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**NATIONAL ASSOCIATION OF SECONDARY - SCHOOL
PRINCIPALS**

Issued Four Times a Year
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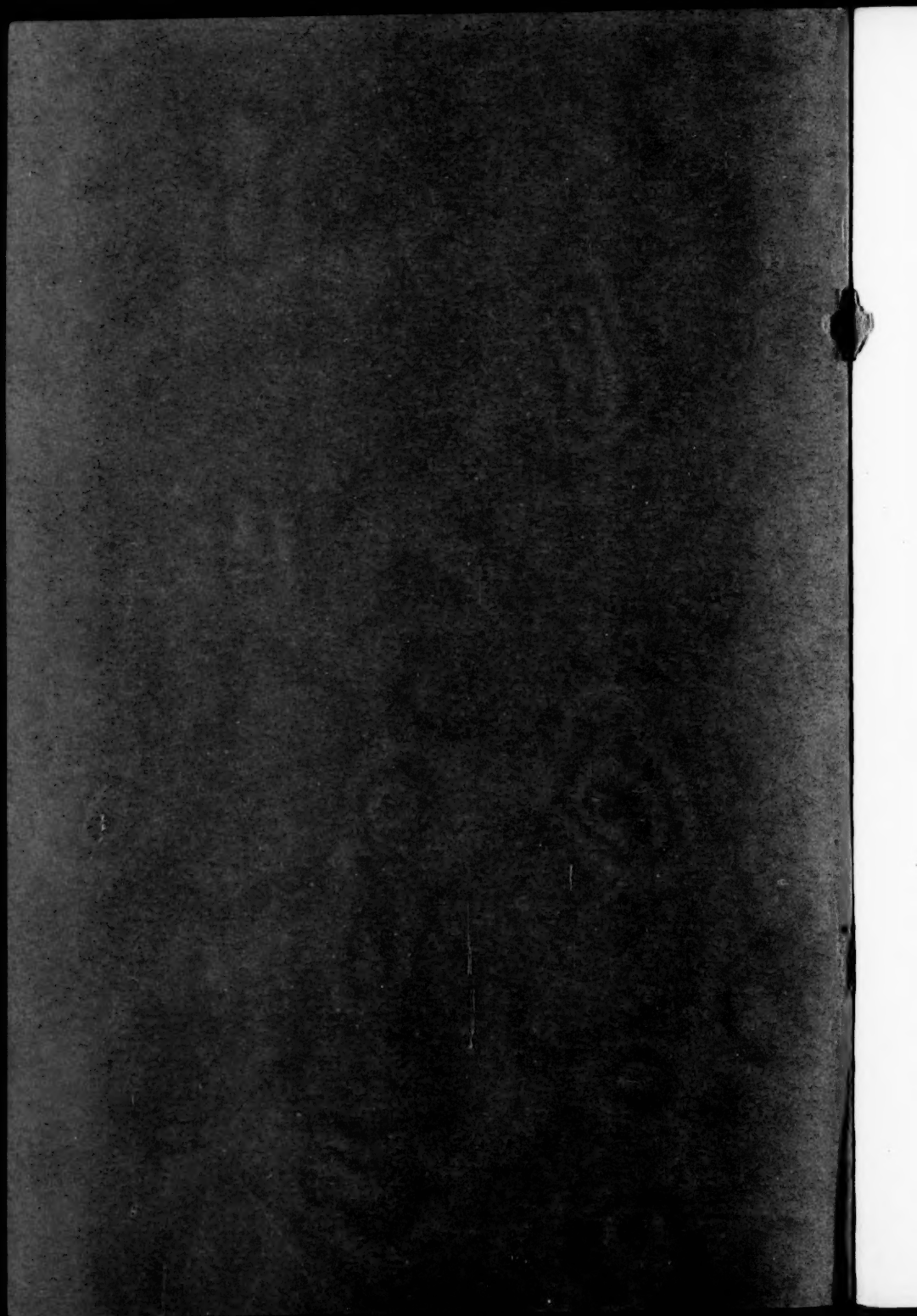
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SECONDARY - SCHOOL ADMINISTRATION ABSTRACTS

NATIONAL ASSOCIATION
of
SECONDARY-SCHOOL PRINCIPALS

H. V. CHURCH, Secretary
3129 Wenonah Avenue, Berwyn, Illinois
J. Sterling Morton High School, Cicero, Illinois



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SECONDARY-SCHOOL ADMINISTRATION
ABSTRACTS

Published under the direction of the
National Association of Secondary-School Principals
with the co-operation of the
Judd Club

The Judd Club is a group of principals of the high schools of the suburbs of Chicago who meet once a month during the scholastic year for dinner and the evening with Charles H. Judd, Director of the School of Education of the University of Chicago. At the meetings administrative problems of the secondary school are discussed.

Members of the Judd Club contributing to this issue:

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All communications for secondary-school administration abstract service should be direct to H. V. Church, 3129 Wenonah Avenue, Berwyn, Illinois; J. Sterling Morton High School, Cicero, Illinois, Secretary of the National Association of Secondary-School Principals.

These abstracts are free to all members of the National Association of Secondary-School Principals.

BOOKS

MORRISON, HENRY C. *The Practice of Teaching in the Secondary School*. Chicago: University of Chicago Press, 1926. Pp. 661.

This work of Professor Morrison as superintendent of the Laboratory Schools of the School of Education, University of Chicago should be described as a compendium of objective data upon which a system of secondary education is based. For the most part the data show the results of case studies of individual pupils who represent different types of learning in the various subject fields. The data moreover are not of the type found in conventional studies of secondary-school practice, but in many instances are such as can only be collected by close observation and record of individual pupils' behavior in class over long periods of time and under a variety of learning conditions. For this reason the data are often more accurate and conclusive than similar data in other studies of teaching procedure. Upon the basis of these data the author presents a comprehensive and consistent theory of secondary education. Conclusions upon such fundamental issues as methods of teaching appreciation, speed versus quality of work, and directed classroom study versus recitation procedure, are uncompromising in their definiteness and are supported by the evidence supplied. Taken as a whole the volume marks a distinct advance in the literature of secondary education by virtue of its scope, the definiteness of conclusions reached, and the character of the objective evidence supplied.

