

FIFTH YEARBOOK

of the NATIONAL ASSOCIATION *of*
SECONDARY SCHOOL PRINCIPALS

Edited by

H. V. CHURCH

Secretary of the Association

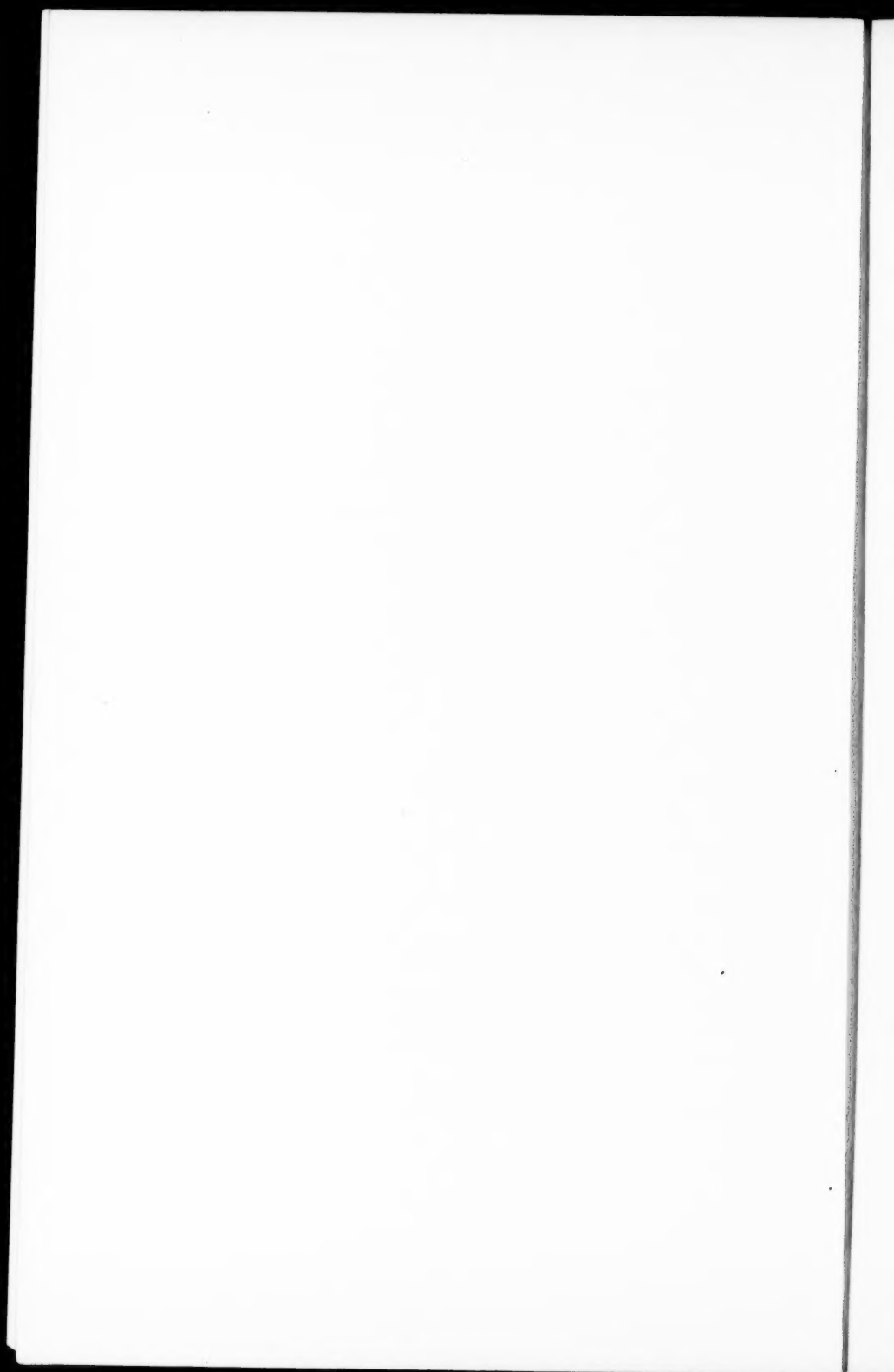
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THE OFFICERS OF THE ASSOCIATION

1921-1922

President: MERLE PRUNTY

Principal of Central High School
Tulsa, Oklahoma

Vice-President: WILLIAM A. WETZEL

Principal of High School
Trenton, New Jersey

Secretary-Treasurer: H. V. CHURCH

Principal of J. Sterling Morton High School
Cicero, Illinois

THE EXECUTIVE COMMITTEE

CHARLES A. BRADLEY

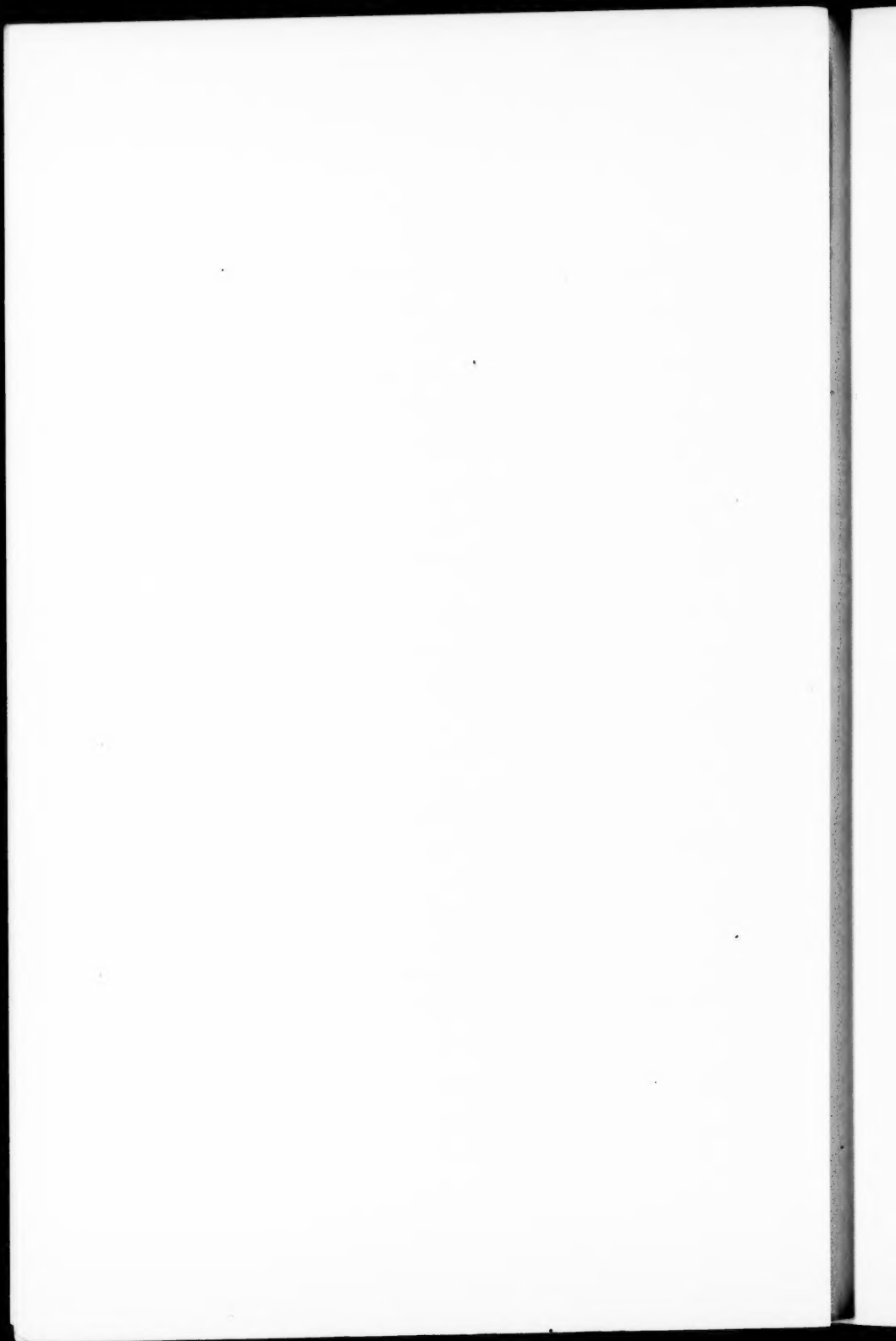
Principal of Manual Training High School, Denver, Colorado

EDMUND D. LYON

Principal of East High School, Cincinnati, Ohio

FRED C. MITCHELL

Principal of Classical High School, Lynn, Massachusetts



DIRECTORY

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS 1921

- 1919 HARRY D. ABELLS, S.B.
Superintendent, Morgan Park Military Academy; Morgan Park,
Illinois.
- 1920 J. E. ADAMS, B. S., '87; Ph. D., '91.
1915, *Principal*, Waller High School; Chicago, Illinois.
- 1919 MOTHER AGNES.
Villa de Chantal; Rock Island, Illinois.
- 1921 EUGENE CHARLES ALDER, A. B.; A. M.
1909, *Principal*, Adelphi Academy; 282 La Fayette Avenue, Brooklyn,
New York.
- 1919 J. A. ALEXANDER.
Hutsonville, Illinois.
- 1919 S. R. ALLEN.
Arcola, Illinois.
- 1921 W. O. ALLEN, A. B., '10.
1919, *Principal*, Washington Irving Junior High School; Des Moines,
Iowa.
- 1920 CARL W. ALLISON.
1919, *Principal*, Jersey Township High School; Jerseyville, Illinois.
- 1919 (MRS.) E. G. ANDERSON.
Reddick, Illinois.
- 1920 ADA ANDREWS.
Dundee, Illinois.
- 1918 W. E. ANDREWS, A.B., '87; Ph.D., '00.
1919, *Principal*, Benton Township High School; Benton, Illinois.
- 1919 ETHEL PERCY ANDRUS, B.S., '03; Ph.B., '03.
1916, *Principal*, Lincoln High School; 3625 North Broadway St.,
Los Angeles, California.
- 1918 GEORGE E. ANSPAUGH, A.B., '09; A.M., '16.
1916, *Superintendent of Schools*, Farmer City and *Principal of Moore*
Township High School; Farmer City, Illinois.
- 1920 CHRIS S. APT.
Terre Haute, Illinois.
- 1918 JOHN M. AVERY, A.B., '14.
1914, *Principal*, Public High School; Hillsboro, Illinois.
- 1918 W. C. BAER, A.B., '11.
1913, *Principal*, Danville High School; Danville, Illinois.
- 1919 V. G. BARNES.
Principal, Madison High School; Madison, Wisconsin.
- 1920 H. L. BARR.
Stockland, Illinois.
- 1916 H. M. BARRETT, A.B., '90; A.M., '93; Lit. D., '14.
1912, *Principal*, East Side High School; Nineteenth and Stouts Sts.,
Denver, Colorado.

- 1921 L. W. BATES, B. S., '13.
1920, *Principal*, High School; Cherokee, Iowa.
- 1918 R. G. BEALS, A. B.; A. M.
1912, *Principal*, Taylorville Township High School; Taylorville, Illinois.
- 1916 WILFRED F. BEARDSLEY, A.B., '93.
1906, *Principal*, Evanston Township High School; 1704 Hinman Ave., Evanston, Illinois.
- 1920 RAY H. BECHTOLD.
Hettick, Illinois.
- 1918 ERNEST J. BECKER, A.B., '94; Ph.D., '98.
1909, *Principal*, Eastern High School; Baltimore, Maryland.
- 1919 LULU B. BECKINGTON, A.B., '12.
1918, *Principal*, Belvidere High School; 628 South State St., Belvidere, Illinois.
- 1921 HENRY D. BEDFORD, A. B.
1920, *Superintendent*, Consolidated Schools; Plainfield, Illinois.
- 1918 GRANT BEEBE, B.S., '88.
1913, *Principal*, Calumet High School; 8025 Normal Avenue, Chicago, Illinois.
- 1920 R. E. BEEBE.
Mendota, Illinois.
- 1920 F. A. BELL.
Buda, Illinois.
- 1920 FRANK A. BEN.
Crystal Lake, Illinois.
- 1919 A. F. BENSON, M.P., '13.
1918, *Principal*, Charles M. Jordan Junior High School; Thirty-second and Emerson Ave., N., Minneapolis, Minnesota.
- 1921 B. C. BERG, A. B., '16.
1920, *Principal*, High School; Newton, Iowa.
- 1919 CARL G. BICKEL, B.S., '16; M.S., '18.
1921, *Principal*, Warrensburg Community High School, Warrensburg, Illinois.
- 1918 WILLIAM J. BICKETT.
1916, *Principal*, Public Schools; Bernardsville, New Jersey.
- 1918 FRED L. BIESTER, A.B., '14.
1919, *Principal*, Glen Ellyn Township High School; Glen Ellyn, Illinois.
- 1919 WILLIAM BIRDZELL.
1919, *Superintendent*, Elizabeth Public Schools; Elizabeth, Illinois.
- 1919 F. L. BLACK.
Lockport, Illinois.
- 1919 H. B. BLACK.
Mattoon, Illinois.
- 1916 H. E. BLAINE.
Joplin, Missouri.

Directory of Members

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- 1916 LOUIS J. BLOCK, A.B., '68; A.M., '72; Ph.D., '82.
1895, *Principal*, John Marshall High School; 3250 W. Adams St., Chicago, Illinois.
- 1920 H. J. BLUE.
Carlinville, Illinois.
- 1920 C. W. BOARDMAN, Ph.B., '08.
1916, *Assistant Principal*, Central High School; Minneapolis, Minnesota.
- 1920 OSCAR L. BOCHSTAHLER.
Monticello, Illinois.
- 1916 WM. J. BOGAN, Ph.B., '09.
1905, *Principal*, Lane Technical School; 1225 Sedgwick St., Chicago, Illinois.
- 1920 VADA H. BOLT.
East Peoria, Illinois.
- 1919 SISTER F. BORGIA.
Villa de Chantal; Rock Island, Illinois.
- 1921 JOHN H. BOSSHART, A. B., '02.
1920, *Principal*, Columbia High School; South Orange, New Jersey.
- 1920 CLARENCE W. BOSWORTH, A.B., '09; A.M., '10.
1917, *Principal*, Cranston High School; Auburn, Rhode Island.
- 1918 E. O. BOTTENFIELD, Ph.B., '16.
1916, *Principal*, Sparta Township High School; 501 N. Vine St., Sparta, Illinois.
- 1919 B. G. BOWDEN, Ph. B., '17; Ph. M., '18.
1917, *Superintendent of Schools*, *Principal*, Gilman Community High School; Gilman, Illinois.
- 1919 WILLIAM W. BOWERS.
Seneca, Illinois.
- 1918 E. L. BOYER.
Principal, Bloom Township High School; Chicago Heights, Illinois.
- 1921 RAY H. BRACEWELL, B. S., '15.
1919, *Principal*, High School; Burlington, Iowa.
- 1917 CHARLES A. BRADLEY, U. S. Military Academy '77; D. Sc. '16.
1893, *Principal*, Manual Training High School; 2243 Race Street, Denver, Colorado.
- 1920 P. N. BRAGG.
Helena High School; Helena, Arkansas.
- 1920 S. M. BRAME, A.B., '02.
1909, *Principal*, Bolton High School; Alexandria, Louisiana.
- 1919 H. D. BRASEFIELD, Ph.B., '91.
1917, *Principal*, Fremont High School; 460 Hanover Avenue, Oakland, California.
- 1920 ARNO BRATTEN.
Marion, Illinois.
- 1916 JACOB P. BREIDINGER, A.B., '85; A.M., '88.
1901, *Principal*, High School; 15 N. Franklin St., Wilkes-Barre, Pennsylvania.

xii *National Association of Secondary School Principals*

- 1921 J. H. BRENNEMAN, B. A., '04; B. A., '20.
1920, *Principal*, High School; 713 North Fifth Street, Ottumwa, Iowa.
- 1920 R. J. BRETNALL.
Boulder, Colorado.
- 1918 FRANCIS A. BRICK.
Bayonne, New Jersey.
- 1920 BERTHA BRIDGES.
Atlanta, Illinois.
- 1916 C. P. BRIGGS, A.B., '01.
1920, *Principal*, Lakewood High School; Lakewood, Ohio.
- 1920 EUGENE S. BRIGGS.
Okmulgee, Oklahoma.
- 1916 THOMAS H. BRIGGS, Ph.D., '14.
1915, *Professor of Education*, Teachers College, Columbia University;
525 West 120 St., New York, New York.
- 1920 L. O. BRIGHT.
Antioch, Illinois.
- 1920 J. H. BRILL.
Bement, Illinois.
- 1920 A. B. BRISTOW.
Matthew Fontaine Maury High School; Norfolk, Virginia.
- 1920 ARTHUR BROGUE, A. B., '14.
1918, *Head*, Bureau of Measurements, J. Sterling Morton High School;
Cicero, Illinois.
- 1916 L. W. BROOKS, A.B., '03; A.M., '15.
1919, *Principal*, Wichita High School; Wichita, Kansas.
- 1921 M. M. BROOKS.
Buckhannon High School, Buckhannon, West Virginia.
- 1916 WENDELL S. BROOKS, B.A., '08.
1914, *Headmaster*, The Brooks School for Boys; 1535 Central Ave.,
Indianapolis, Indiana.
- 1919 C. A. BROTHERS.
Dwight, Illinois.
- 1916 B. FRANK BROWN, A.B., '91; A.M., '98.
1912, *Principal*, Lake View High School; 4015 N. Ashland Ave.,
Chicago, Illinois.
- 1916 EDWARD L. BROWN, A.B., '86; A.M., '90; Lit. D., '14.
1898, *Principal*, North Side High School; 3324 Zuni Street, Denver,
Colorado.
- 1918 GEORGE A. BROWN, C. E., '81.
1897, *Managing Editor*, "School and Home Education"; Bloomington,
Illinois.
- 1920 V. I. BROWN.
Watseka, Illinois.
- 1920 ROBERT BROWNE.
Pittsfield, Illinois.
- 1919 CHARLES BRUNER, A.B., '10; M. A., '13.
1919, *Principal*, High School; Kewaunee, Illinois.

- 1921 GEORGE F. L. BRYANT.
Principal, Porter High School; Kezar Falls, Maine.
- 1916 BENJAMIN F. BUCK, A.B., '93.
1913, *Principal*, Senn High School; 5900 Glenwood Ave., Chicago, Illinois.
- 1916 GEORGE BUCK, A.B., '91; A.M., '01.
1910, *Principal*, Shortridge High School; Cor. Michigan and Penn Sts., Indianapolis, Indiana.
- 1918 B. R. BUCKINGHAM, Pd.B., '01; Ph.D., '13.
1918, *Director of Educational Research*, University of Illinois; 1002 S. Busey Ave., Urbana, Illinois.
- 1920 J. B. BUCKLER.
Minonk, Illinois.
- 1919 H. C. BUELL,
Polo, Illinois.
- 1919 F. M. BULLOCK.
East Alton Community High School; Wood River, Illinois.
- 1917 P. C. BUNN, Ph.B., '09.
1914, *Principal*, High School; 860 Sixth St., Lorain, Ohio.
- 1920 A. J. BURNS.
Sterling, Illinois.
- 1921 EVA BURNET, B. A., '07; M. Di., '19.
1920, *Principal*, High School; Allerton, Iowa.
- 1917 ALDEN JAMES BURTON, A.B., '08.
1918, *Principal*, East High School; Des Moines, Iowa.
- 1921 S. B. BUTLER, B. A.
1920, *Principal*, Terryville High School; Terryville, Connecticut.
- 1916 WILLIAM M. BUTLER, A.B., '77.
1909, *Principal*, Yeatman High School; 3616 N. Garrison Ave., St. Louis, Missouri.
- 1920 C. C. BYERLY.
Princeville, Illinois.
- 1920 LEE BYRNE, A. B.; A. M., '17; Ph. D.
1920, *Supervisor* of High School Instruction; 916 North Haskell Avenue, Dallas, Texas.
- 1920 L. L. CALDWELL, A. B., '13.
1917, *Superintendent* of Schools, Monmouth, Illinois.
- 1919 J. W. CARRINGTON.
Washburn, Illinois.
- 1920 JOHN LINTON CARVER, B.L., '93; A.M., '03; Ph.D., '05.
1917, *Principal*, Friends Seminary; 226 East Sixteenth St., New York.
- 1920 L. R. CARSON.
Auburn, Illinois.
- 1920 RUBY CARTWRIGHT.
Minier, Illinois.
- 1920 THOMAS C. CHAFFEE, A.B., '02.
1914, *Principal*, Gardiner High School; Gardiner, Maine.

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- 1919 LEO E. CHANGNON, A.B., '12.
1919, *Principal*, Donovan Township High School, Donovan, Illinois.
- 1921 ELIZABETH CHAPMAN.
Principal, Dixfield High School; Dixfield, Maine.
- 1920 L. W. CHATHAM.
Pana, Illinois.
- 1917 JOHN O. CHEWNING, A.B., '01.
1916, *Principal*, Central High School; Sixth and Vine Sts., Evansville, Indiana.
- 1916 HARRY VICTOR CHURCH, Ph.B., '94.
1899, *Principal*, J. Sterling Morton High School, Twenty-fifth St. and Sixtieth Ave., Cicero, Illinois.
- 1919 A. L. CLARK, B. S.
1048 Nineteenth St., Des Moines, Iowa.
- 1920 M. B. COKER.
Louisville, Illinois.
- 1919 W. P. COLBURN, Ph.B., '05.
1912, *Superintendent and Principal*, Rhinelander Schools; 4 N. Baird Ave., Rhinelander, Wisconsin.
- 1919 G. H. COLEBANK.
1914, *Principal*, Fairmont High School; Fairmont, West Virginia.
- 1920 G. R. COLLINS.
Westville, Illinois.
- 1918 J. H. COLLINS, A.B., '92.
1918, *Principal*, Independence High School; Independence, Oregon.
- 1919 V. D. COMP.
St. Joseph, Illinois.
- 1919 C. C. CONDIT.
Elmwood, Illinois.
- 1916 R. R. COOK, A.B., '08.
1918, *Principal*, Topeka High School; Topeka, Kansas.
- 1917 WALTER FRANCIS COOLIDGE, A.B., '99; A.M., '01; A.M., '14.
1913, *Principal*, Granite City High School; 2325 D. St., Granite City, Illinois.
- 1921 W. C. COOMBS.
Principal, Livermore High School; Livermore Falls, Maine.
- 1921 R. J. CORNELL, A. B., '19.
1918, *Principal*, Amos Hiatt Junior High School; Des Moines, Iowa.
- 1919 J. W. COSTELO.
LaMoille, Illinois.
- 1920 H. M. COULTRAP, A. B., '08; A. M., '14.
1912, *Superintendent of Schools*; Geneva, Illinois.
- 1921 RUTH L. COURTER, Ph. B., '14.
1919, *Principal*, High School; Forest City, Iowa.
- 1920 F. W. COX.
Flora, Illinois.

