitan School Study Council considered the item important enough to appoint a committee to study it, as did New Jersey schools. It has also been studied by groups like the Committee on School and College Relations of the Educational Records Bureau and the Committee of Faculties of Andover, Exeter, Lawrenceville, Harvard, Princeton, and Yale, which published *General Education in School and College*. Each of these groups has been ready and anxious to share with others its experiences and findings in this field.

One very promising practice or development for improving the understanding by colleges and high schools about the other's program has been the project of inter-visitation by subject matter teachers which was evolved by the New Jersey Committee on Articulation of Colleges and Secondary Schools. It is our opinion that visits of college freshman English instructors to twelfth-grade English classes in high schools, and *vice versa*, will do more to increase understanding, improve articulation, and reduce criticism about students' preparation than any one other single device.

Current guidance programs in which high-school staffs and college representatives work together to assist students to select the college best suited to their abilities and needs are another promising practice. College conferences in high schools, "senior days" on college campuses, and visits to schools by college representatives are stressing information rather than propaganda about the colleges concerned.

The most promising practice in this field, however, is that of getting high-school and college representatives to sit down and work out together recommendations for improvement in areas of common concern. Our group has had considerable success along this line in attempting to make college catalogs more understandable to high-school students and their parents, arriving at a recommended procedure for computing rank in class, standardizing

the common parts of application and transcript blanks, and discussing admissions requirements, including the competencies which should be the criteria for college admission.

Goethe might well have been writing about the work of our committee in this area when he said, "Progress has not followed a straight ascending line, but a spiral with rhythms of progression and retrogression, of evolution and dissolution."

CURRICULUM DEVELOPMENT AND SCHOOL-COLLEGE RELATIONS

(Arranged by the Committee on Curriculum Planning and Development and the Committee on School-College Relations of the National Association of Secondary-School Principals.)

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WHAT ARE THE NEXT STEPS IN CURRICULUM DEVELOPMENT?

Summary by **WILL FRENCH**

BEFORE we enter directly upon a discussion of organization for curriculum improvement, perhaps Dr. Skogsberg's point that in planning any kind of institutional organization we must consider ends or purposes first and means or processes second should be stressed. The institution's purposes should determine the processes and activities carried on, and there should be a 1:1 relation between these activities and the effective achievement of the purposes the institution exists to serve. If we assume as axiomatic that a school's curriculum needs improvement, then the principal's task is to take leadership in helping the school develop effective means for training the goal of a better curriculum. We need today to look at Monday's five presentations to see what these speakers suggested as effective means to use.

First, it is clear that these speakers directly or indirectly supported the idea that the principal, as the legal and official head of school, should have the responsibility for leadership in curriculum improvement. If he is not able to discharge this function to that extent, he is not a good principal. He can become able and should. If this responsibility is taken away from him, then you have divided responsibility in the school and this always leads to inefficiency.

Second, the question of relationship between the principal and any curriculum specialist in the system is raised by the first point. The principal ought to be able and responsible for exercise of leadership in curriculum improvement, but his school may need the counsel of one with specialized training

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