The book consists of four parts. Part one presents one of the author's main propositions; namely, that the pupil's classroom performance of the customary type only produces useful learning, an approach which demands the formulation of new techniques. Reduced to formula, the general teaching procedure recommended is to alternate teaching and testing until the tests show that the given unit of work has been mastered to the point of usefulness in daily life. The discussion therefore deals with the means of establishing a genuine teaching situation regardless of the nature of the subject or class.

Part two sets forth the principles of teaching known as "control technique," that is, the teaching procedures whereby the pupil learns the art of self-application to tasks which are not at first interesting. Both motivation and attention are involved and are interdependent. Motivation consists not merely in holding the full attention of the entire class group, but also in teaching the pupil how to listen attentively and to read attentively.

Part three comprises approximately half of the volume. It is devoted to the definition of units and of teaching techniques which are appropriate to the different subject fields. Emphasis is laid on the importance of deriving units of subject matter experimentally,

the unit being regarded as a coherent body of subject matter which the pupil can grasp as a whole and apply to life situations. Five types of teaching techniques are distinguished. These are applied to the mastery of units in corresponding types of subject matter as follows: appreciation, as in literature; skill training, as in practical arts; reflective thinking, as in natural and social science, grammar, and mathematics; habit formation, as in the mastery of foreign language; and drill as in spelling and other automatic processes. In most of these types of teaching technique, the pupil activity which receives most time and emphasis is independent study or practice in the classroom. The teacher's major functions are thus to present a clear notion of the unit in advance, to direct the pupil to reference materials from which he can obtain a fuller understanding of the unit, to teach individuals how to overcome the difficulties they meet, and to test for mastery of the unit.

Part four is concerned with administrative technique, and describes the principles of school management which facilitate the teaching procedure described. Traditional assumptions are attacked regarding such practices as the giving of passing grades, the basing of relative ranks on artificial marks, and the accepted theory of promotions. Tested methods are described for recording and reporting pupil progress, together with a body of valuable material concerning case work and the treatment of problem cases.

High-school principals will find much that is suggestive in each chapter of the book. Those who are too busy to read the entire volume should read the whole of Part One, Chapter VII of Part Two, Chapters XIV to XVII of Part Three, and the whole of Part Four.

BRUNER, HERBERT B. *The Junior High School at Work*. New York: Teachers College, Columbia University, 1925. Pp. viii +112.

This volume reports a five year experiment in educational reorganization at Okmulgee, Oklahoma. It contains seven chapters. Chapter I summarizes the current opinions and theories of the junior high school. Chapter II restates the reasons for the development of the broadening and finding idea of the intermediate-school reorganization. Chapter III presents the broadening and finding scheme of the Okmulgee, Oklahoma, schools. Chapter IV outlines the courses and activities. Chapter V describes the methods of administration. Chapter VI presents a body of evidence of effectiveness and desirability. Chapter VII contains a summary and conclusions.

The most valuable phases of the report are (1) the account of the plan for providing broadening and finding experiences for pupils of the seventh and eighth grades, (2) the detailed outline of the courses and activities provided, (3) the methods of adminis-

tration, and (4) the evidences of results. The twenty-eight broadening and finding courses offered are nine weeks in length in the seventh grade and either nine or eighteen weeks in the eighth grade. Every pupil is compelled to take four in the seventh grade and two, three, or four in the eighth grade in addition to the required core curriculum.

As evidence of the success of the experiment, the author of the report cites (1) the unqualified approval of the board of education, (2) the whole-hearted indorsement of 95 per cent of the voters and of 98 per cent of the school patrons, (3) the enthusiastic support of fifty-five of the sixty teachers who taught broadening and finding courses during the period of the experiment, (4) an increase of 45 per cent in the holding power of the junior high-school years and an increase of 55 per cent in the holding power of the senior high school, (5) a reduction in pupil failures in academic courses. In the case of Latin the failure rate for a period of four years was reduced from 40 per cent to 6 per cent. On purely qualitative grounds, the finding courses are justified by the obvious broadening and cultural effects on the pupils of the seventh and eighth grades and by the guidance values in the selection of courses in the ninth grade and in the senior high school.

STRAYER, GEORGE D., ENGLEHART, N. L., and others. *Problems in Educational Administration*. New York: Teachers College, Columbia University, 126. Pp. xvii+748.

This volume is designed primarily as a text to be used in college courses of school administration. The fore part of the text is devoted to a consideration of the following general topics relating to administration: national, state, and local control of public education; school finances; business administration of the schools; school publicity; statistical methods applied to administrative problems and buildings and equipment. The latter part is given to a consideration of questions of physical education and health, attendance, classification, organization, supervision, courses of study, records and reports, extra-curriculum activities, and personnel management.

Each of these major topics is divided into a number of more specific sub-topics all of which are treated by the problem method of approach. The problems included are such as have appeared in school surveys or have been presented by school administrators who were seeking advice. At the opening of each chapter there is a statement of the problem to be considered followed by data which have a bearing on the problem and from which certain deductions may be made. There is an additional list of supplementary references at the end of each chapter, which a student may consult for further information upon the problem.

Some examples of the types of problems used may be selected at random for illustrative purposes. Under buildings and equipment these problems appear: to plan a modern school plant that will not involve a greater expenditure of funds than a given city can bear; estimating the number of pupils for whom accommodations must be provided in the future; estimating school seating, etc. Under supervision appear: formulating plans for a supervisory staff adapted to certain varying types of school situations proposals to be given to principals and supervisory officers in a school system; the selection of textbooks, etc.