- 1919 PHILIP W. L. COX, A. B., '05.
1920, *Principal*, The Washington School of New York; 17 East Sixteenth Street, New York.
- 1917 JOHN A. CRAIG, A.B., '09; A.M., '10.
1915, *Principal*, Muskegon High and Hackley Manual Training School; 178 W. Webster Ave., Muskegon, Michigan.
- 1919 R. B. CRAIG.
Kinmundy, Illinois.
- 1919 J. H. CRANN, B.Sc., '06.
1918, *Principal*, York Community High School, Elmhurst, Illinois.
- 1918 J. R. CRANOR.
Gibson City, Illinois.
- 1920 H. H. CULLY, A.B., '87.
1905, *Principal*, Glenville High School; Cleveland, Ohio.
- 1919 F. L. CUMMINGS, A.B., '04; A.M., '11.
1916, *Principal*, Fergus County High School, 1007 W. Blvd., Lewistown, Montana.
- 1920 H. C. DAINES.
Central Y. M. C. A.; 19 South La Salle Street, Chicago, Illinois.
- 1919 FRANK C. DANIEL, B. Sc., '01; A. M., '02.
1911, *Principal*, McKinley Manual Training High School; Washington, D. C.
- 1919 JAMES D. DARNALL, A.B., '16; M.A., '17.
1919, *Principal*, Geneseo Township High School; Geneseo, Illinois.
- 1919 ALLAN DAVIS, B. Sc., '90; M. S., '96; LL. M., '93.
1890, *Principal*, Business High School; Washington, D. C.
- 1917 GEORGE E. DAVIS, A.B., '02; A.M., '09.
1919, *Principal*, Walnut Hills High School, Cincinnati, Ohio.
- 1916 JESSE B. DAVIS, A.B., '95, A.M., '07, A.M., (Hon.) '18.
1920, *Superintendent of Secondary Education*; State House, Hartford, Connecticut.
- 1921 M. G. DAVIS, A. B., '14; A. M., '20.
1918, *Principal*, High School; Grinnell, Iowa.
- 1920 C. E. DEBUTTS, A. M., '88.
1919, *Assistant Superintendent* of Schools; 650 South Clark Street, Chicago, Illinois.
- 1917 THOMAS M. DEAM, A.B., '08; A.M. '15.
1916, *Principal*, Decatur High School; Decatur, Illinois.
- 1919 H. A. DEAN.
Superintendent of Schools; Crystal Lake, Illinois.
- 1920 A. E. DEEKER.
Augusta, Illinois.
- 1920 CHARLES E. DEEKER.
Kewaunee, Illinois.
- 1919 E. M. DEEM.
Mahomet, Illinois.
- 1920 LOIS E. DENNIS.
Homer, Illinois.

xvi *National Association of Secondary School Principals*

- 1919 R. R. DENISON, A.B., '10.
1918, *Principal*, Lawrenceville Township High School, Lawrenceville, Illinois.
- 1919 F. J. DESMOND, B.S., '11; A.B., '17; LL.B., '19.
1920, History Department, Washington High School, Milwaukee, Wisconsin.
- 1916 JOHN A. DEVLIN, B.S., '02; M.S., '18.
1918, *Principal*, Atchison County High School; Effingham, Kansas.
- 1918 H. G. DIBBLE, Pd.B., '98; M.A., '12.
1918, *Principal*, Gloversville High School; 108 Prospect St., Gloversville, New York.
- 1918 JOHN C. DIEHL, A.B., '87; A.M., '03.
1919, *Principal*, Academy High School; 510 Myrtle St., Erie, Pennsylvania.
- 1921 RAY O. DIETHEER, B.A., M.A.
1919, *Principal*, High School; *Supervising Principal*, Grammar School; Big Pine, California.
- 1920 R. A. DIFFENBAUGH.
Rochelle, Illinois.
- 1920 RAY DODGE.
Christopher, Illinois.
- 1919 C. D. DONALDSON, Ph. B., '10.
1917, *Principal*, Savanna Township High School; Savanna, Illinois.
- 1920 H. S. DOOLITTLE, A.B., '15.
1917, *Principal*, Saginaw Eastern High School; Saginaw, Michigan.
- 1919 JAMES E. DOWNEY, A.B., '97; A.M., '05.
1910, *Headmaster*, High School of Commerce; Boston, Massachusetts.
- 1920 OTTO F. DUBACH, Ph.B., '98; Ph.M., '06.
1920, *Principal*, Central High School; Kansas City, Missouri.
- 1920 F. J. DUFRAIN.
1920, *Principal*, Rockford High School; Rockford, Illinois.
- 1918 F. W. DUNLAP.
Bradford, Illinois.
- 1916 E. J. EATON, A.B., '04; A.M., '19.
1920, *Principal*, South High School; Youngstown, Ohio.
- 1918 SILAS ECHOLS, B.A., '05.
1915, *Principal*, High School; 612 Broadway, Mt. Vernon, Illinois.
- 1920 J. M. EDMAN.
Geneseo, Illinois.
- 1919 F. G. EDWARDS.
Marshall, Illinois.
- 1918 CARLOS B. ELLIS.
1910, *Principal*, High School of Commerce; Springfield, Massachusetts.
- 1918 FRANK S. EPSEY.
1917, *Principal*, Roberts High School; *Superintendent* of Dist. No. 40; Roberts, Illinois.

- 1919 L. E. ETHELTON.
Kinmundy, Illinois.
- 1920 E. J. EVANS.
Hutsonville, Illinois.
- 1916 CHARLES D. EVERETT, A.B., '80; A.M., '93.
1893, *Principal*, North High School; Fourth and Dennison Ave.,
Columbus, Ohio.
- 1920 WILLIAM F. EWING, A. B., '06.
1920, *Principal*, Pasadena High School; Pasadena, California.
- 1918 CHAS. B. FAGER JR., A.M., '93; M.D., '93; Sc.D. '11.
1905, *Principal*, Technical High School; 2417 N. Front St., Harris-
burg, Pennsylvania.
- 1919 D. B. FAGER.
Palestine, Illinois.
- 1921 CLINTON E. FARNHAM, A. B., '11; A. M., '17.
1916, *Headmaster*, Academic High School; New Britain, Connecticut.
- 1919 ELIZABETH FAULKNER, A.B., '85.
1909, *Principal*, The Faulkner School; 4746 Dorchester Ave.,
Chicago, Illinois.
- 1919 N. R. FEASLEY, A. B., '14.
Downers Grove, Illinois.
- 1918 BEULAH A. FENIMORE, B. S., '16; F.R.S.
1917, *Principal*, Kensington High School; Cumberland and Amber
Sts., Philadelphia, Pennsylvania.
- 1918 RALPH E. FILES, A. B., '95.
1912, *Principal*, High School; East Orange, New Jersey.
- 1920 WALTER FINK.
Fairmont, Illinois.
- 1918 F. H. FINLEY, B. S., '15.
1916, *Principal*, Sullivan Township High School; Sullivan, Illinois.
- 1919 J. W. FINLEY.
Vandalia, Illinois.
- 1919 C. A. FISHER, A. B., '10; A. M., '19.
Principal, Central High School; Kalamazoo, Michigan.
- 1918 M. L. FLANINGAM, B.S., '04; A.M., '14.
1908, *Principal*, Urbana High School; Indiana Ave., Urbana, Illinois.
- 1917 IRA A. FLINNER, Ph.B., '06; A.B., '11; A.M., '20.
1911, *Headmaster*, Huntington School for Boys; 316 Huntington Ave.,
Boston, Massachusetts.
- 1919 LEWIS L. FORSYTHE, A.B., '04.
1917, *Principal*, Ann Arbor High School; 1314 Forest Ave., Ann
Arbor, Michigan.
- 1919 L. M. FORT, B.A., '13.
1918, *Principal*, Mitchell High School; Mitchell, South Dakota.
- 1920 BYRON FRAME.
Hoopeston, Illinois.

xviii *National Association of Secondary School Principals*

- 1921 CARL G. F. FRANZEN, A. B., '08; M. A., '12; Ph. D., '20.
1920, *Professor* of Secondary Education, Drake University; Des Moines, Iowa.
- 1921 WILL FRENCH, A. B., B. S. (Ed.)
1916, *Principal*, Winfield Junior-Senior High School, Winfield, Kansas.
- 1921 ELBERT K. FRETWELL, Ph. D.
1917, *Professor*, Teachers' College, Columbia University; New York City.
- 1917 V. K. FROULA, A.B., '98.
1916, *Principal*, Broadway High School; 5043 Eighteenth Avenue, N. E., Seattle, Washington.
- 1919 L. K. FULLER.
Greenup, Illinois.
- 1919 T. J. FULTON.
Grant Park, Illinois.
- 1916 L. A. FULWIDER, A.B., '95; A.M., '05.
1904, *Principal*, High School; 34 Lincoln Avenue, Freeport, Illinois.
- 1918 H. H. GADSBY, A.B., '86; Ph.D., '92.
1895, *Principal*, Drury High School, North Adams, Massachusetts.
- 1920 F. A. GANZER.
Armington, Illinois.
- 1919 R. A. GARVIN.
Bucyrus, Ohio.
- 1921 C. W. GETHMANN, A.B., A.M., B.D.
1917, *Principal*, Shawnee High School; Shawnee, Oklahoma.
- 1920 W. C. GIESE.
Racine, Wisconsin.
- 1919 I. B. GILBERT, B.S., '95; M.S., '09.
1911, *Principal*, Union High School; Grand Rapids, Michigan.
- 1920 JULIUS GILBERT.
1918, *Principal*, High School; Beatrice, Nebraska.
- 1919 R. M. GIRHARD.
Oblong, Illinois.
- 1919 W. E. GIVENS, A.B., '13; M.A., '15.
1919, *Principal*, McKinley High School; Honolulu, T. H.
- 1916 RONALD P. GLEASON, B.Sc., '87.
1905, *Principal*, Technical High School, Scranton, Pennsylvania.
- 1916 W. L. GOBLE, B.S., '01.
1905, *Principal*, Elgin High School, Elgin, Illinois.
- 1920 H. A. GODDARD.
Waverly, Illinois.
- 1919 W. A. GOODIER.
Bloomington, Illinois.
- 1921 NELLIE GOODMAN, B. Di., '10; B. A., '12.
1919, *Principal*, High School; Independence, Iowa.
- 1920 V. W. GORMAN.
Indianola, Illinois.

- 1917 HARRY R. GORRELL, B.S., '06.
1909, *Principal*, Washington High School; Massillon, Ohio.
- 1918 THOMAS WARRINGTON GOSLING, A.B., '94; A.M., '04, Ph.D., '11.
1918, *Supervisor* of Secondary Education, Madison, Wisconsin.
- 1916 JOHN G. GRAHAM, A.B., '09; A.M., '14.
1915, *Principal*, Huntington High School; Huntington, West Virginia.
- 1918 V. BLANCHE GRAHAM, B.S., '94.
1910, *Principal*, High School; Naperville, Illinois.
- 1916 W. C. GRAHAM, A. B.; A. M.
1903, *Principal*, High School; Wilksburg, Pennsylvania.
- 1918 PORTER GRAVES, A.B., '96.
1913, *Principal*, Manual Training High School; Kansas City, Missouri.
- 1919 EMMA S. GREGORY, A.B., '17; A.M., '18.
1919, *Principal*, Maroa High School; Maroa, Illinois.
- 1921 GEORGE M. GREEN.
Principal, Inglewood Union High School; Inglewood, California.
- 1920 JULIA BELL GRISWOLD, A.B., '09; A.M., '15.
1917, *Principal*, Wellston High School; Wellston, St. Louis, Missouri.
- 1920 E. GROSS.
1112 East Sixty-fourth Street, Chicago, Illinois.
- 1920 FRANK L. GROVE.
Principal, Mobile High School, Mobile, Alabama.
- 1920 L. W. HACKER.
Sheffield, Illinois.
- 1920 R. E. HAINES.
Normal, Illinois.
- 1916 AVON S. HALL, A.B., '84.
1913, *Principal*, Medill High School; Chicago, Illinois.
- 1919 M. S. HAMM, A.B., '11.
1917, *Superintendent and Principal*, Lewiston Public Schools; Lewiston, Illinois.
- 1919 W. C. HANDLIN.
Lincoln, Illinois.
- 1920 BEN M. HANNA.
Rockford, Illinois.
- 1919 C. C. HANNA.
Bridgeport, Illinois.
- 1919 L. W. HANNA.
Centralia, Illinois.
- 1917 ROY F. HANNUM, A.B., '07.
1919, *Principal*, High School; Ft. Dodge, Iowa.
- 1917 RICHARD T. HARGREAVES, A. B., '02.
Principal, Central High School; Minneapolis, Minnesota.
- 1920 W. P. HARLEY, A.B., '11; A.M., '15.
1913, *Superintendent* Public Schools, Mount Union, Pennsylvania.
- 1919 W. S. HARRIS.
Hillsboro, Illinois.

xx *National Association of Secondary School Principals*

- 1920 E. M. HARSHBERGER.
Garrett, Illinois.
- 1919 CHARLES HART, A. B., '10.
1918, *Principal*, Eastern High School; Washington, D. C.
- 1920 JOHN C. HART.
Principal, Parrish Street School; Wilkes-Barre, Pennsylvania.
- 1920 L. W. HAVILAND.
Onarga, Illinois.
- 1919 WALTER W. HAVILAND, A.B., '93.
Principal, Friends' Select School; Philadelphia, Pennsylvania.
- 1919 R. J. HECKETSWEILER,
Decatur, Illinois.
- 1919 BERTRAM A. HEDGES, A.B., '16.
1919, *Superintendent*, La Harpe High School; La Harpe, Illinois.
- 1919 L. C. HEDRICK.
Cropsey, Illinois.
- 1921 AGNES HEIGHTSHOE, M. Di., '03; B. A., '11.
1903, *Principal*, High School; Perry, Iowa.
- 1921 A. G. HEITMAN, A.B., '08.
Sioux City, Iowa.
- 1919 R. B. HENLEY
Gurnee, Illinois.
- 1920 A. B. HIETT.
Gardner, Illinois.
- 1921 LUELLA HIGHTSHOE, A. M., '07.
1919, *Principal*, High School; Shenandoah, Iowa.
- 1919 H. P. HILBISH.
Dixon, Illinois.
- 1917 THOMAS CRAWFORD HILL, A.B., '81.
1904, *Principal*, Christian Fenger High School; Chicago, Illinois.
- 1919 MRS. LULU HILL.
Greenup, Illinois.
- 1921 RUTH HILL.
The Gorham Press, Boston, Massachusetts.
- 1920 C. M. HIMEL.
Principal, Des Plaines Township High School; Des Plaines, Illinois.
- 1917 A. M. HITCH, A.B., '97; B.S., '07.
1907, *Principal*, Kemper Military School; Boonville, Missouri.
- 1919 FREDERICK ST. J. HITCHCOCK.
1906, *Principal*, New London Vocational High School; New London, Connecticut.
- 1918 J. F. HIXSON.
Webster Groves, Missouri.
- 1919 C. M. HOBART.
Benton High School; St. Joseph, Missouri.
- 1918 W. W. HOBBS
North High School; Minneapolis, Minnesota.

- 1920 H. D. HOLDEN.
Manlius, Illinois.
- 1917 WALTER D. HOOD, B.A., '94.
1908, *Principal*, The Gilbert School; Winsted, Connecticut.
- 1919 L. W. HOOKER.
Colfax, Illinois.
- 1920 GEORGE I. HOPKINS, A. B., '85; A. M., '98.
1919, *Headmaster*, High School; Manchester, New Hampshire.
- 1919 B. Q. HOSKINSON, A. B., '16; A. M., '17.
1916, *Superintendent* of Schools; Pinckneyville, Illinois.
- 1919 OTTIS HOSKINSON, A.B., '00; A.M., '16.
1916, *Principal*, Wellington Township High School; Wellington, Illinois.
- 1920 O. C. HOSTETLER.
Hopedale, Illinois.
- 1919 H. W. HOSTTLER.
Olney, Illinois.
- 1921 W. LYNN HOUSEMAN.
White Plains, New York.
- 1919 G. E. HOWARD.
1918, *Superintendent*, Farina, Illinois.
- 1920 HARRY HOWELL, Ph. B., '95.
1918, *Superintendent of Schools*; Raleigh, North Carolina.
- 1919 A. E. HUBBARD.
Biggsville, Illinois.
- 1919 G. N. HUFFORD.
St. Charles, Illinois.
- 1918 H. D. HUGHES, A.B., '08; A.M., '17.
1917, *Principal*, Hinsdale Township High School; Hinsdale, Illinois.
- 1921 W. HARDIN HUGHES, Ph.B., M.A.
1920, *District Superintendent and Principal*, Claremont Junior-Senior High School; Claremont, Los Angeles County, California.
- 1920 J. W. HUNTER.
Prairie City, Illinois.
- 1919 H. L. HUSTED, M. D., '09.
1919, *Principal*, Muscatine Senior and Junior High Schools; Muscatine, Iowa.
- 1919 BEULAH HUTCHINS.
Greenup, Illinois.
- 1920 CLEMENT C. HYDE, A.B., '92; L.H.D., '12.
1911, *Principal*, Hartford Public High School; Hartford, Connecticut.
- 1920 M. E. ILER.
Tremont, Illinois.
- 1920 GUY W. IRELAND.
Kenney, Illinois.
- 1921 WILLIAM B. JACK.
Principal, Portland High School; Portland, Maine.

xxii *National Association of Secondary School Principals*

- 1920 EURIS JACKSON.
Tallula, Illinois.
- 1919 J. H. JOHNSON.
Glasford, Illinois.
- 1918 T. R. JOHNSTON, B.S., '10.
1914, *Principal*, Community High School; Momence, Illinois.
- 1919 ARTHUR J. JONES, A.B., '93; Ph.D., '07.
1915, *Asst. Professor of Secondary Education*; School of Education,
University of Pennsylvania, Philadelphia, Pennsylvania.
- 1921 BURTON R. JONES, B. S., '18.
1919, *Principal*, High School; Rockwell City, Iowa.
- 1920 ROBERT C. KEICH.
Wauconda, Illinois.
- 1918 PAUL G. W. KELLER, S. B., '01.
1920, *Principal*, Waukegan Township High School; Waukegan, Illinois.
- 1920 O. R. KERLEY.
Willisville, Illinois.
- 1919 GILBERT B. KETCHAM, A.B., 1899.
1912, *Principal*, Missoula County High School; 813 Hilda St.,
Missoula, Montana.
- 1919 J. KETTERY, A.B., '16.
1919, *Principal*, Long View Township High School; Long View,
Illinois.
- 1921 P. H. KIMBALL.
Principal, Brunswick High School; Brunswick, Maine.
- 1919 C. H. KINGMAN, A. B., '05.
1913, *Principal*, Ottawa Township High School; Ottawa, Illinois.
- 1919 G. F. KINZEY.
East Peoria, Illinois.
- 1919 E. R. KIRBY, B. S., '16.
1919, *Principal*, Empire Township High School; Leroy, Illinois.
- 1921 THOMAS J. KIRBY, A. B., '06; M. A., '10; Ph. D., '13.
1920, *Professor of Secondary Education*, University of Iowa; Iowa
City, Iowa.
- 1918 H. H. KIRKPATRICK.
Principal, High School; West Chicago, Illinois.
- 1920 GERALD W. KIRN, Ph.B., '09; M.A., '13.
1919, *Principal*, High School; Council Bluffs, Iowa.
- 1919 C. L. KIRSCHNER, Ph.B., '90.
1911, *Principal*, New Haven High School; New Haven, Connecticut.
- 1920 C. O. KLONTZ.
Camp Point, Illinois.
- 1919 H. E. KNARR.
Annawan, Illinois.
- 1920 CHARLES W. KNUDSON.
Eureka, Illinois.
- 1919 EARL L. KOEHLER, B.S., '17.
1919, *Principal*, Geneva High School; Geneva, Illinois.

- 1921 REUBEN H. KOENIG, B. A., '18.
1919, *Principal*, High School; Charles City, Iowa.
- 1918 G. J. KOONS, A.B., '12.
1918, *Superintendent of Schools*, *Principal* of Township High School;
922 North Chicago St., Pontiac, Illinois.
- 1920 LEONARD V. KOOS, A.B., '07; A.M., '15; Ph.D., '16.
1919, *Professor* of Secondary Education, University of Minnesota;
Minneapolis, Minnesota.
- 1919 RICHARD E. KRUG.
1903, *Principal*, North Division High School, Milwaukee, Wisconsin.
- 1919 W. W. KRUMSIEK, A.B., '13.
1919, *Principal*, Shelbyville High School, Shelbyville, Illinois.
- 1920 ROBERT L. LADD.
Green Valley, Illinois.
- 1917 D. LANGE, A.B., '09.
1916, *Principal*, Mechanic Arts High School; Central & Robert Sts.,
St. Paul, Minnesota.
- 1918 ARNOLD LAU, LL.B., '06; Ph.B., '18.
1918, *Principal*, High School; Rock Island, Illinois.
- 1921 C. E. LAUTERBACH, A. B., '11.
Principal, High School; Fairfield, Iowa.
- 1920 H. W. LEACH, B.S., '11.
1917, *Principal*, Marietta High School, Marietta, Ohio.
- 1918 J. R. E. LEE, B.A., '89; A.M., '94.
1915, *Principal*, Lincoln High School; Nineteenth Street & Tracy
Ave., Kansas City, Missouri.
- 1921 R. W. LEIGHTON.
Principal, Skowhegan High School; Skowhegan, Maine.
- 1919 S. E. LE MARR.
Abingdon, Illinois.
- 1919 J. E. LEMON, A. B., '83.
1894, *Superintendent of Schools*; Blue Island, Illinois.
- 1919 B. R. LEWIS, A. B., '07.
1916, *Principal*, Bridgeport Township High School; Bridgeport,
Illinois.
- 1916 WILLIAM D. LEWIS, A.B., '92; A.M., '95; Ph.D., '17.
1919, *Deputy Superintendent of Public Instruction*; Harrisburg, Penn-
sylvania.
- 1921 ERNEST M. LIBBY.
Principal, Presque Isle High School; Presque Isle, Maine.
- 1920 R. V. LINDSEY.
Milford, Illinois.
- 1918 SHERMAN H. LITTLER, A. B., '11; A. M., '12.
Potomac, Illinois.
- 1920 A. V. LOCKHART.
Sheldon, Illinois.
- 1919 E. H. LOMBER, Ph.B., '03; Ph.M., '06.
1906, *Principal*, Canandaigua Academy, Canandaigua, New York.

xxiv *National Association of Secondary School Principals*

- 1918 A. K. LOOMIS, A.B., '09; A.M., '17.
Wellington High School; Wellington, Kansas.
- 1916 HIRAM B. LOOMIS, A.B., '85; Ph.D., '90.
1905, *Principal*, Hyde Park High School; 6218 South Rockwell St.,
Chicago, Illinois.
- 1920 FLOYD LORDS.
Brimfield, Illinois.
- 1919 LILLIAN S. LOTTINVILLE.
Kempton, Illinois.
- 1919 O. H. LOWARY, A.B., '02.
1910, *Principal*, High School; 207 W. South St., Painesville, Ohio.
- 1920 W. R. LOWERY.
Hoopeston, Illinois.
- 1919 W. M. LOY.
Fisher, Illinois.
- 1921 A. J. LUDDEN.
Principal, High School, Bakersfield, California.
- 1919 JOHN E. LUND.
Alexis, Illinois.
- 1921 HUGH W. LUNDY, B. A., '15.
1918, *Principal*, High School; Albia, Iowa.
- 1916 EDMUND D. LYON, A.B., '02; Ped. D., '08.
1919, *Principal*, East High School; 5505 Arnsby Place, Cincinnati, Ohio.
- 1917 DAVID MACKENZIE, A.B., A.M.
1904, *Principal*, Central High School, Detroit, Michigan.
- 1919 H. MACKENZIE.
Genoa, Illinois.
- 1920 L. W. MACKINNON, A. B., '99; A. M.; '05
1919, *Principal*, Central High School; 123 South Forge St., Akron,
Ohio.
- 1919 T. S. MACQUIDDY, B.S., '03.
1907, High School *Principal and Superintendent*, Watsonville School
District, 320 Palm Ave., Watsonville, California.
- 1920 D. A. MAGRUDER.
Westville, Illinois.
- 1919 L. B. MANN.
Earlville, Illinois.
- 1921 EDNA M. MARCUM, B. A., '12.
1918, *Principal*, High School; Rolfe, Iowa.
- 1919 FRED L. MARSHALL.
Saunemin, Illinois.
- 1916 GEORGE EDWARD MARSHALL, A.B., '86.
1908, *Principal*, Davenport High School; Davenport, Iowa.
- 1916 J. E. MARSHALL, B.S., '01; M.A., '19.
1916, *Principal*, Central High School; 1696 Blair St., St. Paul,
Minnesota.
- 1920 RUSSELL C. MARSHALL, A. B.
1919, *Superintendent*, Phillips University; Prague, Oklahoma.