In all, one hundred sixteen problems are presented for discussion, making the work decidedly comprehensive.

GATES, ARTHUR I. and STRANG, RUTH. *The Gates-Strang Health Knowledge Test*. New York: Teachers College, Columbia University, 1925. Pp. 85.

The general nature of the test is based on an analysis of the facts concerning many phases of healthful living contained in twenty selected courses in health used in city and rural schools, and in fourteen of the most widely used textbooks on health. The form of the test is that of the recognition type with a choice of one of five answers to each question. The authors hope that the test will be useful: in improving the teaching of health, by showing the teacher what are the assets and deficiencies in the health knowledge of the children in her class; in improving the preparation of the teacher; in curriculum construction; and as an instrument of research. The complete series contains 520 questions arranged in increasing difficulty on topics of which the following are typical: "disease," "mental hygiene," "bacteria," "foods and habits of eating," "fresh air," "community health problems," and "patent medicines." By being put up in *forms* according to increasing difficulty, and according to health topics, the test may be used in all grades from the third to twelfth inclusive. The test, with complete explanation, is valuable to everyone interested in the health of elementary-school children.

CHARLES C. BROWN. *A Manual for High School Administrators*. Denver; Welch-Haffner Printing Co., 1926. Pp. 77.

The material in this manual has been selected to meet the needs of the principals in smaller high schools. A considerable part of the book has been given up to the program of studies which should be given in high schools, in mathematics, English, social science, natural science, foreign language, vocational courses, music, art, guidance, and school activities. In each of these departments there is included a bibliography of available textbooks. Basing the choice

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of studies to be offered on the percentage of students in school of the North Central Association of Colleges and Secondary Schools who pursue any given course, the author estimates the number that can be expected to pursue such subjects as Latin, French, German, Spanish, higher mathematics, etc., and gives advice as to what subjects and as to how many years of each to be given in schools of various sizes. A complete program of studies for junior high schools and senior high schools is suggested; and there is a discussion of the value of longer recitation periods, classroom methods, and of student participation in the government of the school. The author favors the longer recitation periods and student participation.

CARPENTER, WESTON WILLIAM. *Certain Phases of the Administration of High-School Chemistry*. New York: Teachers College, Columbia University, 1925. Pp. 74.

The aim of the book is to discover how certain phases of high-school chemistry are being administered, to evaluate present practices, and to recommend procedures. The study is based chiefly on: a questionnaire on present practices and recommended practices from selected high schools; a questionnaire on the organization of a science department and duties of the head of such department; test results on laboratory work from thirty-four classes of high-school chemistry on ten experiments; an evaluation of the test questions by the instructors administering the tests; and recent studies in the field of science. The methods used are chiefly experimental and statistical. The main topics discussed are: the organization as a department and the duties of the head of the department, the purchase, accounting, storage, and distribution of equipment and supplies, space provisions, service and permanent equipment, and methods of presenting laboratory work. There is a bibliography. The appendix contains the test questions used. Heads of departments of chemistry and principals will find the book very serviceable.

ROSS, CLAY CAMPBELL. *The Relation Between Grade-School Board and High-School Achievement*. New York: Teachers College, Columbia University, 1925. Pp. 70.

The investigator made a detailed study of the elementary-school and high-school records of pupils who graduated from the eighth grade in New Rochelle, New York, in the years 1916, 1917, 1918, and 1919. There were 749 cases. He made an additional check on his conclusions by using the eighth-grade graduates (120) from eight elementary schools in Des Moines for the year 1917. He endeavored to establish criteria which would enable educators to forecast probable success of eighth-grade graduates in high school.

He maintains that cumulative records are more dependable than results from intelligence tests. Practical educators will be inclined to question his contention that a negative correlation exists between regularity of attendance in elementary school and success in high school. Certain other criteria offered apparently were true with this group of people, but the investigator assumes too much when he generalizes in his conclusions.

LEWIS, ERVIN E. *Personnel Problems of the Teaching Staff*. New York: The Century Co., 1925. Pp. 460.

The editor says in the preface that this book will supply a very real need to instructors of educational administration in our colleges and that it ought to become a handbook for guidance and reference in the possession of all school superintendents in the United States. It deals, as the title indicates, with personnel problems and should, "materially assist beginning superintendents and principals in the selection, placement, and improvement of teachers." Among the general topics discussed are: problems of teacher recruiting, training, certifications, and selection. Other topics discussed are: the married woman teacher, measuring merit, the teacher's load, salaries, turnover, tenure, teachers' organizations, councils and health, ethics, legal status, and numerous other interesting and worth while discussions of the human element side of a superintendent's work. At the end of the chapters are problems for discussion and valuable bibliographies of chapter topics.

KOOS, LEONARD V. *The High School Principal*. Boston: Houghton Mifflin Co., 1924. Pp. 121.

The professional status of the high-school principal is given in this book. It will enable the high-school principal better to analyze his duties in relation to what is the practice of his fellows in the profession. It should help prospective principals in defining the preparation necessary to enter this position, and also be of value to superintendents and boards of education in measuring the worth of applicants. The book is a summary of a number of studies supplemented by the investigations of the author. The facts given are graphically represented. Not the least in value are the author's comments on the worth of existing practices and his suggestions toward desirable modifications. A number of the topics discussed are: sex, salary, training, experience, and distribution of the principal's time.

LENTZ, JR., THEODORE F. *An Experimental Method for the Discovery and Development of Tests of Character*. New York: Teachers College, Columbia University, 1925. Pp. 44.

The treatise is an effective attempt to develop a method for measuring the elements of the character of the individual. This was

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done by a wide variety of tests, including some for intelligence, others for likes and dislikes; some which were based on boys' power of appreciation of arts and sciences, and some on the present vocations and ambitions for mature life. These tests, forty in number, were given to two groups of boys of similar age, home environment, religious training, and racial characteristics. One group was from a corrective school, known as the probationary group, and the other from a public school labeled the unselected group. The tests were classified as preliminary and checking. It was found that the checking test, substantiated several conclusions that, in the opinion of the author, are reliable. Most school men will be interested in the general conclusions stated.

MARTIN, HERBERT. *Formative Factors in Character*. New York: Longmans, Green & Co., 1925. Pp. 338.

In the preface the author states that the moral development of childhood is the common enterprise of the home and school. The purpose of the book is to arouse the interest of both parents and teachers in the moral training of children, and to set forth the principles for their guidance. The general topics discussed are: aspects of morality, the child mind, bodily conditions and morals, inheritance, thinking and morals, interest and morals, the will and morals, suggestion, imitation, character and conduct, controls and conduct, the home and morals, the school and morals, and non-professional educational agencies. The book should prove to be an inspiration and a great help to any parent or teacher.

ANDERSEN, W. U. *A Manual for School Officers*. New York: The Century Co., 1925. Pp. 384.

Actual administration and useful administrative practices are discussed in this book. The duties, responsibilities, and privileges of the board, the superintendent, and the teachers receive intelligent attention. Not only are the usual subjects of technique, organization and supervision of instruction covered, but such subjects as guidance of study, extra-curriculum activities, teachers' meetings, parent-teacher organizations, graduation exercises, publications, and janitorial service are discussed. A bibliography follows each chapter.

REEVE, WILLIAM DAVID. *A Diagnostic Study of the Teaching Problems in Mathematics*. Boston: Ginn & Co., 1926. Pp. 117.

This volume tells how to construct prognostic and diagnostic tests, how to administer them, and how to evaluate the results. In the chapter entitled *Administration and Use of the Tests and Scales*

the author has inserted several scales which are designed to be useful in algebra, geometry, or general mathematics. The Appendix gives a number of tables of the results obtained by the author when these tests were used.

MAGAZINES

TERRY, PAUL W. "*Administration of Extra-Curriculum Activities in the High School—II*," SCHOOL REVIEW, XXXIV (January, 1925), 15-24.

In the smaller high schools a large per cent of the teachers co-operate in extra-curriculum activities, while in the larger schools many teachers are assigned positions of department headships, adviserships, etc., which prevent participation in student activities. In slightly more than a majority of the schools studied, teachers who are assigned to supervise extra-curriculum activities either receive additional salary or their teaching load is lightened. Management of finances is an important activity and needs careful supervision. In most places the custody of the funds is in the hands of faculty men, and systematic plans of accounting are provided. The practice of keeping an accurate record of extra-curriculum activities of the pupils is growing. These are used by the administration, the teachers, and vocational counselors.

CAMPBELL, GLADYS. "*The Creative Writing Class in the University High School*," SCHOOL REVIEW, XXXIV (January, 1926), 25-35.

Theme-writing as conducted in English classes does not distinguish between essential and creative writing, and often results in the confusion of the average student and the irritation of the one who has a native gift of expression. Appreciating this situation the University High School of the University of Chicago believed that such a gift should be given a chance for development, and a special class was formed to help those students, who were interested in writing as an art. Those eligible for this course must have had one year of English, be strong enough to carry the added work, and be recommended by some teacher. The response and the interest which followed was most gratifying. The following year space was given this course in the curriculum. The major objectives are: to develop interests in life; to train critical faculties; to cultivate a healthy social attitude toward writing; to develop interest in the production, sale, and collection of books; to give pupils practical work with a publication which reaches readers of their own age and experience. The course has earned a real place in the curriculum and now carries a full unit of credit.

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TARR, ALPHONSO R. "*The Business Organization and Administration Course in the High School.*" SCHOOL REVIEW, XXXIV (January, 1926), 36-41.

Two years ago, in English High School, Lynn, Massachusetts, a course of Business Organization and Administration was introduced to bring the pupils into actual contact with business as it is conducted to-day, and to enable them to choose more wisely the occupation they wished to take up as a life work. It dealt with the three general topics; finance, production, and distribution. While a textbook was used, interest was aroused through special reports required of the pupils. A thesis based on a study of some industry or business was selected for investigation by each pupil during the year. Another source of interest was a series of talks given by leading business men of the community. The personal contact with successful business men has made the course more real and given the pupils a new outlook on life.

BARTON, JR., W. A. "*Pupil Reaction to School Reports, II,*" SCHOOL REVIEW, XXXIV (January, 1926), 42-53).

This article presents the findings for that portion of a questionnaire which called for items which pupils would like to have marked on their report. The following items received the approval of not less than fifty percent of the pupils answering: Preparation, attention, attitude, rank, scholarship, and conduct. Other items such as reliability, self-control, and leadership did not appeal strongly to the pupil. Other questions show that pupils are influenced in a greater or less degree by reports from the school to the parents, and by the interest and the co-operation of parents with the school. Sex differences in the responses were significant.

OZANNE, CHARLES E. "*A Study of Different Types of Teachers' Tests,*" SCHOOL REVIEW, XXXIV (January, 1926), 54-60.

In this experiment conducted in the senior civics classes of the Central High School of Cleveland three types of tests were given on consecutive weeks. These tests were as follows: a completion test, an essay test, and a reasoning test. The reaction of the pupils showed a preference for the essay type of test, although a majority felt that the reasoning test gave the best measure of mental ability. They favored the use of all three types from time to time.

PIERCE, F. H. "*What About Tardiness?*", SCHOOL REVIEW, XXXIV (January, 1926), 61-6.