- 1920 E. W. MARTIN.
Mt. Carmel, Illinois.
- 1916 J. G. MASTERS, Ph.B., '12; A.M., '15.
1915, *Principal*, Central High School; Twentieth & Dodge Sts.,
Omaha, Nebraska.
- 1920 A. R. MATHENEY.
Bismark, Illinois.
- 1918 E. O. MAY, B.S., '11.
1919, *Superintendent*, Tuscola, Illinois.
- 1919 ARTHUR RAYMOND MEAD, A.B., '09; A.M., '10; Ph.D., '17.
1913, *Professor of Education*, Ohio Wesleyan University, 448 North
Sandusky Street, Delaware, Ohio.
- 1920 E. B. MELL.
Athens, Georgia.
- 1921 A. B. MELROSE, A. B., '15.
1919, *Principal*, High School; Madrid, Iowa.
- 1920 MONROE MELTON.
1920, *Principal*, Hall Township High School; Spring Valley, Illinois.
- 1919 A. W. MERRILL, A.B., '90.
1918, *Principal*, North High School; Des Moines, Iowa.
- 1916 ARMAND R. MILLER, B.S. '97.
1914, *Principal*, McKinley High School, St. Louis, Missouri.
- 1919 E. F. MILLER, Ph.B.; Ph.M.
1911, *Principal* of Rayen High School; Corner Wick Avenue & Wood
St., Youngstown, Ohio.
- 1919 EDWIN J. MILLER, Ph.B., '10.
1920, *Principal*, Washington High School; Milwaukee, Wisconsin.
- 1916 EDWIN L. MILLER, A.M., '91.
1914, *Principal*, Northwestern High School; 50 Delaware Ave.,
Detroit, Michigan.
- 1916 FRED J. MILLER, A.B., '05.
1913, *Principal*, East High School; 205 Independence Ave., Waterloo,
Iowa.
- 1918 H. P. MILLER.
1893, *Principal*, Atlantic City High School; Atlantic City, New Jersey.
- 1920 FRED C. MITCHELL, B.S., '00; M.A., '06.
1915, *Principal*, Classical High School; Lynn, Massachusetts.
- 1919 ISAAC MITCHELL.
1919, *Superintendent*, Public Schools; Homer, Illinois.
- 1920 OSCAR MONGERSON.
Harvard, Illinois.
- 1920 C. S. MONTGOMERY.
Pleasant Plains, Illinois.
- 1920 GEORGE ORSON MOORE, A.B., '04; A.M., '09.
1919, *Principal*, Central High School; Erie, Pennsylvania.
- 1919 R. C. MOORE.
1914, *Secretary*, Illinois State Teachers' Association; Carlinville,
Illinois.

xxvi *National Association of Secondary School Principals*

- 1919 ROBERT MOORHEAD.
Rockton, Illinois.
- 1916 FRANK L. MORSE, A.B., '86; A.M., '89.
1908, *Principal*, Harrison Technical High School; 2850 Twenty-fourth St., Chicago, Illinois.
- 1919 FRANK PURINTON MORSE, A.B., '90; A.M., '01.
1901, *Principal*, Revere High School, 8 Victoria St., Revere, Massachusetts.
- 1921 FRED H. MOULTON.
Principal, Wytopitlock High School; Wytopitlock, Maine.
- 1921 L. E. MOULTON.
Principal, Edward Little High School; Auburn, Maine.
- 1920 EDGAR R. MULLINS.
Effingham, Illinois.
- 1920 IRVING MUNSON.
Mokenca, Illinois.
- 1920 SANFORD MURPHY.
Chillicothe, Illinois.
- 1920 JESSIE MUSE.
1912, *Principal*, Girls' High School, Atlanta, Georgia.
- 1919 PERRY W. MCALLISTER, A.B.
1918, *Principal*, Lovington Township High School; Lovington, Illinois.
- 1920 T. B. McCARTAN.
Alma, Illinois.
- 1920 J. K. McCARTER.
Arcola, Illinois.
- 1916 E. H. KEMPER McCOMB, A.B., '95; A.M., '98.
1916, *Principal*, Emmerich Manual Training High School; South Meridian and Merrill Sts., Indianapolis, Indiana.
- 1917 THOMAS J. McCORMACK, A.B., '84; A.M., '87; LL.B., '90; M.S., '19.
1903, *Principal*, LaSalle-Peru Township High School; 5th and Chartres Sts., LaSalle, Illinois.
- 1920 C. C. McCORMICK.
Bardolph, Illinois.
- 1916 JOSEPH STEWART McCOWAN, Ph.B., '95; A.M., '00.
1916, *Principal*, High School; South Bend, Indiana.
- 1916 M. R. McDANIEL, M.S., '05; A.M., '09.
1914, *Principal*, Oak Park and River Forest Township High School; 741 N. Oak Park Ave., Oak Park, Illinois.
- 1920 S. K. McDOWELL, B. Sc., '09.
1920, *Superintendent of Schools*; Bloomington, Illinois.
- 1920 W. W. McINTIRE, Ph.B., '96; A.M., '12.
1903, *Principal*, Norwood High School; Norwood, Ohio.
- 1918 (MRS.) N. C. MCKINNEY, A.B., '03.
1918, *Principal*, Camargo High School; Camargo, Illinois.
- 1919 OSCEOLA McMEAR.
Secor, Illinois.

- 1919 J. C. McMILLAN.
Mazon, Illinois.
- 1919 J. H. McNEEL, A.B., '00.
1913, *Principal*, Beloit High School; 217 St. Lawrence Ave., Beloit,
Wisconsin.
- 1919 W. E. McVEY, B.S., '16; A.M., '19.
1919, *Principal*, Thornton Township High School; Harvey, Illinois.
- 1917 L. N. McWHORTER, B.A., '95.
1918, *Principal*, West High School; 3636 Portland Ave., Minneapolis,
Minnesota.
- 1919 S. M. NEES, B.S., '82; M.A., (Hon.) '10.
1899, *Principal*, Montgomery County High School, 703 N. Tenth
St., Independence, Kansas.
- 1920 WALTER S. NESMITH.
1918, *Headmaster*, Nashua High School; Nashua, New Hampshire.
- 1921 C. H. NEWCOMER, B. S., '16.
1920, *Principal*, High School; Oskaloosa, Iowa.
- 1920 N. NEWSUM.
Staunton, Illinois.
- 1919 ELMER S. NEWTON, A.B., '95; M.D., '05.
1915, *Principal*, Western High School; Washington, D. C.
- 1919 D. F. NICKOLS
Lincoln, Illinois.
- 1919 O. F. NIXON, A.B., '14.
1916, *Principal*, Fairfield High School; 306 East Washington St.,
Fairfield, Iowa.
- 1919 MRS. LUCIE M. NORRIS, A.B., '91.
1918, *Principal*, Saugus High School; Saugus, Massachusetts.
- 1918 FRANCIS R. NORTH, A.B., '97; A.M., '03.
1915, *Principal*, Paterson High School; Paterson, New Jersey.
- 1919 CHARLES M. NOVAK, A.B., '08, LL.B., '12, A.M., '15.
1915, *Principal*, Northeastern High School, Warren and Grandy
Aves., Detroit, Michigan.
- 1916 E. P. NUTTING, A.B., '02.
1905, *Principal*, Moline High School; 1840 Fourteenth Ave., Moline,
Illinois.
- 1919 A. EDOAR NYE, B.S., '06.
1919, *Principal*, Township High School; Coal City, Illinois.
- 1919 E. E. OBERHOLTZER, A. B., '10; A. M., '15.
1913, *Superintendent* of Schools; Tulsa, Oklahoma.
- 1920 S. R. OLDHAM, A.B., '08; A.M., '19.
1920, *Principal*, Norwood High School; Norwood, Massachusetts.
- 1917 F. H. OLNEY, A.B., '91.
1893, *Principal*, Lawrence High School; 815 Indiana St., Lawrence,
Kansas.
- 1918 F. L. ORTH, A.B., '00.
1917, *Principal*, New Castle High School; New Castle, Pennsylvania.

xxviii *National Association of Secondary School Principals*

- 1919 RAYMOND W. OSBORNE, B.A., '06; M.A., '08.
Associate in Administration, F. W. Parker School; Chicago, Illinois.
- 1919 IRVING O. PALMER, A.B., '87; A.M., '90.
1910, *Principal*, Newton Technical High School; 30 Highland Ave.,
Newtonville, Massachusetts.
- 1920 M. G. PARK, Ph. B.
Galesburg, Illinois.
- 1916 L. S. PARMELEE, B.S., '00.
1913, *Principal*, Flint High School; Corner Beach and Third Sts.,
Flint, Michigan.
- 1920 B. F. PARR.
Carterville, Illinois.
- 1920 J. C. PARSONS.
Hebron, Illinois.
- 1921 DELLA PATTON, B. A., '12.
1920, *Principal*, High School; Washington, Iowa.
- 1920 LEO L. PECK.
Milton, Illinois.
- 1919 EMILY C. PENNOCK.
Carthage Academy; Carthage, Illinois.
- 1921 EVERETT V. PERKINS.
Principal, Houlton High School; Houlton, Maine.
- 1917 CHARLES H. PERRINE, Ph.B., '92.
1920, *Principal*, Parker High School; Chicago, Illinois.
- 1920 R. R. PERRINE.
Canton, Illinois.
- 1920 A. F. PETTY.
Waverly, Illinois.
- 1919 E. O. PHARES.
Wilmington, Illinois.
- 1920 GEORGE C. PHIPPS.
Manito, Illinois.
- 1917 FRANK G. PICKELL, '09; A.M., '17.
1920, *Assistant Superintendent of Schools*, Cleveland, Ohio.
- 1921 F. H. PIERCE.
Principal, Jordan High School; Lewiston, Maine.
- 1919 J. F. PIERCE.
Metcalfe, Illinois.
- 1920 GEORGE L. PLIMPTON.
1896, *Principal*, Tilton Seminary; Tilton, New Hampshire.
- 1917 DWIGHT E. PORTER, A.B., '02.
1917, *Principal*, High School of Commerce; 913 N. Forty-ninth Ave.,
Omaha, Nebraska.
- 1921 EDITH L. PORTER, Ph. B., '15.
1919, *Principal*, High School; Maxwell, Iowa.
- 1917 JOHN L. G. POTTORF, A.B., '03; M.E., '11; M.A., '11.
1907, *Principal*, McKinley High School; Canton, Ohio; 702 Thirteenth St., N. W., Canton, Ohio.

- 1917 JOHN RUSH POWELL, B.A., '97; M.A., '99.
1909, *Principal*, Soldan High School; 918 Union Blvd., St. Louis,
Missouri.
- 1919 E. W. POWERS.
1912, *Superintendent of Schools, Principal*, Township High School;
Fairbury, Illinois.
- 1919 WILLIAM PRAKKEN, A.B., '98; Ph.B., '00.
1915, *Principal*, Highland Park High School; 128 Glendale Ave.,
Highland Park, Wayne Co., Michigan.
- 1919 RALPH W. PRINGLE.
Principal, High School; Illinois Normal University, Normal, Illinois.
- 1921 G. A. PROCK.
Principal, Kennebunkport High School; Kennebunkport, Maine.
- 1917 MERLE PRUNTY, A.B., '09.
1918, *Principal*, Central High School; Tulsa, Oklahoma.
- 1920 C. O. PRYOR.
Fisher, Illinois.
- 1921 MYRTLE PULLEN, B. A., '10.
1919, *Principal*, High School; Britt, Iowa.
- 1921 CLARENCE P. QUIMBY.
Principal, Cony High School; Augusta, Maine.
- 1919 JAMES RAE B. S., '03.
1918, *Principal*, High School and Junior College; Mason City, Iowa.
- 1919 L. W. RAGLAND.
Casey, Illinois.
- 1919 J. E. RAIBOUN.
Eldorado, Illinois.
- 1920 O. C. RAMSEYER.
Princeton, Illinois.
- 1919 F. O. RANDALL, M.Di., '97; A.M., '16.
1916, *Principal*, Flathead County High School; 704 Second Ave., W.,
Kalispell, Montana.
- 1918 A. A. REA, A.B., '13.
1917, *Principal*, West High School; 84 Blackhawk St., Aurora,
Illinois.
- 1920 C. H. REAM, A.B., '11; M.A., '17.
1920, *Superintendent*, Clear Lake Public School; 405 North Fourth,
Clear Lake, Iowa.
- 1918 THOMAS W. RECORDS.
Principal, Garfield High School, Terre Haute, Indiana.
- 1916 CLAYTON E. REED, A.B., '96; A.M., '99.
2929 Southern Boulevard, Youngstown, Ohio.
- 1916 ERNEST JOHN REED, A.B., '15.
1916, *Principal*, Adrian High School; 425 E. Front St., Adrian,
Michigan.
- 1918 JOSEPH A. REED, B.S., '06; A.M., '07.
1906, *Principal*, Franklin High School; Seattle, Washington.

xxx *National Association of Secondary School Principals*

- 1920 Q. RAY REEDY.
Hamilton, Illinois.
- 1920 B. L. REEVES.
Vermont, Illinois.
- 1917 CLARENCE T. RICE, A. B., B. Sc., '11; A. M., '18.
Principal, Kansas City High School; Kansas City, Kansas.
- 1918 B. C. RICHARDSON, A.B., '93; A.M., '96.
1906, *Principal*, Theodore Roosevelt High School; 524 E. Seventh St., Alton, Illinois.
- 1919 MYRON W. RICHARDSON, A. B., '86.
1911, *Headmaster*, Girls' High School; 67 Brooksdale Road, Boston, Massachusetts.
- 1921 BYRON J. RIVETT.
Assistant Principal, Northwestern High School, Detroit, Michigan.
- 1919 WILL C. ROBB, A. B., '14; A. M., '15.
1920, *Principal*, Part-Time School, J. Sterling Morton High School, Cicero, Illinois.
- 1916 GEORGE H. ROCKWOOD, A.B., '79; A.M., '82.
1900, *Principal*, Austin High School; 5417 Fulton St., Chicago, Illinois.
- 1920 P. H. RODGERS.
Thawville, Illinois.
- 1918 I. LLOYD ROGERS, A. B., '04; LL. B., '14.
1920, Porter School of Commerce; Evansville, Indiana.
- 1921 IDA C. ROHLF, B. A., '15.
1920, *Principal*, High School; Aurelia, Iowa.
- 1921 CAMERON M. ROSS, B. A., '15.
1920, *Principal*, High School; 833 Elm Street, Webster City, Iowa.
- 1918 J. B. RUSSELL.
Wheaton, Illinois.
- 1916 EDWARD RYNEARSON, A.B., '93; A.M., '96; Pd.D., '19.
1912, *Principal*, Fifth Avenue High School, 1800 Fifth Ave., Pittsburgh, Pennsylvania.
- 1920 R. M. SALEE.
Bowen, Illinois.
- 1916 R. L. SANDWICK, A. B., '95.
1903, *Principal*, Deerfield-Shields Township High School, Highland Park, Illinois.
- 1920 W. O. SAYLER.
Iroquois, Illinois.
- 1919 R. G. SAYRE.
Edwardsville, Illinois.
- 1920 J. P. SCHEID.
Roanoke, Illinois.
- 1920 O. I. SCHMAELZEE,
Tuscola, Illinois.
- 1919 H. GALEN SCHMIDT, A.B., '02; B.S., '07; A.M., '10.
1915, *Principal*, Township High School; Belleville, Illinois.

- 1918 PARKE SCHOCH, A.B., '88; A.M., '91.
1912, *Principal*, West Philadelphia High School for Girls; Forty-seventh & Walnut Sts., Philadelphia, Pennsylvania.
- 1920 A. G. SCHROEDERMIER.
Walnut, Illinois.
- 1920 E. M. SCHUENEMAN.
Nashville, Illinois.
- 1920 E. F. SCHWEICKART.
Fremont, Illinois.
- 1920 JOHN L. SEATON.
150 Fifth Avenue, New York City.
- 1920 PAUL SECHANSEN.
Mt. Olive, Illinois.
- 1919 AVA M. SEEDORFF.
Sheldon, Illinois.
- 1916 WALTER E. SEVERANCE, A.B., '95; A.M., '02.
1918, *Principal*, Central High School; Harrisburg, Pennsylvania.
- 1920 B. F. SHAFER.
Jacksonville, Illinois.
- 1919 GEORGE P. SHANLEY, A.B., '04; A.M., '06.
1918, *Principal*, St. Ignatius High School; 1076 Roosevelt Road, W., Chicago, Illinois.
- 1919 T. F. SHAW.
Edinburg, Illinois.
- 1919 EDITH P. SHEPHERD, B.S., '12.
1917, *Principal*, Batavia High School; Batavia, Illinois.
- 1921 H. P. SHEPHERD.
Principal, Junior High School; Kansas City, Kansas.
- 1919 J. W. SHIDELER, Ph.B., '09.
1918, *Principal*, Crawford County High School, Cherokee, Kansas.
- 1920 DAVID P. SIMPSON, A.B., '92; A.M., '95; LL.B., '09.
1911, *Principal*, West High School; Cleveland, Ohio.
- 1920 AVERY W. SKINNER, A.B., '92.
1920, *Director* of Examinations and Inspections Division; Albany, New York.
- 1919 LOUIS PALMER SLADE, A.B., '93; A.M., '97.
1913, *Principal*, Public High School; New Britain, Connecticut.
- 1920 CLYDE SLONE.
Virden, Illinois.
- 1921 ELMER O. SMALL.
Principal, Newport High School; Newport, Maine.
- 1919 AUGUSTUS HENRY SMITH, A.B., '04.
1917, *Principal*, Howard High School; West Bridgewater, Massachusetts.
- 1917 BELLA B. SMITH, A. B., '07.
1912, *Principal*, High School; Connellsville, Pennsylvania.
- 1919 C. M. SMITH.
Effingham, Illinois.

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- 1920 CARL W. SMITH.
Pleasant Hill, Illinois.
- 1920 CHARLES W. SMITH.
Winchester, Illinois.
- 1920 H. H. SMITH.
Savanna, Illinois.
- 1919 L. C. SMITH, A.B., '05.
1918, *Principal*, Community High School; Chenoa, Illinois.
- 1916 LEWIS WILBUR SMITH, A.B., '02; A.M., '13; Ph.D., '19.
1919, *Principal*, Joliet Township High School; Joliet, Illinois.
- 1920 ROBERT G. SMITH.
Whitehall, Illinois.
- 1919 J. A. SMOTHERS.
Rossville, Illinois.
- 1919 J. F. SNODGRASS.
Alpha, Illinois.
- 1918 GEORGE ALVIN SNOOK, A.B., '02.
1915, *Principal*, Frankford High School; Frankford, Philadelphia, Pennsylvania.
- 1919 MORTON SNYDER.
1919, *Principal*, The University High School; The University of Chicago, Chicago, Illinois.
- 1916 WILLIAM H. SNYDER, A.B., '85; A.M., '88; D. Sc., '08.
1908, *Principal*, Hollywood High School, 1521 Highland Ave., Los Angeles, California.
- 1919 W. L. SPENCER, B.A., '02; M.A., '15.
1920, *Supervisor* of Secondary Education, Montgomery, Alabama.
- 1916 W. R. SPURRIER, A.B., '01.
1912, *Principal*, Princeton Township High School; 1013 So. Church St., Princeton, Illinois.
- 1919 W. M. STACY.
Shirley, Illinois.
- 1919 FRANK W. STAHL.
1918, *Principal*, Bowen High School; Chicago, Illinois.
- 1920 RAYMOND E. STALEY, A. B., '12.
1920, *Principal*, Beall High School; Frostburg, Maryland.
- 1920 FLORENCE M. STAINES, B. A., '11.
1917, *Principal*, High School, Eldora, Iowa.
- 1920 F. N. STARK.
Perry, Illinois.
- 1918 WAYLAND E. STEARNS, A.B., '85; A.M., '94.
1899, *Principal*, Barringer High School; Sixth Ave., Ridge & Parker Sts., Newark, New Jersey.
- 1916 H. T. STEEPER, A.B., '09.
1918, *Principal*, West High School; Des Moines, Iowa.
- 1919 E. G. STEVENS, B. Ed., '16.
1917, *Principal*, Rantoul Township High School; *Superintendent*, Rantoul Schools; Rantoul, Illinois.

- 1920 E. R. STEVENS.
Leavenworth, Kansas.
- 1916 FRED G. STEVENSON, A.B., '08.
1917, *Principal*, Dubuque High School; 1564 Iowa St., Dubuque, Iowa.
- 1919 JOHN L. STEWART, B. Sc., '13.
1918, *Principal*, Parkersburg High School; 1713 Latrobe Street,
Parkersburg, West Virginia.
- 1920 BENNETT M. STIGALL, A. B., '01; A. M., '05.
1919, *Assistant Superintendent of Schools*; 3729 Walnut Street, Kansas
City, Missouri.
- 1920 WILLIAM EARLE STILWELL, A.B., '01; A.M., '03.
1903, *Headmaster*, University School; Cincinnati, Ohio.
- 1918 CHARLES T. STONE, A.B., '96.
1915, *Principal*, New Brunswick High School; New Brunswick, New
Jersey.
- 1920 K. G. STOUFFER.
Elgin, Illinois.
- 1920 E. H. STULKENS.
Sullivan, Illinois.
- 1919 J. G. STULL.
Du Quoin, Illinois.
- 1919 WALTER C. SUFT, Ph.B.
1916, *Principal*, Pawnee Township High School; Pawnee, Illinois.
- 1921 W. E. SULLIVAN.
Principal, Brewer High School; Brewer, Maine.
- 1921 CLARA P. SWAIN, B. A.
1917, *Principal*, High School; 308 East Main Street, Vermilion, South
Dakota.
- 1919 O. M. SWANK, A.B., '07.
1919, *Principal*, Anna-Jonesboro Community High School; Anna,
Illinois.
- 1920 I. D. TAUBENECK.
1920, *Superintendent of Schools*, *Principal*, Minier Community High
School; Minier, Illinois.
- 1916 J. L. THALMAN, A.B., '00; A.M., '10.
1917, *Principal*, Proviso Township High School; First Ave. & Madi-
son St., Maywood, Illinois.
- 1919 PAUL K. THEOBALD.
Clinton, Illinois.
- 1921 HAZEL V. THOMAS, B. Di., '11; A. B., '15.
1920, *Principal*, High School; Belmond, Iowa.
- 1921 JAMES E. THOMAS.
Principal, Dorchester High School; Boston, Massachusetts.
- 1921 L. F. THOMAS, A. B., '14.
1920, *Principal*, High School; Vinton, Iowa.
- 1920 M. SMITH THOMAS.
1919, *Principal*, Hutchinson Central High School; Buffalo, New York,

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- 1918 C. W. THOMPSON, Ph.B., '96.
1913, *Principal*, Carbon County High School; Red Lodge, Montana.
- 1920 FRANK E. THOMPSON, A.B., '71; A.M., '75; Ed.D., '19.
1890, *Headmaster*, Rogers High School; 15 Champlin Street, Newport, Rhode Island.
- 1921 HELEN J. THOMPSON, A. B., '11.
1918, *Principal*, High School; 208 West Girard Avenue, Indianola, Iowa.
- 1919 WILLIS THOMSON, A.B., '18.
1919, *Principal*, Woodstock High School; Woodstock, Illinois.
- 1920 E. W. TIFFANY, A.B., '05.
1916, *Principal*, High School; Springfield, Ohio.
- 1921 CHARLES C. TILLINGHAST, A.B., A.M.
1920, *Principal*, Horace Mann School for Boys; Teachers College, New York.
- 1921 T. C. TOOKER.
Principal, Millbridge High School; Millbridge, Maine.
- 1920 LEW R. TRAYLOR.
Fillmore, Illinois.
- 1919 O. G. TREADWAY.
McHenry, Illinois.
- 1921 W. E. TREBILCOCK, B.A., '08; M.A., '09.
1920, *Principal*, Ishpeming High School; Ishpeming, Michigan.
- 1919 ELOISE R. TREMAIN, B.A., '04.
1918, *Principal*, Ferry Hall, Lake Forest, Illinois.
- 1917 GEORGE N. TREMPER, A.B., '01.
1911, *Principal*, Kenosha High School; 726 S. Exchange St., Kenosha, Wisconsin.
- 1919 H. D. TRIMBLE.
1920, *Assistant High School Visitor*, Urbana, Illinois.
- 1919 J. H. TRINKLE, B.S., '04; A.B., '11.
1911, *Principal*, Newman Township High School; Newman, Illinois.
- 1919 ESTON V. TUBBS, A.B., '09, A.M., '10.
1919, *Principal*, New Trier Township High School; Kenilworth, Illinois.
- 1921 B. X. TUCKER, B.S., '00; A.B., '01; M.S., '03.
1907, *Principal*, Union High School; Richmond, California.
- 1917 L. T. TURPIN.
Crawfordsville, Indiana.
- 1919 M. S. VANCE.
Oblong, Illinois.
- 1920 FRANCIS VANDER VEEN.
Salem, Illinois.
- 1919 R. P. VAUGHN.
Elyria, Ohio.
- 1920 SAM VERNON.
Downers Grove, Illinois.

- 1919 COSMOS C. VESELEY.
St. Procopius Academy; Lisle, Illinois.
- 1921 H. S. VOORHEES.
Principal, High and Manual Training School; Fort Wayne, Indiana.
- 1916 CLIFFORD GILBERT WADE, B.S., '96; M.A., '15.
1913, *Principal*, Superior High School; 793 W. Fourth St., Superior,
Wisconsin.
- 1919 A. B. WAINSCOTT.
Patoka, Illinois.
- 1920 J. E. WAKELEY.
Danville, Illinois.
- 1917 KARL DOUGLAS WALDO, A.B., '06, A.M., '14.
1914, *Principal*, East High School; 24 Hickory Ave., Aurora, Illinois.
- 1920 W. D. WALDRIP, A.B., '03.
1916, *Principal*, Streator Township High School; Streator, Illinois.
- 1919 ALBERT WALKER.
Arthur, Illinois.
- 1920 J. B. WALLACE.
Wyoming, Illinois.
- 1920 CHARLES BURTON WALSH, A.B., '06.
1919, *Principal*, Friends' Central School; Philadelphia, Pennsylvania.
- 1920 E. D. WALTERS.
Ipava, Illinois.
- 1920 J. A. B. WALTHER.
Golconda, Illinois.
- 1918 GEORGE A. WALTON, A.B., '04; A.M., '07.
1912, *Principal*, George School; George School, Pennsylvania.
- 1920 H. E. WARFEL.
Zeigler, Illinois.
- 1921 WORCESTER WARREN, A. B., '12.
1919, *Vice-Principal*, East High School; Des Moines, Iowa.
- 1918 P. M. WATSON, A.B., '14; A.M., '19.
1918, *Principal*, Robinson Township High School; 704 N. Cross St.,
Robinson, Illinois.
- 1918 HERBERT S. WEAVER.
Principal, High School of Practical Arts, Boston, Massachusetts.
- 1916 FERRIS E. WEBB, B.A., '11.
1919, *Principal*, Globe High School; 781 Maple St., Globe, Arizona.
- 1919 MAUD WEBSTER.
Sandwich, Illinois.
- 1921 N. H. WEEKS, B. A., '94.
1920, *Vice-Principal*, West High School; Des Moines, Iowa.
- 1916 DAVID E. WEGLEIN, A.B., '97; A.M., '12; Ph.D., '16.
1916, *Associate in Education*, Johns Hopkins University; 1921,
Assistant Superintendent of Public Schools; Baltimore, Maryland.
- 1919 GEORGE B. WEISIGER.
Oakwood, Illinois.