There is a wide difference of opinion regarding the answer to the question asked in this article. To some it is no problem at all;

others are indifferent and do not consider it their problem; while others feel that it belongs to the administration of the school and is a problem of more or less serious concern of the principal in the training of the pupil. The writer has successfully used in different schools a series of tardy notices sent to the parent immediately following each offense. This notice informed the parent not only of the tardiness, but also the time of the arrival at school, the excuse offered, and the present number of the offense, and asked for the co-operation of the parent. A very marked reduction of the cases of tardiness resulted.

EVANS, A. W. "*High School Costs in Texas in 1924*," SCHOOL REVIEW, XXXIV (Feb., 1926), 95-111.

In this study it is found that vocational subjects invariably cost more than academic subjects; that senior high-school costs are higher than junior high-school costs and that the chief contributing factors are: salary of teacher, number of pupils instructed, length of school year, total school enrollment, number of teaching periods per day and per week, year in which course is given, and stage of advancement in the high school. "Class size is the most variable factor and has the greatest weight in affecting unit costs."

HUGHES, J. M. "*A Study in High School Supervision*"—I, SCHOOL REVIEW, XXXIV (Feb., 1926), 112-22.

In this study superintendents, principals, and supervisors are considered. The superintendent visits more teachers, while the principal visits more often, and the supervisor gives more time to each visit. The supervisor follows up the visit with suggestions. Some teachers are apologetic toward supervision, others are openly opposed to it, while others who seem to be in the majority, feel the need for sympathetic, constructive help. There is a real need for an improved technique in supervision which will bring about a better attitude toward supervision and an appreciation for the improvement of teachers in service.

HURD, A. W. "*The Intelligence Quotient as a Prognosis of Success in Physics*," SCHOOL REVIEW, XXXIV (Feb., 1926), 123-8.

It is evident from this study that few pupils with low I. Q.'s succeed in physics. The minimum I. Q. desirable on this basis would be 108. The author believes that no pupil interested should be denied the chance to take this subject, but that he should understand his chances of success. The pupil who is not likely to do well in physics should have an opportunity to take some other line of work which will offer him better chances of success.

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WILLIS, MARGARET M. "*The National Honor Society*," *SCHOOL REVIEW*, XXXIV (Feb., 1926), 129-36.

In some schools election to the honor society is based wholly upon scholarship while in other schools election is based upon scholarship, leadership, character, and service. All societies seem to fall into two main groups: the strictly honorary society, and the working honor society. This latter type is given a variety of duties in various schools which in many cases works well, but great care must be taken in the supervision of such, for grave dangers are easily encountered, and its success depends upon "the enthusiasm of its sponsors, the loyal co-operation of the principal and the student leaders, and the finding of some worth while work to do."

SHEWMAN, W. D. "*A Study of the Intelligence and Achievement of the June, 1925, Graduating Class of the Grover Cleveland High School, St. Louis—I*," *SCHOOL REVIEW*, XXXIV (Feb., 1926), 137-46.

The Terman Group Test of Mental Ability, Form A, was given in the freshman year, and for comparison, the Terman Group test of mental ability, Form B was given in the senior year. It appears that foreign language and mathematics offer the least chance of success of all the high-school subjects, while manual arts and commercial subjects offer the greatest chance of success. These latter subjects no doubt encourage many to remain in school longer and receive a better preparation for citizenship. It is the duty of the high school as a democratic institution to offer courses adapted to the varying degrees of intellectual ability of all of its students.

WAPLES, DOUGLAS. "*A Program for the High School Teacher's INSTITUTE*," *SCHOOL REVIEW*, XXXIV (March, 1926), 199-211.

There are two usual types of institute programs: the inspirational and conference class for systematic discussion and study. The inspirational type of program is more prevalent because it is usually cheaper and more easily administered.

A program is outlined which was used in Clairton, Pennsylvania. Here the teachers were organized into classes by departments. The purposes were (1) to collect the significant problems confronting the various high-school departments and (2) to analyze the problems for such later study as each department might have time to undertake. The program continued through six sessions of one and one-half hours each—for a period of six weeks. The problems of the different teachers were considered, analyzed, and rated.

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Investigations were made and studies pursued. Reports of the results were made to the group.

This type of program is less expensive and can be adapted to the needs of any group of teachers.

LEIGHTON, BERTHA M. "*A Study of a Commercial Group*," SCHOOL REVIEW, XXXIV (March, 1926), 212-18.

This study was made in one of the smaller high schools in Maine. It was found that following the introduction of the Commercial Course into the curriculum, the enrollment almost doubled.

A study was made to see if the students graduating from this course entered occupations for which they were trained. It was found that for the most part such was the case. Of the subjects pursued commercial arithmetic, bookkeeping, penmanship, type-writing, and shorthand were most elected.

SHERMAN, W. D. "*A Study of the Intelligence and Achievement of the June, 1925, Graduating Class of the Grover Cleveland High School, St. Louis—II*," SCHOOL REVIEW, XXXIV, (March, 1926), 219-20.

This study includes a limited number of cases and a rather uniform environment which would no doubt modify the results in some degree; but it indicates certain trends which warrant serious consideration.

Some things indicated are: Boys who graduate have a higher I. Q. than girls (This may be explained by the weeding out of the weaker boys earlier in the course). Girls outrank the boys in achievement. There is a high correlation between retest after seven semesters, and the first test. The median I. Q. remains about the same.

There is little exchange between high and low groups and there seems to be great probability that those in the high group will lose in I. Q. while those in the low group will gain in I. Q.

PERKINS, GLEN O. "*High-School Fraternities Again*," SCHOOL REVIEW, XXXIV, (April, 1926), 277-80.

There are two ways of combating the fraternity evil in the high school. One of these ways is by state legislation prohibiting them, and the other is by creating public sentiment both in school and outside of school, against such organizations. The writer states cases where each method was used. He feels that legislation against the fraternity does not work effectively. It only aggravates the situation, and causes strife between the fraternity and the school and

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does not always remove the evil. If a fair understanding can be reached between the fraternity and the school in which the evils of high-school fraternities are understood, and a fair treatment of the fraternities followed by the school, the fraternity will be glad to co-operate with the school, as in San Diego, California.

MORLEY, E. E. *"The High-School Carnival: A Co-operative Enterprise."* SCHOOL REVIEW, XXXIV, (April, 1926), 281-4.

Money for school activities not provided for in the regular budget is raised in various ways, but in most cases the work of the classroom is more or less interrupted. The Heights High School, Cleveland Heights, Ohio tried the plan of a carnival. This was very successful not only financially, but from several other points, important in the life of a school.

(1) The general school work was not greatly interrupted.

(2) There was a unity of interest both in the school and the community.

(3) It allowed the school to broaden its program of activities.

(4) It gave the school a spirit of confidence in its ability to do things.

(5) It brought about a more thorough acquaintance between teachers and pupils, which resulted in more satisfactory and more cheerful work.

(6) It gave the school administration a year of freedom from financial worries, and more time to devote to the regular school program.

WILLIAMS, JESSE F. *"Physical Education in the School."* SCHOOL REVIEW, XXXIV, (April, 1916), 285-94.

Physical education as it is now called grew out of the early demand for physical training to develop a strong physique. In the beginning of this agitation it was thought that such training was justified on the grounds that it met certain national needs, such as social and militaristic.

When it was first introduced into the schools, the demand was made that it must take little time, require no apparatus and no trained teachers. But the type of physical education that met these conditions did not meet the needs of the boy and girl. Another type grew out of the desire of the pupil for competitive games. The schools accepted this rather than promoted it, and it was conducted for the most part outside of the school under rather formal school supervision. From this grew an unwholesome type of competition.

Physical training has a real place in the educational system, if it is made educational. Health is not the end but a by-product of physical education. There are other values to be considered in the physical education program that are more fundamental than health,

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and if attained, health need cause no serious concern. Health as an end in itself diverts from the bigger things of life to self and selfish activity.

"Physical education in the school must proceed harmoniously with the education of boys and girls."

BROWNELL, WILLIAM ARTHUR. "*State Requirements for High-School Teachers.*" SCHOOL REVIEW, XXXIV (April, 1926), 295-9.

In this study responses were received from 47 states. The information asked was concerning the number of hours in education and the courses required, and the date such legislation was passed. A table is listed which gives these data. It shows a range in the hours of education required from five to twenty-four.

The courses required show an equally wide range of subjects. Some states require certain definite subjects, while others give a wide range of electives. This is an interesting and instructive study for the teacher.

KNAPP, T. J., "*A Guarantee of Learning.*" SCHOOL REVIEW, XXXIV (April, 1926), 300-2.

The test of good teaching is the results obtained. In all our teaching we hope the pupil will apply what he learns, and yet we fail to check on this point. Much attention is given to the response in the class, but not to the application made outside of class. The plan used by the author may be explained thus: when a pupil shows by his application grade that he has attained satisfactory standards in penmanship he is no longer required to attend this class, but he must reach this point before he is excused from further study in this subject. The results of the plan have proved gratifying in the author's school system.

JAMES, H. W. "*The Dalton Plan Tested in College.*" SCHOOL REVIEW, XXXIV (April, 1926), 303-6.

From this study the writer concludes that the Dalton Plan is more expensive than the recitation method, in that, to carry it out successfully would require many more teachers; that the recitation method is more advantageous for the average school. The most promising field for the Dalton Plan would be the school with small classes, and the small rural schools, especially the one-teacher schools.

DUNN, ARTHUR W. "*World Civics.*" SCHOOL AND SOCIETY, XXII (December 19, 1925), 771-4.

Although it has been almost three years since any definite action has been taken in regard to any organized instruction and training

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in "World Civics," the author of this article believes that such instruction would be both practicable and effective since a means already exists by which necessary activity for the ideal could be brought about. He considers the Junior Red Cross this means. Through its system of international correspondence, he believes that a thorough and interesting program of "World Civics" can be brought about to pave the way for universal peace among nations and the brotherhood of man.

KIMBALL, REGINALD STEVENS. *"The Need for Added Emphasis on the Recent History of the United States."* SCHOOL AND SOCIETY, XXII (December 19, 1925), 774-6.

A more thorough contact with modern affairs and the trend of the times is necessary in the opinion of this author. He believes that too little emphasis has been placed on our history since the days of the Civil War. In order to make history a living vital thing in the life of the high-school pupil, not only romance of the past should be an objective, but the significance of the present. In order to gain interest in modern tendencies and a realization that we are history in the making, present-day problems should be faced squarely, understood intelligently from all angles, and discussed openly with critical judgment. The study of our present should be as dispassionate and broad as our discussion of past events but should be of more vital concern.

OSBORN, HENRY FAIRFIELD. *"How to Teach Evolution in the Schools,"* SCHOOL AND SOCIETY, XXIII (January 9, 1926), 25-31.

Mr. Osborn, a former teacher at Princeton and Columbia, thinks evolution can and should be taught in such a way as (1) to exalt and beautify the entire conception of life rather than to debase or materialize it; (2) to satisfy instinctive curiosity about the workings of nature; and (3) to inspire youth with the truth and beauty of nature, not to debase youth with the alloy of the mechanical, commercial or sensual side of life or to falsify evolution as a gospel of negation rather than to dignify it as a gospel of aspiration.

ANONYMOUS. *"The Growth of Catholic Parochial Schools,"* SCHOOL AND SOCIETY, XXIII (January 9, 1926), 40-1.