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- 1920 M. C. WELCH.
Gillespie, Illinois.
- 1920 H. L. WELKER.
Rockton, Illinois.
- 1917 J. F. WELLEMAYER, A.B., '06; M.A., '14.
1917, *Principal*, Quincy Senior High School; 1208 Jersey St., Quincy,
Illinois.
- 1916 DORA WELLS, B.A., '84; M.A., '97.
1911, *Principal*, Lucy L. Flower Technical High School; 6059 Wabash
Ave., Chicago, Illinois.
- 1917 WM. A. WETZEL, A.B., '91; Ph.D., '95.
1901, *Principal*, High School; 12 Belmont Circle, Trenton, New Jersey.
- 1917 C. W. WHITTEN, A.B., '06.
1916, *Principal*, De Kalb Township High School; 324 Sycamore Road,
De Kalb, Illinois.
- 1916 WILLIAM WIENER, A.B., '88; A.M., '89; Ph.B., '91.
1912, *Principal*, Central Commercial & Manual Training High School,
Newark, New Jersey.
- 1920 JOSEPH A. WIGGIN, A.B., '09.
1916, *Headmaster*, Richards High School; Newport, New Hampshire.
- 1920 H. A. WILK.
Mokence, Illinois.
- 1919 M. P. WILKINS.
Roseville, Illinois.
- 1920 GLENNA M. WILKINS.
Mahomet, Illinois.
- 1916 GILBERT H. WILKINSON, Ph.B., '98; A.M., '07.
1913, *Principal*, Lyons Township High School; Brainard Ave., La
Grange, Illinois.
- 1919 H. D. WILLARD.
1919, *Superintendent*, Plainfield, Illinois.
- 1916 G. W. WILLETT, A.B., '08; A.M., '14.
1914, *Principal*, Hibbing Six Year H. S. & Junior College; Hibbing,
Minnesota.
- 1920 FRANK L. WILLIAMS, A.B., '89; A.M., '07.
1908, Sumner High School; St. Louis, Missouri.
- 1920 J. C. WILLIAMS.
Arlington Heights, Illinois.
- 1919 R. J. WILLIAMS.
Danvers, Illinois.
- 1920 M. H. WILLING.
1920, *Principal*, Springfield High School; Springfield, Illinois.
- 1921 CLINTON D. WILSON.
Principal, Morse High School; Bath, Maine.
- 1920 EDWARD C. WILSON, B.S., '91; A.M., '20.
1903, *Principal*, Friends School; Baltimore, Maryland.
- 1919 EMERY M. WILSON.
Principal, Central High School; Washington, D. C.

- 1919 F. A. WILSON.
1919, *Principal*, Frankfort Community High School; West Frankfort,
Illinois.
- 1919 GUY C. WILSON, B.Pd., '00.
1915, *President*, Latter Day Saints' High School; Salt Lake City, Utah.
- 1920 H. A. WILSON.
Hurst, Illinois.
- 1918 MRS. LUCY L. W. WILSON, Ph.D., '97.
1916, *Principal*, South Philadelphia High School for Girls; 2101 S,
Broad St., Philadelphia, Penn.
- 1921 WILLIAM E. WING.
Principal, Deering High School; Portland, Maine.
- 1916 O. H. WINGFIELD, A.B., '99.
1908, *Principal*, Central High School; Corner West and Griffith.
Jackson, Mississippi.
- 1919 W. W. WIRTZ.
Canton, Illinois.
- 1920 (MRS.) A. T. WISE.
Principal, Commercial High School; Atlanta, Georgia.
- 1916 JOHN E. WITMER, A.B., '94.
1918, *Principal*, City High School; 407 So. Poplar Ave., Kankakee,
Illinois.
- 1920 MARY WITTLER, Ph. B., '04.
1907, *Principal*, Cleveland Heights High School; 3203 Sycamore
Road, Cleveland, Ohio.
- 1919 O. H. WORLEY.
Ridgefarm, Illinois.
- 1921 C. E. WYGANT, B. S., '12.
1920, *Principal*, High School; Ames, Iowa.
- 1916 LEONARD YOUNG, A.B., '98.
1910, *Principal*, Central High School; Lake Ave. & Second St.,
Duluth, Minnesota.
- 1918 ROSS NEWMAN YOUNG, A.B., '12.
1916, *Principal*, Stillwater High School; 1018 South Second Street,
Stillwater, Minnesota.
- 1921 W. J. YOURD, B. A., '10.
1917, *Principal*, High School; 602 Fourth Avenue, Clinton, Iowa.

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FIFTH ANNUAL MEETING OF THE ASSOCIATION

The fifth annual meeting of the National Association of Secondary School Principals was held at Atlantic City, New Jersey, Monday and Tuesday, February 28 and March 1, 1921.

FIRST SESSION

The first session, held in the Rose Room of Hotel Traymore, Monday, February 28, 1921, was called to order at 9:35 A. M. by the President, Principal Edmund D. Lyon of East High School, Cincinnati, Ohio. The President read his address on the *Submerged Tenth*.

THE SUBMERGED TENTH

PRINCIPAL EDMUND D. LYON

EAST HIGH SCHOOL, CINCINNATI, OHIO

It is interesting to look back over the recent years and note how one movement after another has influenced the secondary schools. It has not been so many years since by means of a parading of figures it was made almost self evident that the cause of failures in the ninth grade, where the failures are always so numerous, was poor teaching. Do what we would, however, if instruction was thoroughgoing, we could not change the condition. Smaller classes helped a little, supervised study may have improved conditions somewhat, and yet there were many who fell by the wayside and we sought for remedies in vain. With each new group that came to us there was a renewal of hope. Surely the experience of the preceding year would not be repeated. Surely *this* year our skilful teachers would know how to meet the difficulty, but it was the old story over again. New subjects were introduced, new courses of study were devised, some of which eliminated the traditional stumbling blocks, but so soon as a subject became of a nature to involve a little close thinking or demanded some precision and exactness, we met the same results and a certain number could not or would not meet the conditions. There was always the alternative of lowering standards, but the welfare of those who could do the work assigned and who could and would master the

more difficult problems, prevented such a step. By a process of elimination a somewhat select group passed on to the tenth grade, where, in a lesser degree, the experience of the ninth year was repeated.

It is now quite evident that out of the hundreds who come to us from the elementary school there are many who have not the native endowment to obtain anything like the mastery of a subject which requires application and a degree of concentration. We hear not a little in these days of mental tests and out of them has come a knowledge of the native capacities of boys and girls which gives us a new point of view. We now expect that among the several hundred whom we shall greet in September there is a goodly number who have not an intelligence which will enable them to grasp the more difficult subjects and thus anticipating our troubles we do not worry over them quite as of yore, because the fault is not altogether ours.

Our new situation, however, is not without its embarrassment and its perplexity. What are we going to do about it? The master minds of our profession are not slow to show us wherein we have sinned. Almost with vehemence they tell us *how* we err—all of which we know full well—but they are not so fast in pointing out the remedies.

Pardon a digression. The practice of a few of our courts is of interest. The claim is made that in our great prisons there are many inmates, even a majority, who in all probability would never commit again the offence which was the cause of their imprisonment. Were they free they would not prove a menace to society. Again it is even said that given a similar set of circumstances and like impulses, many of us would have committed the same crime. Then too, it seems to have been shown and it is admitted to be true, that there are many serving short time sentences, who have in them criminal tendencies and who should never be permitted to be at large, but who should be confined, for the safety of society, for their entire lives. It should be the business of the court to determine the guilt of the man or woman who is accused and this having been done he should then be turned over to the experts who, by means of a series of tests, can learn whether there should be an indeterminate sentence or whether there is a strong probability of further criminal acts. In the case of the indeterminate sentence, the prisoner is freed and for some months or a year or two, he is under the surveillance of an officer, and if conduct for this period is good, he is released. If the experts find that there is every probability of further offenses against the state, the prisoner is removed permanently from the society he menaces.

If it is possible to decide a matter so important as to remove one from his family and all associates for years or for life, by means of mental tests, surely by the same general method we can determine the type of training we should give a younger person. Before the intelligence tests were so much the vogue we knew full well that the time an occasional pupil gave to the traditional mathematics or to the foreign language of the first and second year was all but wasted, but the idea of the hopelessness and the utter futility of such subjects for some pupils has only recently become apparent to us. There is in it all a sort of a fatality or hopelessness that runs counter to certain ideas we were wont to entertain. We always liked to think that some kind of a blow on the head, figuratively speaking, would rouse the sluggish processes of the mind and bring the victim out of his slough of despond. To have it revealed to us with some certainty that one is, as it were, predestined to forego the intellectual pursuits, which were deemed a common heritage and which seemed essential to any one who would lay claim to even a high school education, is almost to force one to a belief in infant damnation, which notion we believe even the modern disciples of Calvin have discarded long since.

Yet, after all, it is not so bad as that, for we know, or at least we can know, if we will permit ourselves to think it out, that a man or a woman may live a reasonably happy and a very useful life, with little or no algebra or geometry and with no knowledge of a foreign language. He does not even have to know much of science as we ordinarily teach it to be able to become a useful member of society.

So, we believe we have a problem, a most serious one, too, with which we must wrestle and which we must strive to solve. I suspect that in some schools, where there is a selected group in the ninth grade, a coterie of young "master minds," the difficulties do not present themselves, but in the large city high school of the comprehensive type, there fairly surge in on us, by the hundreds, boys and girls of all types and conditions. It is a veritable young democracy. It is life, young life, to be sure, but it is there with its hopes, its dreams, its boundless energy. It needs and should have wise direction, wiser direction than we have ever given it.

Vocational guidance or direction does not solve the problem, though it may help. It is quite beyond the power of any well meaning adult to point out a career with over much certainty. We should try to know tendencies, to help the youth to find himself, but it can not be done with a rule or a yard stick. To tell a youth who is hope-

lessly dull that he should be a hod carrier or spend his life shovelling dirt is not very encouraging, though these are useful and necessary vocations. The best guide for a youth is a sympathetic teacher and if in a school we can have teachers who are vitally interested in boys and girls, who more than anything else are fond of trying to get "close up" to the real impulses and hearts of the young people entrusted to them, vocational guidance will take care of itself.

It seems useless for the submerged tenth to study the traditional algebra or any other algebra of which we know anything. We believe, however, that there might be continued in somewhat small and homeopathic doses practice in the kind of arithmetic which would prove of value in the later years. In this connection there might be a little book-keeping of the most practical nature.

We believe that science in the ninth grade can be of value to boys and girls, who have not the ability or the inclination to do much with the subjects as ordinarily taught. In a city not far from where we now are, the writer witnessed a few months since the teaching of a lesson to a group of ninth year boys. They were a dirty lot of youngsters, unpromising in appearance, and it was not difficult to see the kind of homes they came from. There were few graces of manner or of speech. They were fortunate in having a teacher who understood them and who knew not only how to select subjects in science of genuine interest, but how to present them. The lesson that day was the wiring of a home. On a large board a diagram was made of the rooms, the wires were attached thereto and by question and answer it was worked out, till the boys understood it. The teacher did nothing they could do for him, and for over an hour there was a sort of an hilarious joy, almost, as the problem was developed. If a teacher just knew how and would cut loose from textbook, and in a natural way develop the subject, an abundance of material can be found for months of study. Our problem is to find the teacher.

What is true of science is true of the mother tongue. Here too the wind must be tempered to the shorn lamb. The standards that prevail elsewhere must be discarded and progress must be determined solely by the ability to move on.

The social studies offer a field, which, because of intrinsic interest, can be used to advantage. Inasmuch as all some day will wield the suffrage, it is our duty to strive to impress lessons relating to citizenship and responsibilities as members of society. Nothing could be more important than this. The care of the body and a knowledge of

some of the laws which are essential to its care, should have a place. Some would find an interest in the widening group of subjects such as the industrial and household arts, though if well taught these are not necessarily what we might call "soft" subjects.

Could we in the early months of the ninth grade select a group who seem unable to do anything with the regular subjects it might not be so difficult to arrange some such program as we have outlined.

Simple though such a classification may seem, it is not so easy and has in it an element of danger. For any group to be known as the slow group or the dummies of the school, or as composed of those pupils whose mental ability is below par involves discrimination which may at once defeat the purpose of the plan. It is not natural for a boy's mother or father to believe that a son or daughter is dull and to classify students strictly along the lines of their intelligence involves the odious comparison. Yet such a classification should in some manner be accomplished. It goes without saying that oftentimes pupils who are least fitted to pursue certain subjects are the ones who have the greatest desire so to do. And studies which are considered as contributing the most to culture and which traditionally are the ones pursued by people of refinement, make to a certain type of pupil a strong appeal. Hence, merely for the sake of studying Latin, merely for the name of it, merely because it may sound a little lofty, pupils enroll in such classes. However, were we to eliminate entirely from the high school curriculum motives of this general character we fancy that quite a change would take place. It is the glamour oftentimes with certain people that goes with the attendance at school of their sons or daughters and the very respectability of the thing and the show and glitter of the exercises attendant upon graduation that form the motive for persistence in the securing of a diploma.

Again there is such differing ability among pupils in the various high-school subjects that a strict classification becomes difficult. A girl, for example, as so frequently happens, may be quite capable in the use of the mother tongue, but woefully deficient in her ability to acquire any knowledge of mathematics. And so, while a large comprehensive high school such as is to-day to be found in many cities offers the very best opportunity for readjustment in harmony with the welfare of the pupil, at the same time this very classification and readjustment may tend to make a little more pronounced the striking ability of some when it is placed in comparison with the low mentality of others.

Manifestly it is the duty of the secondary school to do the utmost for its pupils and train them not only to become good citizens, but to prepare them as much as is possible for the emergencies of life, and not only to put them in a position to acquire the means of livelihood, but also to furnish a strong background of what we may deem general culture, or the sort of thing that goes to fill up our leisure hours and that makes life quite worth the living. Hence, we believe that we should not hesitate to organize classes which will give to groups of pupils the maximum opportunity, and the very dull and slow pupil needs our attention just as much as does the one who is mentally alert.

Again it must be apparent to every one that a time frequently comes when there is an awakening, a light shines in on the darkness as it were, and it gives a new vision of life, and with the new interest, and with the motive which this furnishes comes a new interest in subjects which before were a closed book. And so the road should always be an open one to such students. In some cases the mathematics of the first and second years can be accomplished in the third and fourth years when there is more maturity. There should be no hard and fast line which forbids these constant readjustments.

We find, too, that some of our problems are solved by placing pupils of mediocre ability in very small classes so that there may be the maximum amount of individual attention. They should have excellent teachers who are willing to devote themselves to what some would consider an unpleasant and unprofitable task. Of the pupils who fail there are some who can't and some who won't and nothing but wise, kindly, and stimulating instruction will help the latter group.

Were we able to do just as we should like, we should ask that there be given pupils in the seventh grade and also in the eighth grade the tests which have been found to furnish the most accurate measurement of mental ability. The knowledge thus obtained should find corroboration in the judgment of the teachers. All of the pupils to be sent to the high school would be classified and we would know definitely the relatively small group who were considered incapable of comprehending the subjects of the regularly prescribed courses. We should try—mind, please, that we say *try*—to organize classes for them in subjects that would be helpful and adapted to their power to comprehend.

Should a number of such, for reasons to which we have referred, desire to make a beginning in the regular classes, we could not well

prevent it, but a few weeks would tell the story, if the mental diagnosis had been correct and then the shift could be made.

■ Permit me to say, in conclusion, that there is no cocksureness in our position. We simply feel that certain boys and girls, who should live their lives with honor to themselves and to their communities, who have shown that they are worthy of admission to the secondary school, are, so far as some high-school studies are concerned, submerged, yes, mentally drowned with conditions as they are. They flounder around a while and are given up as lost. What shall we do for them?

PRINCIPAL CHARLES C. TILLINGHAST, HORACE MANN SCHOOL FOR BOYS, NEW YORK CITY, spoke from brief notes on the subject, *The Scope of Moral Education in Secondary Schools*.

THE SCOPE OF MORAL EDUCATION IN SECONDARY SCHOOLS

PRINCIPAL CHARLES C. TILLINGHAST

HORACE MANN SCHOOL FOR BOYS, NEW YORK CITY

In beginning this address on the scope of moral education in secondary schools, I wish to make very clear my own position in regard to the whole matter. My interest in this connection is entirely in the boys and girls themselves and in their problems, rather than in the philosophic consideration of any complicated scheme of moral education which requires a certain number of boys and girls for its working out. Since my experience has been in both public and private secondary schools, anything which I may say is, I am sure, applicable to any sort of school or any school arrangement. Since nothing I say will be in the least technical or narrowly pedagogic I feel that I can ask the attention of all who have the best interests of young people at heart.

In general, the term "moral education" can thus be defined: moral education is any education which helps a boy or girl to make, whenever opportunity offers or necessity demands, choices which will result in the highest good to himself and the society in which he is. It is very evident that under such a definition moral education includes practically all of that training which is given to boys and girls at any time during their school life. As an eminent educator has recently said, "The end of secondary education is character," and since moral education is the formation of character, all secondary education must in

this sense be moral education. It is necessary, however, for the purposes of this paper, for us to limit the discussion to those phases of moral education having to do with the inculcation of certain definite and distinguishable traits of character, the possession of which should mark every boy and girl in the secondary school.

I purpose to present the problem under three main heads: *why?* *what?* and *how?*—*why* should the problem be considered at this time, *what* are the factors or traits entering into ethical character, and *how* may we develop these traits. Of these three main points the third will receive the maximum attention.

I maintain that the problem of moral education is a highly important one at this particular time for these reasons: the Committee on Reorganization of Secondary Education gives as one of its seven objectives, ethical character; and no progressive secondary school, willing to adopt the spirit of the report of this Reorganization Committee, can afford to neglect one of its most fundamental recommendations. Again, as I see the situation, our secondary schools are, consciously or unconsciously, constantly exerting moral influences upon our young people, and I feel that too long it has been a matter of accident as to the kind of influence thus exerted. I feel that a frank facing of the problem is necessary in order that we may see to it that the influences exerted are both conscious and constructive. In the third place, the present national and international situation confronts us with a gravity that makes it imperative that the secondary schools do all in their power to formulate and carry out a program which will, in as great a measure as possible, counteract whatever immoral influences there may be in our present restless society. In this connection, I wish most strongly to state that it is my opinion that the reason for the consideration of this problem at this time is not because of a great degree of immorality, as that term is generally understood, in our secondary schools. I have faith in the young people, and although it is probable that there are occasional cases of immoral action on the part of boys and girls of secondary school age, I stoutly maintain that there is a smaller proportion in the whole body of secondary school boys and girls than there would be in the same number of boys and girls not having the advantages of secondary school training. Finally, one of the unavoidable tasks of the secondary school is the training of its boys and girls for real citizenship, in which moral education must play a very large part. For these reasons then, and they are by no means all-inclusive, it seems to me

that at the present time we should soberly consider the question of moral education.

To answer the question, "What are the factors or traits which we should try to inculcate?" it is difficult to list categorically all of the elements which one might think desirable. Out of my experience with boys and girls in secondary schools, as well as with adults in other walks of life, I make bold to single out certain qualities, the presence of which, it seems to me, still give evidence of the sort of moral strength which we want our young people to possess. These are honesty, industry, clean heartedness, dependability, adaptability, power to choose and follow right leadership, power to discern the truth from the false in every situation, idealism. I wish to submit these more or less dogmatically, without in any way trying to give the impression that there may not be others. It seems clear to me, however, that the traits selected—whatever they are—must be of the kind to make it possible for the boy or girl possessing them to fill more acceptably his place in the group of which he is a member, both in school and in later life.

May we now discuss briefly the methods which may be used to develop these traits mentioned? For the purposes of convenience, I will discuss these means under three heads—precept, example, and practice, the initials of which, p-e-p, give us the attitude of mind with which we should attack the whole problem.

The first of these, precept, is in a way the least valuable of all the methods of developing moral traits, because it is a truism that no one is really moral by being told to be moral. At the same time, however, the holding before boys and girls right courses of action, and the steering of their thinking into right lines of conduct, are extremely necessary in any scheme of moral education which really functions. It is not within the purposes of this paper to discuss such projects as formal classes in ethics, week day study of the Bible, or the like, but I would say in reference to this sort of work that its great value consists in pointing the way toward better qualities and that its value is going to be directly in proportion as the precept is tied up with some specific action, either by the individual or by the group. No amount of preaching can make one good, and mere precepts as such can never give to young people of the secondary school age full possession of the qualities which we desire for them.

Moral education of secondary school pupils receives a tremendous stimulus or is seriously handicapped by the example of those to whom

is entrusted the teaching of the pupils concerned. Someone has said that in moral education no school can rise higher than its teachers and principal, and I wish to emphasize most strongly this point. I feel that there is a heavy responsibility laid upon all teachers to be sure that in all their contacts with their pupils, especially the unexpected and out of the ordinary contacts, there be exemplified the very qualities which we are anxious for our boys and girls to possess. I am as eager as anyone for an increase in the professional training for our secondary school teachers, but I feel very keenly that no amount of technique or of professional skill as such can make up for the lack of certain moral qualities which teachers must possess if they are to be successful in this matter of moral education. I feel, then, that it is the duty of principals and administrators, as well as those responsible for the training of prospective teachers, to see that there is a clear understanding on the part of all concerned of the necessity of possessing certain positive traits of character. In order that we may easily remember qualities which seem to me fundamental in every teacher, I list four, each one of which begins with the letter *s*. These are sympathy, squareness, sense, and the spirit of service.

One of the things most needed by our teachers as they strive to exert a moral influence is the spirit of sympathy; not maudlin sentimentality, but the ability to see the point of view of the boy or girl with whom the work is being done, the ability to project oneself into the experience of the boy or girl, and the willingness and ability to put oneself into the position where he can appreciate the difficulties which confront the boy or girl in any particular problem, educational or distinctly moral.

May I illustrate this from my own experience? One hesitates to speak of himself, but in this instance the point is so apt that I ask your indulgence while I make personal reference. Having been born and raised in the country, I went at the beginning of my high school days to a large city high school. I was exceedingly green, and remember how hurt I was because I was called a buck farmer. I was an average boy, neither more bright nor more stupid than the other boys of my class. It is true that I was active and full of more or less mischief. I had as a teacher a man about whom we boys used to wonder how he came to be a man without ever having been a boy—if, in fact, he were at that time a man. This man had a wonderful opportunity to help me because I was particularly in need of encouragement and guidance. With a rare display of lack of sympathy, he reported to my

mother in a conference held at his request that he was very sure that the salvation of her house, if not of the state, necessitated my immediate committal to the reform school of the state. The fortunate part of the experience, aside from that which came from my mother's disagreeing with him, was that I have never forgotten how one man had a wonderful opportunity to do something for a green boy, an opportunity which he missed entirely because of his lack of ability to project himself into the experiences of that boy. In all of this discussion of moral education there is no element which can be of more constructive value than the element of sympathy on the part of men and women who are teachers.

No teacher can ever hope to exert a helpful moral influence who is not absolutely square. No teacher can hope to covet for himself greater renown than that which comes from the lips of the young people themselves, when they say, "that teacher is square." It must be a squareness which lasts beyond the class room and permeates every activity in which the teacher may engage.

One of the qualities which some teachers seem to have lost from their make-up is sense. I imagine it is called common sense because it is frequently so uncommon. It is hard to analyze this quality, and harder still to tell a person how to go about getting it for himself. In general I might say that the possession of common sense means that a teacher is not afraid to rely upon his own judgment, and when relying on his own judgment, makes decisions the results of which contribute positively and definitely to the desired ends of education. As I see it, teachers are employed not only because they have training, but because they have judgment; and it might happen that the exercise of this judgment in an emergency would mean the breaking of a more or less fixed rule of a certain system. It seems to me that if the boy or girl is better advantaged by the breaking of a rule, that teacher shows the best sense who breaks it, and boys and girls who come daily under the influence of men and women who are not afraid to use common sense in handling the problems which arise from day to day, and for which it may be no definite rule can possibly be made, are going to be immeasurably strengthened in their conception of real moral values as they themselves face problems, the solution of which calls for the exercise of judgment and common sense.

I know that it is a very trite statement and one which it may be we have heard so often that we lose a little of its significance, but

I wish to go on record as saying that the best moral guidance can come only from those teachers who are imbued with a genuine desire for service. Much as I agree with the prevailing feeling that teachers are not given recognition, financial or social, commensurate with their contributions to society and its needs, and eager as I am to see teachers more nearly equably rewarded, I still am of the strong opinion that the teaching profession is and must be of an altruistic nature. Mere time serving is not real teaching, and that teacher whose mind is set over firmly on the material rewards which he feels he ought to be receiving is going to miss many an opportunity to be of extreme helpfulness in shaping the moral life of the young people in his charge. A teacher must in real truth lose himself in the activities and experiences of the young people with whom he works, in order that he may save them to better thinking and higher living. Whenever teaching becomes merely perfunctory, its moral values are greatly lessened; and I would appeal to every teacher to bear in mind that the inculcation of the qualities desired through his own example can best come, if indeed they can come at all any other way, as he, with a genuine spirit of self-sacrificing service, gives himself to the task of helping the boys and girls with whom he is privileged to work.

Important as is precept, and as indispensable to the success of moral education as is example, it remains, so it seems to me, for the third factor to contribute in the life of a secondary school boy or girl the greatest good as he strives to perfect his moral character. Precept shows the way, example gives a tremendous impulse and encouragement, but practice makes the moral trait the possession of the boy himself. A boy becomes honest as he exercises honesty; he becomes industrious as he exercises industry; and he develops the power to choose and follow right leadership as he actually chooses and follows leadership of the right sort. It becomes, then, exceedingly apparent that the secondary school which is vitally and intelligently interested in giving the right kind of moral education should set up just as many situations as possible in which the boy or girl should have actual opportunity to call into play the qualities of character which are desirable for him to have. These situations should parallel as closely as possible situations in actual life, in order that the boy or girl may be habituated to right courses of action as early as possible. Many of these situations will arise in the actual class room procedure, and may take the form of social-

ized recitations, classes conducted by pupils, honor examinations, and the like. It is probable, however, that in our modern secondary school, with its newer and broader vision of what secondary education means, more of these situations will find themselves in the extra-curricular activities of the school. I am sure that anyone who has given the matter careful consideration can easily see that the various impulses and ideals of boys and girls of secondary school age, if given wise supervision and intelligent opportunity for expression, can be of tremendous value in determining positive moral qualities in the boys and girls. I feel safe, therefore, in making the strong statement that that secondary school which is not deliberately and with foresight finding means of creating as many situations as possible in which its boys and girls can actually do things and meet responsibilities, is failing in what is perhaps the most efficient way of giving a genuine moral education.

May I briefly, then, recapitulate, in order that there may be gained from this paper at least a suggestive outline of what in my mind are outstanding features of this problem of moral education in the secondary school?

Why should the problem now be considered? Because of the fact that moral influences are being exerted, consciously or unconsciously, and it becomes the duty of the secondary school, not because of the immorality of its boys and girls, but because of the wide spread need of moral training at the present time to face squarely this entire problem.

What are the traits that we should, as secondary school people, try to develop? They are honesty, industry, clean heartedness, dependability, adaptability, power to choose and follow right leadership, power to discern the true from the false, and idealism.

How may these best be inculcated? In three ways, the initials of which give us the impetus with which to attack the problem—through precept, in order that the setting up of high ideals may point the way to wise choices and right living; through example, the importance of which must fill our teachers with the feeling of responsibility for their own influence upon the boys and girls with whom they work, and which makes it imperative that teachers possess, in addition to technique, the four qualities of sympathy, squareness, sense, and the spirit of service; and practice, which is necessary that the trait be made the possession of the individual

boy or girl, and which must be planned for by every progressive secondary school if the best ends of education are to be served.

May we all, then, as secondary school teachers, catch a glimpse of the outline of this moral education, and give ourselves definitely and deliberately to its furthering?

The President at this time appointed the following committees:

COMMITTEE ON RESOLUTIONS

HIRAM B. LOOMIS, Hyde Park High School, Chicago, *Chairman*.

ERNEST J. BECKER, Western High School, Baltimore.

A. B. BRISTOW, Matthew Fontaine Maury High School, Norfolk, Virginia.

L. L. FORSYTHE, Ann Arbor High School, Ann Arbor, Michigan.

FRED C. MITCHELL, Classical High School, Lynn, Massachusetts.

E. R. STEVENS, Leavenworth High School, Leavenworth, Kansas.

MISS LUCY L. W. WILSON, South Philadelphia High School for Girls, Philadelphia, Pennsylvania.

COMMITTEE ON NOMINATIONS

JOHN L. G. POTTORF, McKinley High School, Canton, Ohio, *Chairman*.

JOHN H. BOSSHART, Columbia High School, South Orange, New Jersey.

L. W. BROOKS, Wichita High School, Wichita, Kansas.

MISS BEULAH A. FENIMORE, Kensington High School, Philadelphia, Pennsylvania.

RALPH E. FILES, East Orange High School, East Orange, New Jersey.

H. H. GADSBY, North Adams High School, North Adams, Massachusetts.

J. S. McCOWAN, South Bend High School, South Bend, Indiana.

F. L. ORTH, New Castle High School, New Castle, Pennsylvania.

WILLIAM PRAKKEN, Highland Park High School, Highland Park, Michigan.

FRED G. STEVENSON, Dubuque High School, Dubuque, Iowa.

JOHN L. STEWART, Parkersburg High School, Parkersburg, West Virginia.

COMMITTEE ON NECROLOGY

- E. J. EATON, South High School, Youngstown, Ohio, *Chairman*.
CHARLES A. BRADLEY, Manual Training High School, Denver,
Colorado.
C. E. FARNHAM, Public High School, New Britain, Connecticut.
AVON S. HALL, Medill High School, Chicago.
J. W. SHIDELER, Crawford County High School, Cherokee,
Kansas.

AUDITING COMMITTEE

- M. R. MCDANIEL, Oak Park High School, Oak Park, Illinois,
Chairman.
W. C. GRAHAM, Wilkinsburg High School, Wilkinsburg, Pennsylv-
vania.
GEORGE A. WALTON, George School, George School, Pennsylv-
vania.

PRINCIPAL JOHN RUSH POWELL, SOLDAN HIGH SCHOOL, ST.
LOUIS, MISSOURI, read a paper on *Social Problems in the High
School*.

SOCIAL PROBLEMS IN THE HIGH SCHOOL

JOHN RUSH POWELL

SOLDAN HIGH SCHOOL, ST. LOUIS, MISSOURI

The phases of the subject one might be reasonably expected to discuss, from the wording of the subject, will either be omitted or touched upon but slightly. The metropolitan high school has been blessed with the ordinary so-called "social problems" in abundance from the very nature of things, but the intensity of these problems has increased in proportion to the years that have elapsed since the invention of the automobile as a social agent and the moving picture machine as the dispenser of knowledge (fit and unfit) and the silent but powerful moulder of social ideals. The feverish social activity of our large cities in this post-war, world-reconstruction period, has spread to the smaller cities and towns, and even to rural communities, to such an extent that we are at home anywhere among the problems developed by such influences as those hinted at.

The high school, and any school for that matter, reflects the social life and ideals of the community from which it draws. It is a social melting-pot; it is not only a miniature community—it is a social organism of great proportions, and nearly all the problems to be found in any social community can be paralleled in a modern high school of the cosmopolitan type in a metropolitan center.

The purpose of this paper is to stir the subject from the point of view of the social conception of high school problems rather than to catalogue with depressing effect the varied and relative problems commonly known as "social" and superficially considered as detrimental to educational training. Among such problems there readily come to mind parties and diversions, with their powerful effect on scholarship; rouge and extremes of dress; the boy-and-girl relation; dancing and deportment; and the like. These are social problems, to be sure, and knowledge of youthful human nature, tact, sympathy, common sense, and all the virtues commonly ascribed to teachers and administrators will be taxed to their capacity in the handling of these and kindred problems. A good dean of girls assisted by generous faculty co-operation, or in the absence of such an office, some broad-minded, socially sympathetic teacher, functioning in the capacity of counsellor to girls, and boys as well, will readily be conceded as a necessary aid in the handling of such problems as are superficially common to all schools.

The real subject of this paper is the social handling of problems in the High School. The word "social" is used in its broadest possible connotation. Wherever there is a group of human beings, young or old, there is a social unit. Social situations arise; social situations produce social problems; social problems can be interpreted best through socialized intelligence and can be solved best through a social approach and by application of social methods. The development of a group consciousness is the supreme task of the teacher and the administrator, and when this group consciousness is participated in by all the individual members of the group, the condition is right for the socialized handling of nearly all the problems that may arise in school.

The socialization of educational activities has been a fruitful source of experimentation for some time. There is nothing essentially new or radical in the observations or illustrations of this paper, and the writer does not assume to have found a new and final answer to the many questions arising out of the social side of school life; but

in the spirit of the French critic who said, "It is better to stir a question without answering it, than to answer a question without stirring it," our attention is again directed to the very core of our educational aims—namely, socialized activity. During the war, when motive was high and intense co-operation was stressed in behalf of the public weal, we heard on all sides, "Nothing can ever be as it was," feeling that the call to action of all the forces of the nation was also a call for the reorganization of educational aim and method. With the urgent and dominating motive gone, it is easy to slip back into dull routine and let the high-sounding phrases of war-time intensity become, as the war issues themselves, only a memory. We need to repeat again the ultimate aim of all education—active, socialized, intelligent citizenship.

The plea is for the motivation of social energy of the boys and girls to the end that they shall become now active and participating members of the school community, so that when they go out into the larger world they shall feel that the diameter of their circle has merely lengthened, that the larger circle includes the smaller. Social manifestations are as natural as breathing; they accompany all the activities of school, formal and informal. Whether these activities shall take the right or the wrong turn depends upon what use the organization of the school makes of them. The group spirit is one of the first evidences of selective power in the child's community consciousness. The vital question before the educator is: How are we to make use of this impulse in the reasonable development of each individual to meet the responsibilities of which life is full at every turn?

The idea of student self-government was stressed during the period of war activity as being one of the best means of emphasizing *education for citizenship*. No one doubts the value of self-control, self-direction, self-government, if you please, as a goal toward which to point individuals and the student body, but the cause has been injured in many places through emphasis on the form and machinery of such administration without due attention at first to the fundamental basis of the meaning and spirit of self-control. It is a known fact that teachers resent the phrase "self-government of pupils" for the reason that they know that such a system does not succeed without the teacher's strong backing. For *self-government* let us substitute *student-cooperation*, which neither ignores nor sets aside the teacher's authoritative control, in evidence only when circum-

stances demand its use. Granting to pupils the privileges of participation in school government should increase the teacher's responsibility. It should afford the pupils unlimited opportunity to become intimately acquainted with the form and spirit of democratic procedure through class room organization, through elections and the principle of representation.

At the moment when intellectual processes cease to be considered the sole medium of education, the world awakes to the fact that the whole environment is the agent of training. And at this moment comes the revelation that it is a perfectly innocent and natural instinct that makes the boy or girl crave the approval of his fellows more than that of his teachers. Instead of combating this natural revelation of approbateness, the instructor who cares less about his own personal domination than he does about the ultimate development of his charges, very sensibly decides to utilize the impulse in the most effective organization of his class room.

To this end he permits a democratic procedure in his classes, and the reactionists among his co-educators gasp and expect the pupils to take the bit between their teeth and gallop away with the situation. Nothing of the kind happens, of course, because the transition from small participation in purely mechanical assistance in the class to that of more important functions is easy and natural.

If a chairman is elected for each class, many moments and not a few unnecessary motions are saved by having the chairman pass books, paper, and other equipment, answer the telephone, receive messages at the door and deliver these quietly without interruption of class work. When a message is to be delivered and explained to the entire class, that chairman has taken his first lesson in facing an audience in a position of authority, and commanding attention without confusion or embarrassment, a lesson which may function later most effectively, if illness prevent the presence of the teacher when certain carefully outlined activities can be carried on in his absence, with gain of time and prevention of cases needing subsequent discipline.

Such class room co-operation passes out of the elementary phase when a case requiring real exercise of judgment and civic spirit arises. In a certain class room, the cases of tardiness had become excessive, and consequently humiliating to the community pride of the class. An appeal went to the principal, after the class had exhausted its resources with the young woman who was causing the trouble.

The chairman presented the case; the class acted as jury; the defendant was given a chance to speak; and then the principal acted as mediator, for the class was inclined to mete out a severity that would have been bitterly resented by all, had it emanated from the principal himself. Another chance to redeem herself was accorded the offender, and that student was a better member of the community thereafter.

That episode had more educational value than all the text book work displaced by the fifteen or twenty minutes of time it entailed. Nor was the small lesson lost in the bigger interests of self-government in the school at large.

An advisory council was called upon, for example, to handle a very deplorable case of theft of lunch room checks, which formerly would have ended in expulsion of the culprit, and a consequent loss to the community of a boy whose ethical standards were capable of being improved, as well as the loss to his fellows of a valuable exercise in judgment.

The pupil was present when the principal acquainted his council with the case, was allowed to present all he had to say for himself, and was then asked to retire from the room. The principal's chief function was that of mediator between the two extremes of undue severity and a leniency that indicated a rather rudimentary moral concept on the part of some of the young judges themselves. But no doubt a wider sympathy in the former case, and a more discriminating sense of moral values in the latter, were achieved when the boy was finally allowed to make monetary reparation, to express genuine penitence, and to feel the weight of being deprived of his lunch room position, and was then granted probational readmission to his class room activities, under the sponsorship of a member of the council.

If all cases of discipline could be handled in a constructive, rather than a merely punitive way, allowing the wrong-doer to feel the full weight of his misdemeanor, but to retain hope of rehabilitating himself, the school would be fulfilling at least one of its most important functions. There is always the need of meeting and answering the fear of the natural conservative, that excessive interest in such cases as the foregoing will swallow up the equally important phase of school life, the academic work. But a socialized class room management can be broadened to include even assistance in the recitation activity itself, to the end of much saving of time and energy.

When the Latin teacher, for example, has the forethought to conceive of a possible day of illness, and provides against loss of time and complications through disorder, by assigning rote work or review of case endings and verb forms that can be easily handled by a chairman, economy has really been raised to its highest power. And the respect accorded a chairman on such an occasion is sufficient proof of the efficacy of those lessons in co-operation that have led up to this ultimate test. If the teacher, previous to this experiment, has tried out the new theory that he shall be the inconspicuous motive power in the class, and not the central figure of it, his absence for a day will be scarcely a calamity at all, and the review work assigned for such contingencies will carry the class over the time with no important break.

In many an instance a case of discipline arises chiefly because of an outburst through the crust of conventionality in a tediously conducted class, on the part of an intensely individual pupil, possessing energy plus that ought to be utilized. It is a pity that we have not all reached the point yet, where an early discovery of this truth would make a useful citizen of many a trouble maker; but it is cause for thankfulness, if, even so late as his senior year, such a pupil may be utilized in straightening out overcrowded lunch room lines, corridor groups, helping with assembly deportment, acting quickly and effectively, and showing entirely dependable capacity as a leader in such ways.

Individual self-control and group co-operation in academic work and all phases of school organization and administration can and will be increasingly obtained as the subject is better understood. The stability of our democratic form of government depends upon education for democracy, and that education is achieved through the exercise of school democratizing processes. The extra-curriculum activities, the class organizations, and all the activities of the upper years, furnish better opportunities for the exercise of such gifts as have been cultivated to this and further ends. To just such an extent as the social instincts of the pupils find legitimate expression, will all less innocent manifestations sink into disrepute and disuse. The whole question is one of the substitution of constructive interests for those which are less wholesome, less permanent, and less inclusive.

The type of society in the high school that is social in origin, but so narrowly cliquish in effect that it becomes anti-social, is that known as the sorority and fraternity, with which almost every large

city has at some time contended. The origin of these societies is easy to explain; their influence is hard to combat.

In the process of education it is necessary to meet this problem. Prohibition of membership in these societies is likely to create an antagonism to the school itself, unless both strong hands of the system are at work simultaneously, the one holding in check the artificial activities of the exclusive organizations, while the other builds rapidly and powerfully a structure inclusive and attractive enough to house the whole body politic of the great public high school community.

In summing up the arguments for and against the secondary school secret societies, it might be well to mention their most deleterious effects first, and then let the arguments in favor be answered directly by an exposition of what we hope to accomplish by the school organizations open to all the pupils representing our tax-paying public.

The exclusiveness of the circles known, in imitation of similar college activities as Greek letter societies, constitutes at once their charm and their menace, since association with them makes a real or apparent social distinction, most inappropriate in a public school fed and supported by all the taxpayers.

Owing to the youth and inexperience of the members, the obligation to the secret order is allowed in many cases to take precedence over the larger allegiance to school. This has been actually demonstrated innumerable times, and is in direct opposition to the college spirit of "University first, secret order second, and self last." The college societies recognize the undesirable characteristics of these orders, and combat them in many instances vigorously by penalizing those joining them, when they reach college.

Again, the youth of the participants makes them find in secrecy itself a great charm, when it ought to be considered by the parents a distinct menace. Whereas a half dozen national high school societies really do lay some stress on the uplift idea, most of the sporadic circles in the high schools are purely selfish and make the cloak of secrecy cover a multitude of unwholesome manifestations.

Since the membership comprises only a small portion of the numbers attending the school, the fact that these societies make themselves felt to such an extent presupposes a kind of political machinery within, intended to foster the interests of the few rather than work eagerly for the greater interest of the many. It is also

a fact, statistically proved, that both scholarship and deportment suffer through these secret organizations in degrees varying according to the motives and aims of each particular group.

These objections, expressed as mildly and conservatively as possible, are the chief points to be urged against the sororities and fraternities. Possibly the strongest arguments in their favor are the facts, that they *do* seek to foster to the best of their limited ability social service activities; and second, that they do, in some instances, look out for the private ethical behavior of their members, as in the case of a boy known to have been brought back to the paths of right living when parents had failed.

A consideration of the social and socializing value of the organizations fostered by the school will show how the objections to secret societies are met and obviated in these organizations; and how each virtue is increased for the whole body in the ratio of one to ten.

The origin of the Big Sister movement, in no wise connected with a national movement of the same name, is a convincing illustration of the value of social motivation. The dean of girls was looking ahead to her first attempt to get the older girls to have a helpful and protective attitude toward the younger girls, especially among the new students. Going before the senior class she asked that the initiative be taken in preparing a program of welcome, and in assisting in the administrative details involved in the reception of a large body of new pupils.

Five hundred boys and girls from lower schools were welcomed with speeches and humorous diversions, and were presented with a guidebook to the various parts of the building, a little manual which contained also a very wholesome exposition of the aims and standards of the school for their ethical guidance. The newcomers were taught school songs and yells, so that from the first moment of their entrance they could actually feel the old loyalty to the lower school merging without effort into that of the new. The little manual, paid for at a cost of two hundred dollars by the senior class, and since that day presented to each pupil on his entrance into high school, is evidence of a noteworthy community spirit functioning in a difficult organization problem.

This welcome into the fellowship of the school was the origin of a new fraternal feeling, and stemmed the tide once for all of the mild form of hazing, which had hitherto manifested itself in the

assumption of a supercilious attitude toward the new pupil, and of misdirecting him to all parts of the great building.

From the original twelve girls grew the organization of Big Sisters, consisting at present of several hundred members, whose object is social welfare in the school and the provision of recreational activities for incoming pupils. The original social aspect of this group has broadened to include other aspects of school behavior, illustrated in the present campaign against cosmetics and extremes in dress; and so from within has come the motive power to check another undesirable tendency.

While they are teaching the new pupil to be ethical in his small community relations, they are not forgetting the larger community obligation. When a recent collection was being made for starving European children, these same girls on self-denial day went down quietly to the bulletin board, where the menus are written, drew a line through the desserts, and placed their initials beside the line, with the result that dessert sales fell off one hundred dollars for that day, which was saved from this source alone for the European sufferers.

By way of proof of the incentive that can be applied academically, as well as ethically, by these school organizations, witness an illustration from a journalism club. Surreptitious circulations of printed or typewritten matter had been passing throughout the school, imitating and parodying the school magazine, which was too infrequently produced and too highly literary in flavor, apparently, to satisfy completely. These sheets were very undesirable in tone, but instead of trying to obviate them by repeated punishment of the individual authors and circulators, a faculty and student committee considered them as an indication of a need that must be met constructively.

Volunteers were called for to start a journalism club. Those who offered themselves were not of the kind, just at first, to further the proposed plan successfully; so the little group was led to invite one of the English classes to produce the first issue of a weekly newspaper. After some considerable hesitation the class brought out the first issue. Almost instant popularity was the result, and the consequence to the club itself was a competition among the English classes for the privilege of producing successive issues, and a very prompt and noticeable increase of membership and talent in the club itself. This little paper, reaching every pupil once a week,

is more than the evidence of a desire for mere fun and frivolity; it is a chance for every one of the two thousand pupils to get into print if he wishes, and the standard, while thoroughly wholesome, is not too high to be reached by every one at some time in his course.

To have any lasting interest group relations must be full of social problems. School is an organic social laboratory. The better the solution of these problems by the pupils themselves, quickened under wisest school stimulus, the better citizens they will become.

Only partial success can be achieved to-day, because only half-hearted co-operation—or rather whole-hearted co-operation on the part of only half the teachers and parents—in this matter has yet been obtained. Too often the parents frustrate the greater interest of their children by misinterpreting such a move as is involved in the fraternity question, failing utterly to see the greater educational value in the attempt to substitute for the artificial cliques the more wide reaching clubs of the school. Too often the conventional and over conservative teacher proves himself an obstacle to the socialized recitation by his insistence upon being not only the centre of authority, but also of instruction, and of other school activities.

The new socialized school is an object lesson in civics. The beginning point for the teaching of civics is not the national government at Washington, but life together in groups and masses, and the transition from the problems of these groups to problems of the surrounding community is simple and natural.

Under the wholesome guidance of teachers and administrators, fired with the inspiration of the true social spirit, the socialized school of the future will be the one that makes best use of the group spirit of pupils, in constructive co-operation in the organization and management, and in the instructional and recreational activities of school life.

The discussion which followed was participated in by EDWARD RYNEARSON OF PITTSBURG, AVON S. HALL OF CHICAGO, J. F. KIMBALL OF DALLAS, TEXAS, S. M. BRODHEAD OF BOSTON, THOMAS H. BRIGGS OF COLUMBIA, AND RAY H. BRACEWELL OF BURLINGTON, IOWA.

At 12 o'clock the Association rose.

SECOND SESSION

The second session was called to order in the Rose Room of Hotel Traymore at 2:35 P. M. The association proceeded at once to a round table discussion of the subject, *Biology as a Requirement for Graduation*.

BENJAMIN C. GRUENBERG, *Assistant Director of Educational Work, Bureau of Public Health Service, Washington, D. C.*—Without declaring categorically that biology should be a requirement for graduation from high school for all students everywhere, I would like to make a plea for the serious consideration of the desirability of a wider teaching of biology to high-school students who are presumably to become leaders in their respective communities. I would like to have this considered on the basis of the relation that this subject bears to the various problems with which our leaders will have to deal in the years to come. I might preface my remarks by saying that by the term "biology" I mean the study of the principles of the organism, the essential facts of life, and not some combination of the botany and zoology that counts the legs of the grasshopper or the stamens of the rose. Some people will have to study botany and some zoology, but the biology which I have in mind deals with the essential, general facts about living things and about the inter-relations of living things.

There is, first of all, the obvious relation between biology and the science involved in such professions as medicine, agriculture, and education. I presume that for students contemplating careers in these professions, biology would be generally considered of value; but most of the high-school students are not going to enter these professions. What about the prospective lawyers and engineers, business men and executives?

We like to say that we are living in a scientific age. The kind of science that, I believe, will be of greatest practical significance to the leaders and administrators of the next generation, is some development or application of biology. The sociologists, of all the people giving thought to educational problems, seem most clearly to appreciate the value of biology and biological thinking for the community at large, although it must be admitted that for many sociologists, biology merely furnishes useful anecdotes to serve as analogies for social theories. But the citizen and the administrator will have to make important decisions in the field of public health and sanita-

tion, or rather in legislation about these services; important decisions and legislation will be necessary on the optimum production of food, fibre and timber; similar problems will arise involving decisions about human beings as organisms rather than as commodities or as disembodied spirits. In all of these problems the ability to think about organisms will be of fundamental significance.

Furthermore, social problems about which our leaders will have to make decisions are becoming so involved through the growing complexity of our lives that judgments and decisions to be of value must more and more be made by men and women capable of thinking organically. Too long has common thinking about public matters been conducted on the assumption of a mechanical system of causal relations. We should realize that society is a system of organic relations and only those will be able to deal adequately with the problems who are capable of the kind of thinking that comes from understanding of living processes.

I am urging the consideration of the claims of biology now quite aside from potential values of the subject in relation to a happier and healthier living on the part of the individual, but solely on the ground that boys and girls who are to be the leaders to-morrow, must learn to think of public affairs in the four dimensions required by insight into living things.

T. W. GALLOWAY, *American Social Hygiene Association*, New York.—I wish to support and extend the remarks of Dr. Gruenberg. While many courses in biology are as profitable as any others given in the schools, I do not now recall any course in the subject for which I would be willing to demand requirement everywhere. However, I am quite sure that courses in biology *can* be built for each high school, which *ought* to be required of every student in it.

Certainly the science of life can and should be made the most illuminating and natural approach to the fine art of living. Such an introduction is basic in the education of the individual who would live rationally and intelligently; to those who as parents would rear children in accordance with their nature and needs; to the physician; and most of all to the teacher, whether in church or school, who would guide physical, intellectual, emotional, and moral development in accordance with the rules of life itself. If this introduction is not given in a course in biology it will not be obtained anywhere else. This means, moreover, that biology of the essential sort is a

natural introduction to psychology, to sociology, to education, as well as to moral character, which is both the result and the condition of scientific living.