Statements are quoted here which were given by Director Francis M. Crowley of the National Catholic Welfare Conference, in the December number of *Catholic School Interests*. Enrollment in Catholic secondary schools in the last ten years has increased 116 per cent., and since 1920, it has progressed at the rate of ten per

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cent. a year. There has been a movement toward the central Catholic high school, six large cities having opened schools of the type recently. There are over 2,000 Catholic secondary schools, caring for over 180,000 pupils.

DOYLE, HENRY GRATTAN. "*The Romance Languages as an Introduction to Latin*," SCHOOL AND SOCIETY, XXIII (January 9, 1926), 47-9.

Arguments are set forth to prove that five years of French or Spanish followed by two years of Latin would equip a student better in both languages than he is equipped under the present system.

DOWNING, ELLIOT R. "*Science Teaching in the Secondary Schools*," SCHOOL AND SOCIETY, XXIII (January 16, 1926), 80-1.

Mr. Downing comments upon an article printed in the November 21, 1925, issue of this same magazine, by R. A. Millikan, relative to two certain points: (1) Mr. Downing thinks Mr. Millikan failed to appreciate the fact that science teachers must attack the problems of teaching in the same scientific way that they do problems of the physical and biological sciences; (2) Mr. Downing also believes Mr. Millikan in error when he assigns the decline in the percentage enrollment in the old-line sciences in Minnesota to the gain in general science.

SANDFORD, PETER. "*Paternal Occupations and Intelligence of Offspring*," SCHOOL AND SOCIETY, XXIII (January 23, 1926), 117-9.

A most interesting article is here presented summarizing the part of the findings of two survey intelligence tests in New York and British Columbia which has especial reference to the occupation of the fathers of the pupils. A study of paternal occupation and intelligence was then made. In all cases, children of professional workers headed the list in obtaining a high median I. Q. Intelligence sufficiently high to achieve success in a profession is handed down to children. Following these in descending order came the children of fathers engaged in business and clerical work, in skilled trades, in farming, in semi-skilled, and in unskilled occupations.

GOOD, CARTER V. "*The Appeal Made to High School Graduates by College Catalogues*," SCHOOL AND SOCIETY, XXIII (January 30, 1925), 149-52.

Explanations of changes made in the catalogue of Miami University are here set forth. An effort was made after a detailed

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study of the catalogues of many universities, to compile data that would appeal to the students using the catalogue. Information was given which would enable the officers of other colleges to evaluate the work.

WEAVER, H. B. "*Legislative Development of the Pennsylvania High Schools*," SCHOOL AND SOCIETY, XXIII (February 6, 1926), 159-64.

In this article, Weaver traces the legislative development of the high schools in Pennsylvania from the first attempt at constitutional provision for education in 1776 through the establishment of free schools in 1834, and through various legislative acts establishing high schools, down through the 1915 codification of all laws relative to high school education in that state. Specific references are given to the laws.

HANDSCHIN, C. H. "*The New Day in Education in Germany*," SCHOOL AND SOCIETY, XXIII (February 13, 1926), 191-8.

Democracy as applied to education has never been more in evidence than in Germany of the present time. The old dual system of schools has been abolished, caste has been flung to the winds, the working classes have better opportunities for education than the commercial, and the federal government has assumed control of the schools. Teachers now have all the rights of public officials, while instruction, books, and all supplies are furnished free in the elementary and continuation schools. In spite of many handicaps the "German schools may be appraised highly on the basis of their performance and as the hope of the new day in Germany. The schools are teaching the new order . . . less manhandling and more self-respect; less autocracy and more democracy . . . less drudgery and more joy in work."

ANONYMOUS. "*Enrollment in Catholic Schools and Colleges*," SCHOOL AND SOCIETY, XXIII (March 20, 1926), 358-9.

Figures are given on the enrollment of secondary students as well as elementary and college students in Catholic institutions. These figures are quoted from an article in the March issue of *Christian Education* by Dr. James H. Ryan, Executive Secretary of the National Catholic Welfare Conference. In the 2,000 secondary schools which Catholics maintain, there are 180,000 pupils and 11,500 teachers.

WOOD, WILL C. "*The California Schools: Their Achievements*," SCHOOL AND SOCIETY, XXIII (March 20, 1926), 367-8.

This article sums up the achievements of the California schools in the last decade and gives tentative plans for the future. Detailed

summaries are made for every phase of school activity. Junior high schools have been established in practically all the large cities of California and the curriculum of the three years has been made over. The program of public education has been extended to a point where more than one-fourth of the total population of the state is enrolled at some time in the year in the public school system.

WILSON, LUCY L. W. "*The New Schools in Russia*," SCHOOL AND SOCIETY, XXIII (March 13, 1926), 313-24.

The thoroughly scientific attitude of Russia toward education is attracting world wide notice. Russia, with her favorable and unfavorable factors, her new and old culture, has based her hope for the future in a literate population. A close and minute study of individual differences, specially adapted schools for both the deficient and unusual pupils, also a definite program to correlate home and school, constitute an educational problem which is apparently being solved in a unique manner.

NEARING, SCOTT. "*The Organization of Educational Workers in Russia*," SCHOOL AND SOCIETY, XXIII (March 13, 1926), 324-7.

The principals of industrial unionism is being applied to the educational field in Soviet Russia. The aim of the union is twofold: to protect the members of the Union through collective agreements, and to raise the cultural and educational level of rural and urban communities. The Educational Workers' Union does not control the appointment of teachers nor determine the course of study but it everywhere has a voice in determining the conditions under which productive activity is carried on. The Union provides competent teachers and insists that they be given preference over non-union teachers. Soviet pedagogy is especially desirous to create a social consciousness; therefore, the Union teacher is trained to be more than a mere teacher but rather a cultural leader and adviser of the backward village and community.