As an added incident, you, the educational leaders of your schools, will be called increasingly in the years just ahead to guide the movement, to utilize constructively, instead of destructively as at present, the sex-social qualities which are so important to character. I know of no subject which may introduce the mind so normally and with proper perspective as biology does, to the meanings of association of boys and girls, courtship, marriage, the home, parenthood, the family, care of offspring, and the other personal and social phenomena which depend so largely upon sex and reproduction.

May I repeat that I do not favor the indiscriminate requirement of any course in biology with which I am now acquainted. *Nevertheless the situation is a challenge to the combined wisdom of every principal and his teaching staff to plan, experiment, and test until they succeed in working out such an essential introduction to individual and social life for their own school.* Many schools are now trying out just such human-life courses in biology. It is only by making, comparing, and appraising such experiments that we shall find the course which ought to be required. This application to character and right living is, I think, the most important aspect of applied biology.

H. A. HOLLISTER, *High School Visitor*, University of Illinois.—I came in too late to hear the first part of this discussion, but I believe I have caught the trend of thought. It seems to me that this question of the inclusion of biology as a prescribed course in the high school curriculum is a very important one. When we consider the intimate relationship which it bears to human life and in so many ways, it would seem almost unthinkable that we should expect to give to our pupils all of that which is fundamentally related to their life interests without some sort of course in biology.

I agree with the suggestion that has already been made to the effect that the course as now formulated may not be the one which is best for the purpose, and herein, I think, lies our chief problem. We have yet to formulate a course such as shall include the essential features of biology as each individual should get them. The difficulty seems to be that too many vested interests are concerned, along with traditional influences, as hindrances to progress in this very important phase of curriculum reconstruction. These vested

interests are represented in the training of teachers as well as in text books and other publications. I believe it is time that we should get together on this question and seek to determine definitely what is essential to such a course and to insist upon it that these essentials be included in the high-school instruction of every child.

JOHN CALVIN HANNA, *Supervisor of High Schools*, Illinois.—It is possible that some of the gentlemen who have been considering this question think of it as a problem concerning only large high schools and either forget or are unaware that a very large proportion of the high schools in the country are what may be called small high schools, that is, having an enrollment less than the average enrollment of high schools, which is about 100.

In the State of Illinois about 75 per cent of all high schools have an enrollment of less than 100. It is easy for us to imagine that all matters having to do with secondary education should be discussed and dealt with on the point of view of the large high schools but this is hardly the point of view for those who are discussing secondary education as a phase of education belonging to the whole nation and concerning all the children of all the people. Not only are a large majority of the high schools small high schools according to this definition but probably at least twenty-five per cent of all pupils attending high schools are enrolled in schools having an enrollment each of less than 100.

JOHN L. STEWART, *Principal*, High School, Parkersburg, West Virginia.—The question of whether biology should or should not be required of every pupil in the high school is of paramount importance and there can be but one answer and that in the affirmative. The high school with which I am associated has for a number of years required biology of every pupil. I will grant that biology, as it is ordinarily taught or brought out, should not be required of all, but the right type of biology, and by the right type I mean biology which prepares one for life or parenthood, and that biology which meets the cardinal principles of secondary education can be safely required and should be.

It may be that we are not yet teaching in every particular the right phases of biology but we are courageously and open-mindedly attacking the problem and we are working towards definite ideals.

Take the biology of the home economics department that requires every freshman girl to spend the first twelve weeks of her course in

making a complete layette for a baby, the second twelve weeks in the preparation of food for children, and the third twelve weeks in home nursing with emphasis upon the care of children. Is it not the cardinal aim of every girl to be a home maker and a mother? And do we parents who are in the school work not owe it to the girls of the community to give them the best possible preparation for their life work? Interwoven with the home economics work is the laboratory work of the biological department.

Biology gives the boy a practical understanding of life's processes and he will be a better father for having this knowledge. Correlated with his classroom work are his home and his school garden. Thus the subject of biology is of primary importance in preparing both the boys and girls for their greatest life work—parenthood and home making—and without question every boy and every girl should have a course of the right kind of biology.

Biology is required in the first year of high school or the ninth grade instead of in later years for the following reasons:

- (a) It is a good transitional subject, bridging over very successfully the so called gap between the eighth grade or junior high and the high school.
- (b) High-school statistics indicate that a very large percentage of first year pupils will not reach the second year.
- (c) Helps to keep the first year mortality at a minimum.
- (d) The pupils are interested in the development of the subject.

The second subject discussed was, *How to Encourage a High Standard of Scholarship*:

THOMAS H. BRIGGS, *Professor of Education*, Teachers College, Columbia University, New York.—The attitude of the teacher and administrator toward intelligence tests has tremendously changed since the matter was first presented in this meeting, the chief influence being the use of classification tests in the army. Now with a number of tests available there are two dangers that should be recognized by school administrators. The first is an overconfidence in results. Almost everyone knows that the most successful tests correlate with school achievements about .6 or .7, but few realize the large amount of misplacement implied by this index. It would be wholesome for each person using classification tests to study the distribution tables from which coefficients are derived and thus to become cognizant of the fact that injustice is inevitably done to a not inconsiderable num-

ber of pupils when the results of the tests are relied on implicitly. It is true that the best tests classify pupils according to their ability better than the average teacher does; but several factors enter to vitiate or to weaken the results. The remedy is to make classification on the basis of tests, but holding an open mind to remedy errors by changing a pupil to a higher or lower section just as soon as it is clear that a mistake has been made.

The second danger lies in the assumption that because a pupil is dull he will do well in commercial or in vocational work. There are some outstanding illustrations in almost every school of pupils considered dull in certain subjects doing well, or even brilliantly, in others to which they were transferred. These pupils may be uneven in their abilities, but the chances are that they were badly started or bored in one subject and interested in the other. Correlation of abilities is the rule, not the exception: a pupil good in one subject almost always *can* be good in others. Therefore administrators need to consider not only uneven standards of teachers or departments in their schools but primarily what subject matter is best for each individual pupil, his interest and best efforts being assumed. It is quite as much our responsibility to secure interested activity as it is to classify pupils into groups homogeneous with respect to ability.

CLARENCE T. RICE, *Principal*, High School, Kansas City, Kansas.—We pay all honor due to our athletes, members of our annual staff, editors of our school papers, and all those who do some outstanding extra-curricular activity. This is all well and good but let us not forget that our schools were founded with the thought in mind that the pupils who attended would get some value from the subjects offered in our curricula. These subjects are worth while. The student who becomes master of them, acquires superior knowledge, and demonstrates to his teachers and the other members of the class that he has a superior grasp of the subject in hand is entitled to as much honor and credit as any other student who does a noteworthy act.

We do not wish to detract one iota from the credit of the athlete, the class officers, or the cheer leader. They do their work in a creditable way and should be given credit for the same.

We lead our athletes out before the student body, give them applause, cheers, and an introduction. In others words we say,

"Look here, see what he has done for the school, go thou and do likewise."

This is all as it should be but do we ever stop to think that sitting out in the audience oftentimes are students who have put in their afternoons and evenings poring over books, getting their lessons day in and day out. They always do the work just as well as they can and meet each day the requirements of a critical teacher. Their work is not so flashy nor so easily displayed in public as that of the athlete but they are doing as much for the school and themselves as any one else.

We feel that these students by the use of their brain accomplish as much for the school as do those who use their brawn. Let us then call our exceptionally bright and brilliant students to the platform and award them "the letter" and place on them the stamp of approval.

We have organized an honor society in our high school. All students meeting the requirements of the constitution and by-laws are admitted to membership. This society has its social gatherings, is given due credit in the high school paper, is under the direct sponsorship of the principal and in every way possible these few exceptional students are shown the honor due them.

Some have questioned as to whether an honor society is right in principle. We maintain that it is if—(a) the principle of giving marks is right, (b) the selecting of groups according to mental ability is right, (c) the choosing of a basket ball team to represent the school is right.

Let us then give all honor to him who by diligence attains to the highest standing in his scholastic endeavors.

IRA A. FLINNER, *Headmaster*, Huntington School for Boys, Boston, Massachusetts.—In considering scholarship of a student body, school men are apt to devise ways and means to stimulate students to doing better work that are applicable only to approximately one-third of the student body. There are honor societies, special prizes in English, mathematics, and other subjects, valedictorians, and salutatorians. Very few incentives, however, are provided for boys and girls whose abilities lie between the lower extremity of the scholarship scale and the honor group. I seek no quarrel with those who offer inducements to the upper one-third of the student body to improve the general scholarship of that group; I object to the limitations of the devices used.

Presumably it is not generally understood that there are boys and girls in our schools who lie at the lower extremity of the scholarship scale and always will receive low grades when marked on a comparative scale. It is a fact that cannot be disputed that there are boys and girls of varying abilities in all our schools and the sooner we come to a realization of the true conditions the sooner will all individuals receive the attention and treatment that is their due.

Principals and supervisors are very apt to give consideration to two groups of students—the brilliant who are elected to membership in honor societies and the failures who are called to the office and admonished for their shortcomings.

I think of boys and girls and their varying capacities as I think of gas engines which deliver horse-powers of different amounts. Any mechanic knows that there are engines built to deliver two horse-power, engines built to deliver ten or twenty horse-power, larger engines built to deliver forty or fifty horse-power, and still larger ones to develop as much as three hundred horse-power. For every engine built there is a calculated expectancy for that engine. The engineer is not satisfied with his machine unless it can deliver the horse-power given as the tested power by the manufacturer. Engineers will not attempt to make a twenty horse-power engine deliver forty horse-power. Such an engineer would be considered a fool by his fellow workers. Nor are engineers satisfied with a four hundred horse-power machine unless it delivers that horse-power when called upon.

The great problem in education, as I see it, is not to make A and B or honor students out of all students, but to recognize the varying abilities of the students and to develop each one to his fullest capacity. In short, our tasks as teachers and administrators is to get an A student to do A work, a B student to do B work, a C student to do C work, and so on down the scale.

Our present system of grading is comparative and permits of giving credit for unusual progress to those who are endowed with extraordinary ability, but it does not permit of giving sufficient encouragement to the student of mediocre and poor ability, who may be working to his fullest capacity but yet feels that he is not doing as much as the student of whom a great deal is made.

I am merely pointing out what our task is, because in the space allotted it is impossible to give the remedy. But I believe it will be possible to secure from each student the kind of work of which

he is capable, through diagnoses arrived at by psychological tests; opinions of teachers, present and former; statements from parents; and through conferences with the student himself.

PHILIP W. L. COX, *Headmaster*, The Washington School of New York.—It seems to me that we schoolmasters make a very grave mistake in trying to disconnect the honors which we wish the school children gave to their fellows from the honors which adults pay other adults. In the real world, we do not pay much honor to any man for being a scholar, if by scholarship we mean mere abstract achievement. We wisely reserve our plaudits for him who can accomplish something definite, who makes a contribution to the welfare of the community. I do not know what the attitude toward the Phi Beta Kappa Society man is at other colleges, but I am sure that at Harvard fifteen or twenty years ago, most undergraduates scarcely knew who was in the fraternity, and certainly paid them no honor unless they were also playing football, debating, or at least playing chess. If we wish to promote scholarship in the high schools, let us promote it in connection with other desirable activities. Just as we refuse to grant the football letter to a student who has not carried satisfactory marks in his studies, let us refuse to give a study honor to anyone who has not been active in some way in promoting the welfare of the school, either by participation in its organized sports or in its undergraduate civic life, and let us make the insignia rewarding leadership, good citizenship, scholarship, extra class activities, the same much desired insignia that is granted to the boy who plays football.

At Central High School in St. Louis, it is the custom to grant the scholarship "H" to the boy who has not taken part in athletics but has done well in his studies and has made contribution to the school welfare.

In the Ben Blewett Junior High School at St. Louis, of which I was principal for three years, we gave the felt Blewett "B" for extra school activities to pupils who played on the football team, in the orchestra or other school organization, provided their scholarship attainment and citizenship record were satisfactory. For this the Roman "B" was used. The block felt "B" was granted to those who had exceptional records for citizenship, provided they had satisfactory records in scholarship and that they had taken some active part in the extra school activities, and finally, the old English felt "B"

was granted for scholarship to pupils whose records for citizenship were satisfactory and who had taken some part in extra school activities.

One very interesting point in connection with this was the granting of progressive insignia, an idea which we adopted from the Boy Scout scheme. You probably know that when a boy scout becomes a tenderfoot, he is given a fleur-de-lis or trefoil. After he has passed his second class test, he is given a bar, designating him as a second class scout. When he passes his first class test, his insignia consists of the trefoil and the bar. At Blewett Junior High School, pupils who have been in the school for twenty weeks may be granted by the Blewett "B" Council the Blewett "B" pin. After twenty more weeks when the pupil is in the eighth grade, he may be granted the silver Blewett "B" pin. Only after he has earned these two pins is he eligible to receive the Blewett "B" letter.

The result of this eliminating process is that the Blewett "B" letter is never worn except by those pupils who, during a minimum of sixty weeks, have made a serious effort to maintain a high standard of class room work, who have been active in their class and school student life and who have taken part in the athletics or other extra-school activities. They are the boys and the girls who are most highly respected, and the kind of boy and girl that the school really does approve. It allows no boy to swagger around with the school letter who loafs at his studies, or who makes no contribution to the school's social welfare.

I think we must be honest with ourselves and honest with our pupils and not shower our finest honors on boys and girls whom we do not thoroughly respect, and we ought not to have much respect for the boy or girl who studies his lesson but takes no other part in the school life. In any active sense, such a pupil is not getting an education, and by his social sluggishness he only adds to the inertia which progressive educators are trying so hard to overcome.

MERLE PRUNTY, *Principal*, Central High School, Tulsa, Oklahoma.—Scholarship can best be encouraged by adopting a policy of social recognition for scholastic achievement similar to that accorded other school activities, particularly athletics.

In our high school, we are recognizing scholastic achievement in the following ways:

A quantitative and qualitative system of grading gives weighted credit for high scholastic achievement.

In each instructor's class every six weeks the instructors display on the blackboard the standing of all students in their classes so that each student can have a relative estimate of himself.

Each six weeks and semiannually a list of students meeting our honor roll standards are called before their class assemblies each six weeks, and before the entire student body in a special scholarship assembly for meeting the semi-annual standards. These lists are always published in the high school and local city paper under a prominent caption.

In the senior year, students meeting our graduation honor requirement have their names starred on the commencement programs and are presented with a medal carrying the school shield. Receiving this medal is the greatest scholastic honor conferred.

High scholarship attainment is required to be eligible to any of the school offices.

R. H. JORDAN, *Executive Secretary*, Committee on Admission, Dartmouth College.—The various devices which have been suggested for improving character of scholarship are extremely valuable, and I trust some of them will be generally employed. However, I have a feeling that the source of our difficulty is more fundamental than has been suggested. What is needed very greatly is a campaign to combat the very prevalent idea so often expressed by all sorts of people to the effect that the student who attains unusually high scholarship is doomed to failure. A thorough-going campaign by which the relationship between high scholarship and material success could be definitely shown in graphic form would go far toward combating this fundamental error.

Another feature which might well assist in remedying the situation would be increased emphasis by the colleges in giving special privileges to high-school graduates who have attained high rank. Such a plan has been adopted by Dartmouth College as one of the means of putting into effect a selective process of choosing men for the freshman class out of the great number of applicants who are on our lists. Last fall we could select only a few over six hundred out of a total of 2,400 applicants, and so we feel the need of getting the best of the group. Accordingly, next September we have decided that any boy who for his four years' course stands in the first twenty-five per cent of his class in scholarship will be admitted without having to submit further evidence of subjects taken than that he has the required English and mathematics. In this way we hope to secure an unusual number of the men who have this high scholarship.

I would suggest that in your relations with the various colleges, you should impress upon them the desire of the secondary schools that they recognize superior scholarship in some similar way.

EUGENE C. ALDER, *Principal of Adelphi Academy, Brooklyn, New York.*—Cum Laude Society was founded at Tome Institute in 1906. The object of this society is the encouragement and reward of high scholarship and attainment on the part of students in secondary schools.

Cum Laude is now established in over twenty well-known college preparatory schools and I urge the advisability of adopting a similar plan for a national school organization. I deplore the attempt to couple high scholarship honors and all kinds of good citizenship honors in the same group, feeling that they cover too broad and too varied a field, and that two distinct organizations, one for excellence in scholarship, with character as a prerequisite, and the other for all-round ability in out-of-school activities, where scholarship would play a less important part, would be a practical solution to the problem.

I call attention to the fact that there are now several such honorary societies for the recognition of high scholarship in secondary schools throughout the country. In my judgment these organizations should be combined to form what would serve as a junior Phi Beta Kappa for all the high schools and academies, public and private, of the country.

If high scholarship, with character, is made the main requirement, all schools can find a common ground. If outside activities are included, the conditions of the schools are so different it would be almost impossible to agree upon the basis for membership.

JAMES E. THOMAS, *Headmaster, Dorchester High School, Boston, Massachusetts.*—I have been greatly interested in the remarks of the various gentlemen who have given their experience in and suggestions for promoting good scholarship in their respective schools. Like the problems of administration and supervision it is one of the greater problems which confront the principal of every secondary school.

As I have listened to the speeches of these gentlemen from what we call in Boston the West, I was pleased to note that the boys and girls of their localities did not differ much from those of Boston, that the nature of boys and girls is the same everywhere. And that

they need stimulus and prodding to make them do their best. Boston, too, is laboring with the problem! but Boston, as you are aware, is conservative, it has the traditions of generations to live up to, and sometimes in its conservatism is apt to get a little behind the times. It is interesting, therefore, to hear what some of the doings are of those who are not hampered by the heritage of the past.

Of the different plans and suggestions which have been made to promote good scholarship some do not appeal to me. I do not think it would appeal strongly to the ordinary red blooded boy to have a pink ribbon or a rose pinned to his breast as the reward of worthy accomplishment. It has nothing of the heroic about it like prowess on the football or baseball field; it rather savors to him of effeminacy. But out of the many plans offered, three suggest themselves to me as productive of the effect desired and worthy of serious consideration, the personal touch, the scholarship society, or the "cum laude" society as described by the preceding speaker, and a system of weighted credits, whereby good scholarship gets increased credit for quality as well as quantity of work. It is the last of these that has led me to speak here today. We in Boston have been considering for some months the advisability of adopting a weighted credit system, and a committee of headmasters and principals of which I am a member, have discussed the matter pretty thoroughly. The plan which has appealed most favorably to us is an allowance of increased credit to A and B pupils in the proportion of 1.2 to A pupils, and 1.1 to B pupils, making the normal C or 1 for average pupils: but we are strongly of the opinion that the A pupil to get a credit of 1.2 must not only do superior work in his books, but extra research work, while the B pupils must do superior work with some research. I have been in correspondence with many schools which have adopted some plan of this sort but I should like very much to have the experience of any here who have tried it. By the rules of our school board we cannot give medals or other material reward for scholarship in Boston. Boston further frowns on social clubs, so that we naturally look to increased credit for quality—and should be glad to await ourselves of the experience of others along this line.

H. B. LOOMIS, *Principal*, Hyde Park High School, Chicago.—I have been greatly pleased and surprised at the effect of personal letters to pupils, congratulating them on superior scholarship. By chance I wrote the first few in long hand at odd moments. I soon

found that the fact that they were in my own hand writing added enormously to their value in the eyes of the pupils and of their parents. For some time I have written these letters twice a year, and I doubt if any other three or four days' work that I do counts for as much as these letters.

L. W. BROOKS, *Principal* of Wichita High School, Wichita, Kansas.—We have in our school an honor society; we have a so-called "scholarship cup" which occupies the most prominent place among our trophies, and upon which the name of the first honor student of the senior class is engraved each year; "special honor cards" are sent by mail to parents of honor pupils at the end of each semester; in fact, we are doing everything we know to do to promote scholarship. I think some improvement has been made. However, I should be glad to have somebody tell me how I can convince my boys that anyone who earns an "A" is not a "sissy."

ERNEST M. LIBBY, *Principal*, Presque Isle High School, Presque Isle, Maine.—I believe that the gentleman who said that he added a personal note to the reports sent home has hit the question of encouraging high standards of scholarship better than anyone else.

I believe that students will respond better to a real honest sympathetic interest on the part of a teacher better than to anything else, and I believe that the greatest problem of the principal is to secure teachers who will have this attitude toward pupils. Nothing will make a high-school boy or girl work as hard and as well as the feeling that some teacher is interested in him or her and believes that he or she will do well.

The third subject upon which the members gave their opinions was, *The High School Principal's Greatest Problem:*

RAY H. BRACEWELL, *Principal*, Burlington High School, Burlington, Iowa.—In my judgment the biggest problem facing the principal of a high school of five hundred or more students is to decide whether he shall carry out an efficient administration at the expense of supervision or whether he shall neglect the work of administration in order to find time to do the work of a supervisory nature that needs to be done. It is certain that he can not do both with the amount of assistance that is regularly granted him.

It is generally felt that the work of a principal is largely supervisory. He is expected to keep in close touch with the work of each

teacher in his school, to contribute materially to the work of outlining various courses offered in the school, and finally to assist his teachers to improve their methods of instruction.

Few people have realized, or realize at the present time to what extent the modern high school is a big business, and to what degree the time of the principal is demanded by administrative duties. It is true that the work of discipline and other work of a routine nature may be delegated largely to assistants, but the typical plan of organization does not call for assistants. As I said before the public has not yet come to realize that our large public high schools are big business institutions and demand a modern business organization and administration.

What business organization, operating at a daily expense of \$400.00, limits its office force to one manager, with the assistance of one secretary and such help as he may be able to get from the regular employees of the concern?

In my judgment we have not yet come to appreciate the extent to which our schools may be made more effective through a reasonable increase in the office force. We dare not spend less time in the work of supervision. We cannot afford to spend as little time as we have been spending in the work of organization and administration.

A principal may have immediate charge of the work of supervision and delegate the work of administration, or he may retain the work of administrative character under his immediate charge, and delegate the work of supervision to his assistants. In either case, however, he must delegate work or the work will largely go undone. This work must not be delegated to regular teachers, who already have a full day's work, and who are not trained to do work of an administrative or supervisory nature.

What we need is a more effective and better-manned central office, whose business it shall be to provide a good working condition, in which students may work and teachers may teach.

We may have reached the time when the public will not grant us more money for public instruction unless we can show greater efficiency in spending the dollars which have already been voted for school use.

MERLE PRUNTY, *Principal*, Central High School, Tulsa, Oklahoma.—My greatest problem is to distribute appropriately my

attention among the purely managerial or administrative functions of my organization and the supervision and direction of instruction, the primary purpose for which a school is maintained. The American high school with all its varied and complex organization has come upon society all so quickly that superintendents and boards of education do not appreciate the enormous administrative burden devolving upon those who would discharge adequately the new responsibility.

The principal of the large high school must seek the assistance of experienced, professionally trained department directors to give intimate attention to instructional procedure. Likewise, he must seek the aid of trained and experienced assistants to assume administrative and managerial responsibilities. Adequate time for this work and adequate remuneration therefor must be given if the ever developing high-school field is to have that careful attention and devotion necessary to care for the needs and interests of the individual child as well as to maintain and promote the welfare of the organization as a whole.

B. C. RICHARDSON, *Principal* of High School, Alton, Illinois.—I offer as a help in this difficulty a scheme of organization recently put into operation in the Theodore Roosevelt High School in Alton, and explained in detail in "The School Review" of November, 1920. By this plan, head assistants, in addition to the assistant principal, were appointed to take care of special forms of detail work often thrown upon the principal. One head assistant has charge of all problems connected with the administration of the curriculum, such as choice of subjects, grouping or classification of students, tabulation of results of tests, gathering of information regarding modifications of the curriculum elsewhere, etc. Another has charge of all minor questions of conduct and deportment sending only the most serious cases to the principal. Still another has charge of all school activities, such as teams in debate, public entertainments and the like. Another is librarian, operating for the students, with cards, etc., and recommending additions of any kind.

These assistants, like the principal, do not do these things themselves, but merely have special supervision of these activities, directing the advisers and heads of departments who take charge of these various lines of work. This relieves the principal of so much detail work that he has been able to do much more supervision

of teaching than ever before. He has visited classes of all the teachers, especially those of new or young teachers, frequently. Other head assistants are the coach, faculty manager of athletics, and faculty secretary. These assistants have about two-thirds of full work and also receive more salary.

MR. A. C. OLNEY, *Commissioner of Secondary Education*, Sacramento, California.—The greatest problem facing educators today is the failure in the holding-power of our schools. The U. S. Bureau of Education has recently issued a pamphlet giving some startling statistics concerning the enrolment of pupils in the schools. Two-thirds of the number enrolling in the first year of our elementary schools drop out before the end of the eighth year. Nearly two-thirds of the remainder drop out during the high-school period. A little more than one-third of one-third, or one-ninth, remain to graduate from our high schools. The number that have been discarded form a very great majority. If you wish to visualize it, get a block of wood of any convenient size, say twelve inches long on a base six inches by six inches to represent the enrolment in the 1st grade. Cut the block down to a pyramid on the same base with the same height. The pyramid will roughly represent the number of eighth grade graduates. Cut off from the top, the pyramid representing one-third of the volume of the larger pyramid, and there remains a rough representation of the relative number of high school graduates. All the rest represents the number who have left school during the twelve year course. This system which fails to hold the great majority is neither efficient nor democratic.

In California the compulsory education laws compel school attendance up to the age of sixteen for full time, and up to the age of eighteen for full or part-time instruction. Observation and examination of the part-time classes consisting of those who have dropped out of school and who are now sixteen to eighteen years of age show that they are at least the equals of those of like age who have remained in school. The pupils who have left school all along the line have not done so because they are sub-normal. The primary fault probably did not lie with them. If not with them, then where?

If the school curricula are at fault, educators must make some other defense than that these were made by tradition. If the testimony of two-thirds of the children is that the subject matter of our school curricula failed to hold them in school, then let us set about

making a curriculum that will meet modern needs. If the organization of junior high schools will help in the new program, then let us, here, beginning with the seventh grade, the period when the greatest pupil loss begins, construct a curriculum that will be varied enough to meet the needs of all.

The quality of the citizenship of the future is largely dependent upon its education. Efficiency in education involves more than a mere improvement in class room procedure. Education is more than erudition. The aim of education is the making of good citizens. No other purpose can justify state support for education. In a democracy, every individual must have an equal opportunity to receive the fundamental training necessary both for self-preservation and for the perpetuation of the state. The former has to do with the training necessary for the earning of a livelihood for the individual and the family; the latter with the training which will make them desirable members of the larger group.

In order to attain a definite end in the education of the nation, there must be a system with a purpose—an idea with definite ideals. There must be room for the growth and development of every normal individual, and an opportunity for each one to grow according to his ability. In this sense, America has no real system of education but is merely struggling toward the development of one.

The establishment of a national department of education would make it possible to set up definite principles or aims; the several state departments of education would determine the means to be adopted to attain these ends; the inspectors of these departments would supervise the instruction of teachers and act as executives of the various state systems. Then will it be possible to secure a general improvement in instruction, in class room and elsewhere.

The statistics gathered by the U. S. Bureau of Education show that our American public education is neither democratic nor efficient. During the eight years comprising our elementary period, two-thirds of the enrollment has dropped out; during the four years of our secondary period, two-thirds of the remainder has likewise disappeared. The higher institutions take up the education of the remaining one-ninth; their idea is narrow, academic, and traditional. An education which succeeds with only one-ninth of its enrollment is neither democratic nor efficient. These facts remain true, despite the enormous increase in the demand for secondary education. During the 28 years from 1890 to 1918 our population increased about sixty

percent (from 62,600,000 in 1890 to 105,200,000 in 1918). For the same period the enrollment in our elementary schools, the private high schools, and the business colleges increased in about the same ratio; but the public high school enrollment increased 750%. For the past 30 years our public high-school enrollment has increased 925%. The lack of holding power of our public secondary schools despite the great increase in the demand for high-school education and in face of the increased stringency of compulsory education laws calls for serious study and investigation.

The steady decline in the ratio of men to women teachers has been cited as one possible reason for the failure of the high school to hold its pupils, but investigation fails to show any decided increase in the holding power of those schools in which the men teachers predominate. We have heard and read much concerning the feminization of our schools. Study of figures showing the retardation of high-school pupils discloses some startling conclusions. In California, recent investigation shows that a lower percentage of boys is retarded than of girls. It seems almost certain from this and other similar data that the feminization of our schools is taking place in other directions than in the teaching corps. The cause is not far to seek.

The reason for much of the failure of our education to serve efficiently may be found in the curriculum content. The curriculum is an institution like the Constitution, founded by the Fathers. It is not here claimed for it that it ever prepared for any other vocation than the professions. It is not even contended that it serves well as a preparation for the rather narrow courses taught in the university. It is claimed that tradition should not take precedence over urgent need in defining the curriculum. Is it not sufficient to show that the chief reason assigned by an army of our youth for their leaving school is that the subject-matter of the high-school courses is neither interesting nor practical; and that the school which overcomes by its revision of its curriculum these criticisms retains its hold on its students?

The socialized recitation, the project-method in vocational education, the supervised study-period, and scientific measurement of ability and of knowledge have made suggestive contributions to the improvement of instruction. The learning process has literally been reversed; the teacher has learned from the pupil. In the socialized recitation, the teacher who has believed that the only way to get a good recitation was to make it herself has learned that real

learning is usually acquired by doing; everyone has learned that relaxation of spirit makes for freedom of expression; that co-operation secures better results than authority or compulsion; that an entire community is touched by the seeking of knowledge over a wider range than the mere textbook. The project method has contributed the information that childhood must have an interest that is constantly changing, and that is closely related to living things, and that the reason for learning particular facts should be apparent. The supervised study-period has enabled the teacher to get nearer to the child view-point, and to see the difficulties of the learner. It helps both teacher and pupil to realize the value of a carefully-planned recitation and of an orderly program for each day's activities.

Probably the most useful aid to improving instruction is that derived from scientific measurements and tests. The instruments of the physical laboratory will measure the physical conditions of the class room. Poor ventilation, improper temperature, bad lighting, may be easily detected. Interest in her work is often assigned by a certain type of teacher as an excuse for failing to notice that the air is foul, the room too hot, or the light too dim for effective work. Our laws are improving the happiness and comfort of pupils by requiring regular exercise and attention to health habits, and the nurses, doctors, dentists, etc., are removing physical defects. Our art departments are offering their contribution to pleasing material surroundings.

The psychologist measures the native ability and the achievements of pupils with wonderful accuracy. While the teacher is measuring the work of her pupils she should not forget that she has at hand the means of measuring her own efficiency. All the good advice to boys and girls about adopting a regular schedule of work and play and of daily physical exercise may equally well be applied to the giver of that advice. In the system of grading pupils' work, however, may be seen a wonderful indicator of a teacher's efficiency. The scientist has measured the normal distribution of grades. The teacher who varies greatly from the normal should be ready to justify the variation, and a wise supervisory officer will pass judgment on the validity of the explanation. Just as a teacher urges a pupil to measure his progress with his past records, so a teacher should measure her own ability, fairness and justice by this and many other means.

Improvement in class-room instruction will best be secured through a reorganization of our many educational courses into one

national system like the definite aim of preparing all the youth of the land for suitable life vocations and for the duties of citizenship. The development of state systems with the national aims constantly in view will secure local variations to meet specific needs. Better training for teachers and the reorganization of traditional curricula to meet the needs of modern life are some of the major considerations to be taken into account before lesser details are to be studied. The development of the child is the great aim. If the boy or girl becomes a good citizen, a producer, and the founder of a real home, the state may well be satisfied that a nation has survived which is of the people, by the people, and for the people.

THIRD SESSION

The third session convened in the Belvidere Room, Hotel Traymore at 8:15 P. M. and was presided over by President Edmund D. Lyon.

Dr. John L. Tildsley, District Superintendent of High Schools, New York City, spoke without notes on *Some Possibilities Arising from the Use of Intelligence Tests*.

SOME POSSIBILITIES ARISING FROM THE USE OF INTELLIGENCE TESTS

JOHN L. TILDSLEY

DISTRICT SUPERINTENDENT OF HIGH SCHOOLS, NEW YORK CITY

As I look over the program of the average teachers' convention I am reminded of the parable of the lost sheep, of the shepherd who left the ninety and nine just ordinary sheep who safely lay in the shelter of the fold and went out into the wilderness seeking the poor silly sheep who had strayed far from the fold and was lost in the darkness cold and drear. I note paper after paper telling us what is being done for the abnormal, the exceptional child, but comparatively few papers which have to do with the ninety and nine. As a member of the Board of Superintendents of New York City during the past few years I have noticed that if any one of its members could induce his fellow superintendents to include his protégé in the lost sheep group, he could be voted classes of 10-20 pupils whereas the classes of the ninety and nine could run to fifty or over.

In one of our most progressive schools, Public School 64, the principal has sorted out the subnormal pupils and grouped them in

special classes which have been given the fine sounding name of opportunity classes, no longer "ungraded classes." To qualify for these classes, the subnormal boy or girl is told he must take an intelligence test and if the results are satisfactory he will be admitted to the opportunity class. Upon admission, he finds himself in a group not exceeding eighteen members. He is taught by specially trained teachers. He has the use of specially equipped shops. He even has the privileges of a neighboring boys' club including a fine gymnasium and a swimming pool. Year by year he is given a training definitely planned to meet his special needs as shown by an initial and repeated test of his mental capacity. Such care is given him that the greatest punishment he fears is dismissal from the opportunity class—the once upon a time "crazy class," to the regular classes of the school. With shops, games, a modern gymnasium, a swimming pool, the utmost care for his physical condition, a curriculum and teaching methods adapted to his individual changing needs, why should not every boy and girl prefer to be lost sheep rather than ninety and niners!

Would not you schoolmasters be satisfied if you could give to each one of your normal pupils such a training in general as Public School 64 offers to its unfortunates? May not these boys say with Themistocles, as he sat with his sons at the luxurious table of the Persian king, "How unfortunate, my children, had we been, had we not been ruined."

Could we but be confident that the application of intelligence tests to the ninety and nine would result in a similarly well thought out scheme of training, an equally well planned equipment, classes of reasonable size and skillful teachers, is there any one of us who would not favor the immediate introduction of intelligence tests as a basis for the organization and administration of all grades of schools?

Intelligence tests, whether individual tests or group tests, have been but sparingly used in the public schools of this country and yet I venture the assertion that they hold out the greatest promise of making possible within the next few years a really scientific and effective system of public education.

I do not plan to discuss with you tonight the validity of the various tests. The slight experience we have had with the tests in New York City has convinced me that the individual tests such as the Terman tests and even the group tests as the Otis and National

Research Council tests give us a better basis for the classification of our pupils than any system we have used heretofore and when combined with the pupil's scholastic record and the reports of his teachers they furnish us with a reasonably valid basis for the classification of pupils and the resulting organization of class room instruction. I desire to take up with you rather the problems of curricula, of methodology, and of administration that arise from the use of these tests.

We admit twice each year to some of our New York City high schools as many as one thousand pupils coming from forty and more different schools. For the enrollment of these pupils in sections various systems are used. They are classified first according to the language chosen, if any. One principal then classifies them alphabetically and maintains that the presence of twenty-four Cohens in one section of whom eight are Abraham Cohens does not in any way reflect upon the reasonableness of his method of classification. Other principals keep pupils from the same schools together so that a natural group spirit may exist from the first day. Still other principals group the pupils on the basis of the report cards brought from the elementary schools. This last system I myself employed when a high school principal. I remember that one term we had six Latin sections of entering pupils. At the midterm uniform examinations, section 1-6, which should have stood lowest, ranked first. I looked up the teachers and found they averaged no better in teaching ability than the teachers of 1-1. I then thought a mistake had been made in the classification of these pupils and so again consulted the report cards they had brought from the elementary schools. I found these boys had been rated B and in some subjects C by the elementary teachers. The only conclusion I could then draw was that these boys were the very bright boys who in the elementary school when grouped with subnormal and normal boys with the pace adjusted to the lower half of the class, had had too little to do, had therefore become loafers, probably trouble makers and had, accordingly, been rated as poor students by their teachers. Terman, in his "Intelligence of School Children" points out that this is the possible explanation of the stories told of so many great men like Darwin that when in school they were rated as dull, even as stupid. Had we had at that time the group intelligence tests to give to the entering pupils these boys would have been discovered and placed in Section 1-1 and not in 1-6.

For years we have been disturbed in New York City by the high percentage of failure of first term students in high schools, ranging

around thirty percent. We have sought to modify the course of study, improve methods of instruction, introduce supervised study, and still the failures continue. We are slowly coming to realize that the greatest cause of failure is the faulty classification of pupils which allows pupils of great diversity of ability to be enrolled in the same section. Teachers can be found who will tell you that the presence of bright pupils is needed in the classes to stimulate the duller ones. But in all kinds of games we find that we gain most from competition with those who are not too superior in skill to ourselves to make the contest interesting.

During the past two years some eight of the high schools have classified their entering pupils on the basis of group intelligence tests; for the most part the Otis tests. The principal of the Manual Training High School, Dr. Snyder, has not told the teachers which were the bright classes, which the duller classes. This method of classification has resulted in fairly homogeneous groups based on general intelligence. The correlation between the school ratings and the tests has been high. In other high schools the teachers have known from the start the calibre of the pupils in the sections. We are not ready as yet to pass judgment whether it is better to inform the teacher of the composition of the section or not but we are reasonably sure that it is not wise to let the pupils know. We have had some remarkable deviations from the expected. Some low grade sections have been possessed of a spirit of work, have had strong wills and under the inspiring influence of a strong teacher have outstripped sections made up of pupils with higher intelligence quotients. This experience emphasizes one defect of the group intelligence test as a basis of classification. They do not seem as yet to measure will power.

The use of intelligence tests is forcing our teachers to realize the very great difference in the native ability of pupils. For example of three entering Latin classes of the Manual Training High School in February 1920, the I-Q of the first section ranged from 131-207, of the second, from 96-130, of the third from 80-96. It is doubtful whether this last section should have been allowed to take Latin since with this low range of I-Q's, experience shows very little probability of success.

When teachers fully grasp this idea, they will then realize the need of dealing with each pupil as an individual and of adapting quantity

of instruction matter and methods of instruction to the capacity of each student. The larger the school, the more groups possible, and the smaller the range of ability, and the more standardized the group. Even if the group tests are still defective they are accomplishing a great good if they cause our teachers to individualize their teaching so as to deal with John Jones not as merely one of the Jones family but as a John Jones with a probable I-Q of 120.

The classification of pupils on the basis of ability as shown by intelligence tests must inevitably lead to the presence in the high school of groups moving at varying speed at least three in number, the normal, which will complete the course in four years, the sub-normal, requiring four and a half to six years, and the supernormal, in three or three and a half years. In the large high schools whole sections of each group will be formed. In the small high schools, a platoon system will be used.

But the high school is interested not merely in the use of intelligence tests in the high school but still more so in their use in the lower grades of the elementary schools. In New York City, Public School 64 uses intelligence tests to select the members of its ungraded or opportunity classes. It also used the Terman tests to select the members of its supernormal or rapid advancement classes, which are administered as opportunity classes. For years its principals have sought to grade its pupils according to the best information available and to promote on the basis of work actually done. Nevertheless a recent survey of the school which used the National Tests as a basis of classification showed the following astonishing conditions,—that of 215 pupils who, on the basis of the intelligence tests should be in the Third Grade,

there are in	<i>3rd</i>	<i>4th</i>	<i>5th</i>	<i>6th</i>	<i>7th</i>	<i>8th</i>
	61	61	59	31	2	1

that of 357 pupils who should be in the Fourth Grade

there are in	<i>3rd</i>	<i>4th</i>	<i>5th</i>	<i>6th</i>	<i>7th</i>	<i>8th</i>
	34	106	113	72	10	11

that of 396 pupils who should be in the Sixth Grade

there are in	<i>4th</i>	<i>5th</i>	<i>6th</i>	<i>7th</i>	<i>8th</i>
	12	48	112	135	89

that of 210 pupils who should be in the Eighth Grade

there are in	<i>5th</i>	<i>6th</i>	<i>7th</i>	<i>8th</i>
	1	25	86	100

To this last group should be added some now in high schools to whom the tests could not be given. These results show clearly that the really retarded pupils are the bright pupils. For example, twenty-five pupils now in the sixth grade should be in the eighth grade and are thus wasting a full year. These figures are in harmony with Terman's investigations which show that only 40 to 60% of elementary school pupils are located in grades corresponding to mental age. If the pupils in that school were properly graded from the first grade on and the pace were then adapted to the capacity of the various groups many of the pupils could complete the elementary school course in not more than four years and thus be ready for high school work at the age of not more than ten years. Such groups have already been formed in that school and are known as Terman classes, one member of these classes having an I-Q of 178. These pupils are selected not only from those who naturally attend that school but from the adjoining schools in so far as the principals of those schools are willing to part with their exceptional children.

The realization of the existence of this supernormal class of pupils as demonstrated through the intelligence tests has brought home to the elementary school principal a most perplexing problem. Shall he allow these pupils to complete the course of study in four years or less or shall he so enrich the course of study as to allow them to work at full tension and complete the course in eight years? There are sound arguments for either policy. My experience convinces me that these boys and girls should be fully able to do successfully the work of the high school course of study entering at the age of ten. But they would not be able to play their part in the social and athletic life of the school. They would thus fail to develop through want of opportunity those qualities of leadership which should be an essential part of the equipment for life of boys and girls with their intellectual capacity. If all such pupils were gathered in one school they might form a group sufficiently large to develop its appropriate social and athletic activities and the resulting opportunities for leadership. These boys and girls under the present lock step system form the greatest waste of the educational process. They are retarded from two to four years and in the process of being retarded often lose ambition, become listless, sometimes mischievous and early in life develop the loafing habit. They form the other end of the curve and balance those subnormal boys and girls who forced beyond their pace grow discouraged and early catch the deadly disease of

failure. The recognition of the existence of this supernormal group with its possibility of doing high school work at an early age will accentuate the tendency toward the development of the Junior High School with its rapid advancement classes.

These bright pupils entering high school at the age of ten if unrestrained will again accelerate themselves and be ready for college in three or three and one half years when they will find the college in turn not prepared to take care of them. They will find themselves again too undeveloped physically for the social and athletic life of the college.

President Lowell for years has urged parents to get their sons ready for Harvard at the age of seventeen or even younger and yet under present conditions such boys will find their youth a handicap at Harvard. It is only when large numbers of parents follow President Lowell's advice that any one parent can afford to act upon it.

These bright boys and girls, now so retarded under our system, are the natural leaders of their generation. Some college will see its opportunity, deliberately cater to this group, secure a reasonably large number of them, provide for their social life, furnish athletic competition restricted to their age, adapt its pace to their superior ability, and train the intellectual leaders of to-morrow. The presence of any considerable group of these exceptional boys in college will tend to modify the methods of instruction. Obviously the deadening lecture method with its encouragement of the sponge attitude and growing intellectual laziness will be out of place with a class of students who from their earliest years have been accustomed to work out their own salvation at a pace adapted to their especial ability. Such a leaven might in time leaven the whole lump and actually make the college a habitation for the enterprise of learning, to use Dean Woodbridge's term, a center where young men would delight to think.

Even under present conditions, Professor Jones of Columbia believes that such boys should not be held back between high school and college but should be encouraged to enter college rather than allow their enthusiasm to be dulled by a period of waiting.

But until some college does realize its opportunity with this group of boys ready for college work at thirteen, fourteen and fifteen, the natural place for them is the junior college which is bound to come in the East as in the West so soon as we make it possible for

boys and girls to pass through school at a pace determined by their native endowment and not by their physical age.

It may seem a far cry from the use of intelligence tests to such a reorganization of the educational process as I have indicated. But assuming that some intelligence test does really measure general intelligence, assuming further that it is practicable to classify pupils into homogeneous groups by means of these tests, is it not inevitable that wise administrators will adjust curricula, methods, pace, to these groups? Will not some such reorganization necessarily follow?

I have emphasized thus far the effect of the use of intelligence tests on the acceleration of the bright pupils. Of possibly greater importance is the effect in reducing failure in our schools. Failure of the pupils is largely due to failure of the school to individualize the teaching process. We have assumed heretofore that the average student could pursue to advantage any subject. As we have come to realize that general intelligence can be measured so we may confidently expect to have at our disposal within a short time tests for measuring language ability, possibly tests for stenographic ability, and ability in other lines. We shall then no longer rely on the trial method but be able to say to a pupil, "The tests show you have not sufficient aptitude for the study of a foreign language to warrant your choosing it. But if you do elect a foreign language it will be necessary for you to take it more periods per week and pursue it for a longer time than the other students."

Possibly twenty per cent of our pupils will thus be saved from failure at the start and switched to other subjects in the study of which they have a reasonable prospect of success. The teacher of foreign language will then be free to devote his teaching skill to those who can profit from it.

This prescription is based on the theory that I believe we shall be forced more and more to recognize as a working principle of school administration that not every time honored subject of instruction is a necessary element in the training of every child; that the study of some subjects for some pupils requires an expenditure of energy out of proportion to the benefits to be derived. In the carrying out of this principle the intelligence tests combined with prognosis tests in certain subjects may render their greatest service to the school administration.

The improvement in intelligence tests through their more general use will almost certainly lead to the development of objective mini-

minimum standards for promotion from grade to grade, based on power. Given these two workable devices, the school principal should be able to locate responsibility for every failure. The time honored excuses of dull pupils or poorly prepared pupils need no longer be accepted as the reason for thirty per cent failures, since an intelligence test at the beginning of the term gives the teacher a reasonably accurate measure of the mentality of each pupil in the group he is to teach, and the use of objective minima as basis of promotion assures him pupils with known elements of preparation. Working thus with known elements from the beginning, is it not reasonable to expect him to so modify methods and pace as to keep each one working at tension, whether the group be completely homogeneous or not, with all attaining a minimum standard at the end of the term but with some enjoying a consumer's educational rent, as the economists would term it, ranging from 0 to possibly 100%?

The mere giving of intelligence tests in our schools is of little value in itself. Even the classification of pupils on the basis of the knowledge thus gained has advanced the educational process but slightly unless modifications of the process of education result. We in New York find it difficult to induce the teacher to depart from his well trodden path. He has not fully sensed the fact that he has at his disposal new factors now known, formerly estimated. To awaken him to the implications of this fact is the task of the principal.

Our schools are largely ineffective because they are unwilling to test their products, face the facts whether favorable or unfavorable, locate the cause of defects discovered and hold some one person responsible. Business men complain that we turn out graduates of our school who can do nothing well. If all school systems had a well organized testing bureau, tests could be devised that would show whether this charge is justified. They would further show which schools were graduating poorly prepared pupils. The use of intelligence tests by the testing bureau would demonstrate whether the poor preparation of these pupils was due to a lack of intelligence on the part of the pupils. If not, then the responsibility is fairly lodged with the principal of the school and he should be given a definite period within which to remedy the poor administration or poor teaching or both which has resulted in the graduation of unfit pupils.

With the capacity of each pupil known and registered will it longer be possible to evade responsibility for failures? When once the responsibility is located, is it not reasonable to expect that

failure shall gradually disappear, that every pupil shall be able to attain some measure of success, some thirty fold, some sixty fold, some a hundred fold?

Am I expecting too much from the general use of general intelligence and prognosis tests? Teachers in the past have told us in extenuation of their failures that "you can't make a silk purse out of a sow's ear." The great trouble has been that we have never been sure which was the sow's ear. Now that we are able to discover in the early years of the elementary school, with a reasonable degree of accuracy, through the use of these tests, which is the pure silk and which the sow's ear, is it not reasonable to demand that we as educators shall so modify, adjust, and apply the educational process to the materials in our charge whose qualities we know that the silk shall be made into a silk purse and the sow's ear into a pigskin purse which in the view of many of us is of no less value to society than is the silken purse?

DR. FRANCIS H. J. PAUL, PRINCIPAL DEWITT CLINTON HIGH SCHOOL, NEW YORK CITY, read a paper on *The Growth of Character Through Participation in Extra-Curriculum Activities*.

THE GROWTH OF CHARACTER THROUGH PARTICIPATION IN EXTRA-CURRICULUM ACTIVITIES

DR. FRANCIS H. J. PAUL

PRINCIPAL, DEWITT CLINTON HIGH SCHOOL, NEW YORK CITY

The fundamental tenet of a democracy is the recognition of the right of man to self-government, but recognition of the right does not insure the capacity in its fullest degree. Opportunity for education is provided by the democratic state in order to develop the capacity for self-control which must underlie self-government. Such a state is interested in education as the agency which inculcates the qualities necessary in its citizens. It is interested in the high school because there it finds those from among whom will come the leaders of the future.

The high school in a democracy must ever be conscious both of the individuality of its pupils and of the fact that they are later to be the leading citizens in a democratic form of state. From the latter point of view, the school is primarily a social enterprise and must be a microcosm that will reflect the world about it. What we wish the state to be the school must be. The character of our citizens is

determined by the character of our pupils and the development of character in this broadest sense must be the goal of education.

The character of an individual is the sum of those moral and social reactions which determine his attitude to life's problems. The type of acts regarded as worthy of praise or of censure by others largely determines the character of the one affected according to the value he places on their opinions. Everything we aim at in education exerts an influence upon character, but it is in the realm of the contacts of pupil with pupil and pupil with teacher that the school finds its opportunity to affect character most directly.

The purpose of the present paper is to consider the contacts that are presented and the opportunities afforded for character development by the extra-curricular activities of the school. These are social in their nature and as such are most largely concerned with the social aspects of morality. Whether or not we recognize a necessity for the direct setting forth of moral ideals, in stated periods or as occasion demands, we must agree that opportunity should be presented for training in the application of such ideals. This opportunity is afforded by the extra-curricular activities and those who grasp the true significance of such activities find in the moral field their chief claim to recognition.

The school that recognizes character formation as its paramount goal will determine first the type of citizens our country needs and then seize every opportunity to bring to bear upon its pupils experiences that appeal to their spontaneous interests and that develop in them characteristics regarded as desirable.

Life in a democracy requires that the citizen be prepared to carry his own weight; to have the fullest freedom in everything that does not interfere with the freedom of others; to be honest in all his relations; to realize men's mutual interdependence; to be interested in the creation and enforcement of law; and to respond to his personal obligation to contribute through voluntary co-operation for the common good, the best of which he is capable.

For the creation of social reactions that will eventuate in higher character and thus prepare for the highest duties of citizenship, the extra-curricular activities possess certain advantages. Interest in them is instinctive and needs guidance rather than creation. They afford the school its best opportunity for providing social experiences. They can be closely associated with adolescent tendencies such as the desire for freedom and for an opportunity to exercise initiative, the

growing feeling of self-reliance, and the desire to co-operate in important community activities.

The tendency has been to emphasize athletics in speaking of extra-curricular activities. It cannot be denied that for those that participate, athletics contribute very positive elements to character formation in the experiences they give in working under self-imposed rules, in concentrating every ounce of energy for a supreme effort, in the continued effort and self-denial of the training period, in self-control in victory and in defeat, and in self-repression for the benefit of the group. But these advantages will always be limited to a few, and it is difficult to lead pupils to perceive the connection between them and the duties of the citizen in a democracy. For these reasons I shall confine myself in my consideration of the character forming elements of the extra-curricular activities to those which invite greater group participation and in which the connection between school requirements and life's demands may be more readily established, in the minds of pupils.

Among the characteristics that the American nation most needs in its citizens and that the American school can develop in its pupils through participation in extra-curricular activities, those of greatest social significance are, freedom of the individual; respect for law; co-operation; and service.

The school which properly uses its extra-curricular activities to develop freedom in the individual pupil emphasizes the fact that freedom can only be relative. It makes its pupils recognize that such freedom depends on the power of self-guidance and ceases when the individual pupil in exercising his own freedom interferes with that of others. Such a school emphasizes the fact that privilege carries with it responsibility and that the pupil must use his freedom and his opportunity for initiative to better the conditions in the community from which he has derived them. A proper grasp of this obligation was shown by the boy in one school who suggested the formation of student help classes as a means of preventing failure in scholastic work. As he saw it pupils would ask for assistance from their companions when they would hesitate to admit their needs to their teachers. His suggestion was adopted and resulted in the creation of a system of student help classes after school hours and presided over by student teachers.

Respect for law as a result of participation in extra-curricular activities is gained in those schools which have adopted some form of

student self-government. The particular form adopted is of little importance; the spirit in which it is administered is all significant. Active participation in the creation and enforcement of school regulations gives pupils a realization of the true relation between the citizen and his government. Such an opportunity for self-government gives pupils practice in judging men and measures, in discerning the purposes of the demagogue, and in selecting their own leaders on the basis of worth, irrespective of race, creed or wealth. The highest form of respect for law is reached when the senior pupils of a high school request, as they have done in some schools, that the honor system be adopted in their classes during examinations. The school which grants such a request, though tentatively and with every possible safeguard around it, is teaching the true significance of the need for law and placing its disciplinary emphasis in the right place, on inner direction as the basis of freedom and self-realization.

Those who offer their pupils an opportunity to co-operate in the management of the school take advantage of the adolescent's characteristic tendency to work in groups. A feeling of community responsibility is easily engendered in a school in which such opportunity is given each pupil to work with others for ends valuable to all. This opportunity is made as general as possible in one high school by using the squad system of pupil co-operation. Squads of boys, during free periods, assist in the general office, in the offices of the several departments, in the library, in the study hall, and in the work of general school discipline.

A notable instance of this co-operative spirit was shown by the pupil who, seeking a new form of helpfulness, determined to devote his spare time to aiding members of a blind class in that school and for the past three years has quietly given all his free periods to such assistance, learning to read the Braille system in order to write for the teachers to whom the blind pupils recite, script translations of the exercises written by them.

Co-operation in the management of a school, as a result of the personal contribution it entails, makes school loyalty in the student body certain and secure. Care, however, should be taken to emphasize the proper form of loyalty. Mere pride in the achievements of other pupils has its value but is of little influence in character growth. Membership in the cheering squad has its value, but a cheer leader, in one high school recently, of his own initiative, showed the character

building possibilities of even his position. The occasion was a track meet, in which two rival schools were at the moment very close in points scored. A representative of the team opposing the cheer leader in question had won an event, putting his school five points ahead. His adherents sent across the hall of the armory cheer after cheer aimed at their rivals. The refrain of every cheer was "The Worst is Yet to Come." No response came from the other school. Forced by lack of breath finally to cease cheering the pupils of the leading school waited for the particular form of insult they felt sure would be hurled at them in retort. They had not long to wait. The cheer leader arose, and gave to his followers directions inaudible in the distance. In a moment there thundered across the armory a most unexpected response in the form of a hearty cheer for the school that had just reminded their opponents "that the worst was yet to come." That youthful cheer leader had grasped the concept of fair play and taught both his own and the opposing school a lesson in real American manliness in sport.

Readiness to render service is the quality most desirable in the leaders of a democracy. If our high school education is to produce graduates informed with this ideal, it must even hold it before its pupils and constantly encourage its practice by them. Pupils trained only to be efficient in personal effort for personal ends are not the type of pupils America expects from its schools. Co-operation will lead to service, but mere assistance in achieving the ends of democracy without personal sacrifice is but a low form of service. Our pupils must be led to feel that they owe their best to society and must give that best even if doing so demands self-denial on their part. The school that keeps the ideal of service before it requires each pupil to consider his own special abilities and how he can contribute to making the school better, in scholarship, in athletics, in social activities. Such an attitude leads the student body to recognize that the school is an institution greater than the pupils attending it at any time, greater than the faculty that happens to control its destiny at a given period, greater than the principal presiding at the moment.

An example of the type of self-denying service that develops the character of a pupil is that of the boy who, after qualifying through three years' service for the disciplinary squad, in which membership is valued most highly in his school, was requested by a teacher to become a member of the Big Brother organization of the school. It is considered advisable in that school that members of the Big Brother

movement should work unobtrusively and not be recognized as connected with any other organization. This request, therefore, meant that this boy should cast aside his ambition of three years' standing and renounce all hope of special prominence during the final year of his school life. The teacher realized what this meant to the boy and suggested that he defer his reply for a day. He answered, "I am ready now. I'll take the job. For three years I had dreamed of being a squad man, but I can serve better as a Big Brother." This boy threw himself wholeheartedly into his self-assumed duties and visited fifty homes in the course of a year, consulting parents and advising pupils who needed his assistance. It happened at this juncture that a friend of the school offered a medal to the pupil who had rendered the greatest and most unobtrusive service to the school without the expectation of reward. This medal was awarded publicly to the boy under consideration on the night of his graduation without any preliminary knowledge on the part of any one connected with the school except the donor and the principal. As he bade farewell to his teacher-friend that night, the boy said, "I do not believe that a medal should be offered for what I did. It sorts of spoils it for me."

This boy, in his self-denying consecration to his fellows, exemplified the spirit of loyalty and of service, which should enter into the character of our pupils as a result of their presence in our schools,—a spirit well described by Lincoln when he said: "I like to see a man proud of the place in which he lives. I like better to see a man who so lives in it that his place will be proud of him."

The form of student organization that experience has shown to be best fitted to encourage the participation of pupils in efforts to improve their school, while in return receiving the character building experiences that the school can contribute, is usually known as the General Organization.

The General Organization that is constituted with the purpose of benefiting its pupils by the freest possible social contacts includes in its membership every pupil and every member of the faculty. The students are kept in the foreground but the faculty in their combined influence are never absent. They are ever on the alert to seize upon the moral significance of important community efforts. Their constant aim is to lead their pupils to a plane of deliberative action that will determine their later solution of the moral problems of life. While such teachers surrender the outward forms of control they

gain deeper and more effective control of the spiritual side of their pupils through moral leadership.

In such a General Organization opportunities for support, participation and direction are made to appeal to pupils both as privileges and obligations. Emphasis is ever on group activities resulting from common interests. Overemphasis upon extra-curricular activities to the detriment of school work is prevented both by scholastic requirements as the basis of the privilege of personal participation and by limitations of the number of activities in which the individual pupil may engage. Self-perpetuating cliques are prevented by basing recognition on demonstrated ability. The worth of each activity is judged by its contribution to the welfare of the school community, and every pupil is made to feel that it is his duty to offer something of value to that community.

Opportunity for service is the impelling influence behind such an organization. The nature of the service rendered pupils determines the value of the organization. Individual pupils are honored by their fellows as a result of the service they offer. The best form of reward for such pupils, a form sanctioned by the public opinion of the school, is opportunity for more and higher service. Conceived in this way, such an organization of the extra-curricular activities affords the teachers of the school a means for developing the characters of their pupils through social contact and for training for society by accustoming them to contribute the best they have to the general welfare.

The teachers in our high schools who intelligently wield the instrument for character formation that such an organization affords deserve well of their community. Above all else they truly deserve the title of "Makers of Men," the men who in turn will be the makers of the America of to-morrow.

FOURTH SESSION

The fourth session was called to order by President Edmund D. Lyon at 9:45 A. M., Tuesday, March 1, 1921, in the Rose Room of the Traymore Hotel.

CHAIRMAN L. W. SMITH, PRINCIPAL OF JOLIET TOWNSHIP HIGH SCHOOL, JOLIET, ILLINOIS, presented the final report of the *Committee on Uniform Certification Blank*. PRINCIPAL C. P. BRIGGS OF LAKEWOOD HIGH SCHOOL, LAKEWOOD, OHIO, moved to adopt the report and discharge the committee. After some discussion

over details, Chairman Smith moved to amend his report by the insertion of Sociology, Civics and Economics under a general heading of Social Studies. This amendment and the original motion carried.

Principal L. W. Smith moved that the secretary of this association act as a central and distributing agent in sending the adopted blanks to all members and to the registrars of colleges and universities. This motion prevailed.

DR. CHARLES H. JUDD, secretary of the *Committee on Social Science*, presented the following report:

The committee which was authorized last year to act as a center of communication between the members of the Association who agreed to prepare lessons in community life begs leave to report as follows:

A list was prepared immediately after the Cleveland meeting of the Association giving the names and addresses of forty-five high-school principals who had promised to co-operate in the preparation of five lessons each. This list of names was printed and distributed shortly after the meeting with a letter addressed to each person named on the list. In the letter the plan of the committee was briefly reviewed and an offer was made to send to any one who had not a full report as printed in the *School Review* a reprint of the report. In the autumn another letter was addressed to each person on the list, reminding him of his promise and asking for the lessons.

Up to date the committee has received only a few lessons. The total number aggregates something like eighteen. It appears also from such returns as have been sent to the committee that there was in the minds of a good many members of the Association much vagueness with regard to the kind of report wanted. What was wanted was not an outline or a set of references, but rather the material actually to be used in class room work. In some cases material of this sort has been supplied, but in general the material has been of the outline type and, therefore, from the point of view of the committee's report, defective.

The conclusion which the committee has reached after considering the experience of the year is that more time is needed to allow the problem to be worked out. Many of the men who agreed at the Cleveland meeting to prepare these lessons have not been able to do so in the course of the year. It is believed that another year of promotion of the general plan is worth trying. Certainly this material has got to be created in various different centers and it would appear

to the committee now, as it did at the time that it rendered its report, that high-school principals ought to be interested in making this type of material.

The committee recommends, therefore, at this time that it be continued for one year with instructions of the same type that it had last year. It asks for a revision of its list of volunteers, at least to the extent of additional names of those present at the Atlantic City meeting who were not able to participate in the plan through the Cleveland meeting.

The committee will make an effort by communicating with the various volunteers to bring about a more liberal response during the coming year and it is hoped that the plan will not fail entirely but will gradually produce the type of results hoped for but not secured during the past twelve months.

Members of the Committee:

CHARLES H. JUDD, *Secretary*,
V. K. FROULA,
W. D. LEWIS,
T. J. McCORMACK,
F. G. PICKELL,
W. E. STEARNS,
H. V. CHURCH, *Chairman*.

The following additional members volunteered to help in the program outlined by the committee: Principal J. W. Shideler, Crawford County High School, Cherokee, Kan.; Principal E. R. Stevens, Leavenworth High School, Leavenworth, Kan.

Clarence T. Rice, Kansas City High School, Kansas City, Kansas, moved the adoption of the report, and the continuance of the committee. The motion carried.

PRINCIPAL EDWIN L. MILLER, NORTHWESTERN HIGH SCHOOL, DETROIT, MICHIGAN, read the report of the *Committee on Curriculum*. At the close of his report he begged the indulgence of the association to move a vote of thanks to Mr. W. E. Merritt, Northern High School, Detroit, Michigan, for the onerous and efficient work he had done in preparing the report of this committee. This motion prevailed. Chairman Miller then moved that inasmuch as the committee was now ready to go to work the committee be continued. The prayer was granted with some dissenting votes.

PRINCIPAL HIRAM B. LOOMIS OF HYDE PARK HIGH SCHOOL, CHICAGO, Chairman of the Committee, read the report of the Committee on Resolutions:

The National Association of Secondary School Principals, at its meeting in Atlantic City on March 1, 1921, expresses its belief in the following propositions and principles:

1. The enormous increase in our high school population emphasizes the necessity of:

- a. More and better trained teachers;
- b. More and better equipped buildings;
- c. A larger executive and clerical force that neither the organization of the school, its records, nor its educational supervision be neglected;
- d. A modification of the traditional requirements for graduation to meet the needs of pupils who formerly would not have gone beyond the elementary school and to whom the curricula of the past are not suited;
- e. The election of deans of boys and of girls in the larger high schools to preserve the personal touch of the school administration with the pupil;
- f. Adequate appropriations, national, state, and local for the maintenance of a system of efficient public schools.

2. The organization of a national honor society in the high schools, as recommended by the committee on that subject, would have a strong tendency to improve scholarship and to place the regular and faithful performance of academic work in its proper place in the estimation of the student body.

3. To counteract a prevalent tendency among secondary schools to place undue emphasis upon individual performance in the various athletic events by giving excessive and expensive awards. The practice of awarding sweaters, blankets, or other tokens of monetary value amounting to more than one dollar to individual athletes should be abolished.

4. The chief business of the high schools is to make the greatest possible contribution to the realization of the American ideal of democracy. Whatever interferes with this function is an obstruction to education and inimical to the public welfare. On this basis high school secret societies should be unreservedly condemned and their existence should be made illegal in all the states.

However, it must be recognized that such secret societies exist in response to a natural instinct for social organization, and the high schools should, therefore, endeavor to form in their place organizations which will give gratification to this instinct but which will be so perpetuated as to be freed from snobbish exclusiveness and which will be devoted to purposes of worth to the individual and of profit to the school.

In order that the ingenuity and experience of the few who have met success in dealing with this problem may be available for the benefit of all, this association recommends that the incoming president appoint a committee to study schemes of high school organization and to report at the next meeting of this association.

H. B. LOOMIS,
L. L. FORSYTHE,
A. B. BRISTOW,
E. R. STEVENS.

MR. T. W. GOSLING, STATE SUPERVISOR OF SECONDARY EDUCATION, WISCONSIN, moved to strike out the resolution relative to an honor society. On the suggestion of Chairman Loomis the question of submitting that resolution was omitted until the association had heard the report of the Committee on Honor Society.

PHILIP L. W. COX, WASHINGTON SCHOOL FOR BOYS, NEW YORK CITY, moved that the present Committee on Curriculum be dismissed, that a larger committee be appointed, and that a larger scope be given the new committee with the hope that a report showing specific progress could be had at the next meeting of the association. This motion was seconded but did not prevail.

E. J. EATON, CHAIRMAN OF THE COMMITTEE ON NECROLOGY, PRINCIPAL OF SOUTH HIGH SCHOOL, YOUNGSTOWN, OHIO, presented the report of the committee. He also called upon Principal Hiram B. Loomis, Hyde Park High School, Chicago, who spoke of the life and work of Charles W. French, late principal of Parker High School, Chicago. Chairman Eaton called on Principal C. C. Hyde of the Public High School, Hartford, Connecticut, to speak briefly of the career of Charles F. Harper, principal of the Central High School, Syracuse, New York, Mallory King Cannon, principal of the Maury High School, Norfolk, Virginia, was the third member of whom the committee reported.

CHARLES WALLACE FRENCH

Charles Wallace French was born in Woodstock, Vermont, April fifth, 1858. His childhood and boyhood were spent on a typical New England farm. At the age of fifteen he was prepared to enter Dartmouth College, from which he graduated in 1879. His first teaching position was in a New Hampshire academy, but ill health caused him to remove to Michigan where he became principal of the St. Joseph high school. From St. Joseph he came to Chicago and after teaching history and English in the West Division High School was made principal of Lake View. During those busy days, although laden with family burdens and school cares, Mr. French found time to write a life of Abraham Lincoln which was published in 1881. During the same year, he was called to the Hyde Park High School, where for fifteen years, he served as principal. A physical break-down made it then necessary to leave Hyde Park. Later after a rest he was made vice-principal of the Chicago Normal College and later, principal of the Parker Practice School. In 1917, he became principal of the Parker High School where he was serving at the time of his death, November 11th, 1921.

Mr. French's influence as an educator was far-reaching. He was quick to grasp the best of what was new in educational methods and wise and sane in its application. While at Hyde Park, he originated and put into effect the student government system which was of interest to schoolmen the country over.

As a scholar and an author, he was well known. He edited in the Macmillan classics "Macbeth" and Tennyson's "Idylls of the King"; and in the Scott Foresman series, DeQuincey's "Flight of a Tartar Tribe," "The Words of Lincoln," "An Introduction to the Study of Browning," Burke's "Speech on Conciliation," and Macaulay's "Essays on Milton and Addison." Just before his death, he was preparing an outline for the teaching of English in the high schools that in many ways was very different in conception from the system now in use.

The influence of his fine, staunch, Christian character will live in the lives of those who knew him. The thousands who came in contact with him never left him without bearing away with them something of his enthusiasm, his quick sympathy, his tender interest, and above all his firm confidence in the essential necessity of righteousness. He

inspired and stimulated his friends and pupils to high ideals and patriotic efforts through example. It would perhaps summarize the whole of his generous life to say that he gave of himself without limit and gladly.

A whiter soul, a fairer mind,
A life with purer source and aim,
A gentler eye, a voice more kind,
We may not look on earth to find.

CHARLES F. HARPER

Charles F. Harper, Principal of the Central High School, Syracuse, New York, died in September, 1920, after a short illness.

He graduated from Brown University and held principalships in several places, including New Britain, Connecticut, and Quincy, Massachusetts.

He was a man of high ideals and untiring energy. He was an upholder of high ideals both in scholarship and conduct, and held a strong position among the educators of New York State. He was an effective organizer and held offices in several associations in the various states in which he taught.

MALLORY KING CANNON

Mallory King Cannon was born in Norfolk in July, 1870.

He obtained his early education at the old Norfolk Academy, which was for many years one of the best known preparatory schools in the state, but which has now passed out of existence.

After graduating from the Academy he entered the University of Virginia, where he took the degrees of A.B. and M.A., and later graduated in Law. Returning to Norfolk he began the practice of law, but the following year was elected teacher of mathematics in what was then known as the Norfolk High School, which had been organized the previous year, and was being carried on in the old Heminway School Building in Brambleton.

Several years later he was elected to the position of Assistant Principal which he held until 1916 when at the death of George McK. Bain, the Principal, he was chosen as Mr. Bain's successor.

For four years he managed the affairs of Maury High School wisely and well. In August 1920 he died, loved and honored by the faculty and the student body, a loss to educational affairs and to the community at large.

In the absence of CHAIRMAN MASTERS, PRINCIPAL OF CENTRAL HIGH SCHOOL, OMAHA, NEBRASKA, MERLE PRUNTY, PRINCIPAL OF CENTRAL HIGH SCHOOL, TULSA, OKLAHOMA, read as the report of the committee the proposed constitution of the Honor Society. DR. H. J. PAUL, PRINCIPAL OF DEWITT CLINTON HIGH SCHOOL, NEW YORK CITY, supported the report of the committee by telling of "*The Arista*," the honor society of the New York High Schools. He was followed by A. W. HARRIS OF THE BOARD OF EDUCATION OF THE METHODIST EPISCOPAL CHURCH, NEW YORK, who with the following speaker, EUGENE C. ADLER OF ADELPHI ACADEMY, BROOKLYN, NEW YORK urged the claims of an honor society, "*Cum Laude*," that emphasized scholarship alone and told of the founding and subsequent history of that society. A. C. OLNEY, COMMISSIONER OF SECONDARY SCHOOLS, SACRAMENTO, CALIFORNIA, spoke against all such societies as being undemocratic and un-American. PRINCIPAL RAY BRACEWELL, BURLINGTON HIGH SCHOOL, BURLINGTON, IOWA, moved that the committee's report be adopted with the understanding that the National Council shall so modify the constitution that the existing honor societies can become merged in the national society. The motion carried.

JOHN L. G. POTTORF, Principal of McKinley High School, Canton, Ohio, presented the report of the *Committee on Nominations*:

COMMITTEE ON NOMINATIONS

Principal Merle Prunty, Central High School, Tulsa, Oklahoma, President.

Principal William A. Wetzel, High School, Trenton, New Jersey, Vice-President.

Principal H. V. Church, J. Sterling Morton High School, Cicero, Illinois, Secretary-Treasurer.

EXECUTIVE COMMITTEE

Principal Edmund D. Lyon, East High School, Cincinnati, Ohio.

Principal Fred C. Mitchell, Classical High School, Lynn, Massachusetts.

Principal Charles A. Bradley, Manual Training High School, Denver, Colorado.

The Treasurer's Report as distributed in printed form was adopted.

REPORT OF TREASURER

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS
February 1, 1920 to February 1, 1921

Presented at Atlantic City, New Jersey, March 1, 1921

RECEIPTS

Balance on hand, February 1, 1920.....	\$ 451.57
Received Annual dues.....	678.00
	\$1129.57

EXPENDITURES

Lantern slides.....	\$ 8.50	
Two guests at Cleveland dinner.....	4.00	
Refund of dues.....	7.00	
Second Yearbook.....	203.10	
Envelopes for Mailing.....	10.00	
Third Yearbook.....	329.10	
Fourth Yearbook, 1st payment.....	150.00	
Printing.....	80.25	
Postage.....	42.65	
Expressage on Yearbook.....	1.00	
	\$835.60	835.60

			\$293.97
Balance in Bank, February 1, 1921.....	\$293.97		

The Chairman of the Auditing Committee, M. R. MCDANIEL, OAK PARK HIGH SCHOOL, OAK PARK, ILLINOIS, reported for his committee that the books and accounts of the Treasurer had been scanned and that the accounts as audited were correct. The committee report was adopted. On the suggestion from the floor a vote of thanks was tendered to the Department of Printing of the J. Sterling Morton High School, Cicero, Illinois, for the printing of the programs and of the Treasurer's report.

The following amendment to the constitution was adopted:

To amend paragraph 2 of Article II of the Constitution of the National Association of Secondary School Principals, by striking out the word *annual* before the word *dues*, and by inserting *for each calendar year*, after the word *dollars*.

Article II, Paragraph 2, now reads: The annual dues of members are two dollars (\$2.00), which shall be paid at the time of the annual

meeting of the Association, or before April 1 of each year. A member forfeits his membership by failure to pay the year's dues.

The amendments above will cause Article II, Paragraph 2, to read: The dues of members are two dollars for each calendar year, which shall be paid at the time of the annual meeting of the Association, or before April 1 of each year. A member forfeits his membership by failure to pay the year's dues.

[The object of this amendment is two-fold: To make the Association year and the calendar year coterminous; and to increase the dues of the members for the year 1920. It causes the year 1920-1921, for which members should pay \$2.00 to be shortened from April 1st, 1920-March 31, 1921, to April 1st, 1920-December 31, 1920. With this amendment passed, the dues hereafter will be as before \$2.00 for twelve months, the calendar year. The only increase will be for the year 1920.]

PRINCIPAL JOHN L. G. POTTORF, MCKINLEY HIGH SCHOOL, CANTON, OHIO, presented the following amendment to paragraph 1 of Article IV of the constitution of the National Association of Secondary School Principals by striking out the word, *vice-president* and inserting, *first vice-president and a second vice-president*. This proposal will be voted on a year hence.

MISS BEULAH A. FENNIMORE, PRINCIPAL OF KENSINGTON HIGH SCHOOL FOR GIRLS, PHILADELPHIA, read the following resolution which was adopted by the association:

WHEREAS, the present development of socializing aims in education shows the increasing necessity of supervision and advisory contact with the students and the necessity of organizing the extra-curricular activities of the school, and

WHEREAS, many high schools of the country have with benefit to the schools and the community recognized the work of Deans or Advisers by an allowance of time, or of salary, or of both,

Therefore be it Resolved that this association express its belief that such work should be officially recognized in every high school of the country.

The President adjourned the association at 12:10 P. M.