PAYNE, GEORGE E. "*Health Education in Schools*," SCHOOL AND SOCIETY, XXIII (March 27, 1926), 388-93.

The fact that health education has been, in the past, merely a subject of instruction rather than an objective in education, accounts for the failure of health teaching to carry over into the pupil's everyday life. Knowledge of health and its principles must function in the immediate experience of the child in order to be of practical value. Health must be conceived in the mind of the pupil as hour by hour practices in his immediate surroundings. Further-

more, health education must not only include the child in its scope but the entire community. "The schools alone cannot realize effective results in health work." This makes necessary what has long been the ideal of educators, a close co-operation between the school, the health experts, the public and private health agencies, the teacher-training institutions, and the homes.

SKINNER, AVERY W. "*Problems of Extra-Curricular Activities*," AMERICAN EDUCATIONAL DIGEST, XLIV (December, 1925), 147-9.

This article presents some helpful guiding principles for the evaluation and administration of extra-curriculum activities. Two questions dominate the discussion: "What extra-curriculum activities are desirable, and how shall they be controlled? What ones are undesirable, and how shall they be checked?" Emphasis is placed on the very desirable practice of incorporating worth while extra-curriculum activities as an integral part of the school. The presentation will appeal especially to those interested in the administration of extra-curriculum activities in the smaller high schools.

EAKELEY, F. S. "*Club Activities in Junior High School*," AMERICAN EDUCATIONAL DIGEST, XLV (January, 1926), 205-6.

The essential procedures in promoting club activities in the junior high school are set forth in this article. After stressing the educational soundness of such activities, the writer takes up the steps in the organization of a suggestive list of clubs with their dominant ends, pupil membership, and pitfalls in such activities.

MILLER, WARD I. "*Supervised Study and Homogeneous Groups*," AMERICAN EDUCATIONAL DIGEST, XLV (February, 1926), 248-9.

In this article Superintendent Miller points out the importance of an organized plan in the school for teaching pupils how to study. Successfully directed study depends upon providing a proper atmosphere, upon organizing the subject matter into large topics or units, and upon assignments which carry over for several days or weeks, each pupil contributing to the completion of the common task according to his ability. Upon the teacher falls the responsibility of knowing when to give assistance and when to withhold help. The author presents in conclusion a number of things to do, things not to do, and causes of failure, in the procedure of directed study.

ANDREWS, HARRY D. "*Grades for Differing Intelligences*," AMERICAN EDUCATIONAL DIGEST, XLV (February, 1926), 250-1.

A system of marking is presented for groups of differing ability which eliminates the injustice of assigning identical marks for

varying accomplishments. While the traditional method of grading by letters is used, the highest obtainable grade and the failing grade for each group of decreasing ability is lowered by one letter. Thus, A, B and C are the highest obtainable marks in groups "A," "B" and "C" respectively, while E, F and G are the failing marks. When a pupil is transferred into a new group as a correction to a former judgment, it is a simple matter to correct the marks received while in the wrong group.

HANNA, JOHN CALVIN. "*Teacher Problem in the Small High School.*" AMERICAN EDUCATIONAL DIGEST, XLV (March, 1926), 297-9.

Considering a small high school to be one whose enrollment falls below one hundred fifty pupils, the author points out that the heavy teacher turnover is due to low salaries, loneliness, and unattractive surroundings. The solution of this problem lies in making country life more attractive, in supplying comfortable homes, and in developing co-operative leadership on the part of citizens in general. The community must be led to realize the value of education to itself and to the individual, and also to recognize that expending 2.3 percent of our total income on education is not extravagant but very small in comparison to the resources of the nation.

STEVENSON, P. R. "*Types of Newspaper Publicity Used by American City Schools.*" EDUCATIONAL RESEARCH BULLETIN, (Ohio State University), V (February 17, 1926), 71-5, Bibliography 82-3.

An inquiry regarding the types of publicity used was sent out to superintendents throughout the country. Quotations from answers are given. Three types of newspaper publicity are specially emphasized, school pages, columns, and educational supplements or special school editions. The bibliography is especially useful to school men.

BLACK, A. E. "*Extra-curricular Activities in the City and Exempted-Village High Schools of Ohio.*" EDUCATIONAL RESEARCH BULLETIN, (Ohio State University), V (March 31, 1926), 131-5.

The data were secured from city and exempted-village high schools in Ohio. Such subjects as non-participation, school dancing, and fraternities are discussed. An eligibility card for participation is exhibited. A list of the leading extra-curriculum activities is given. The point system of McKinley High School of Canton is

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offered as a sample. Extra-curriculum activities are advocated on civic training grounds and should offer opportunities for universal participation. An extra-curriculum director is recommended.

MORRISON, J. C. "*The High-School Principal*," EDUCATIONAL RESEARCH BULLETIN, (Ohio State University), V (March 31, 1926), 141-2.

Historically the ancestors of the high-school principal were scholarly heads of the academy or of the Latin school. To-day "his Greek has given way to Spanish." He is a changing personage, his speculative philosophy turning to the scientific method. His high calling is to keep standards high and yet adjust curriculums to the different groups of varying ability. In age the gamut from youth to ripe maturity is run, in salary from twelve hundred to twelve thousand dollars annually.

McMILLAN, H. L. "*The Teaching Load of the Principal of the Rural and Village High Schools of Ohio*," EDUCATIONAL RESEARCH BULLETIN, (Ohio State University), V (March 31, 1926), 143-6.

This study presents returns from 238 schools obtained from the state department's records. Twenty-two well distributed counties were represented. No school considered belonged to the North Central Association. The conclusions reached were as follows:

"There is little evidence that the principal of a village or rural high school will have opportunity to teach any subject which he took as his major or minor in college. In general, the amount of teaching done by the principal is inversely proportional to the size of the school. Although there are seven or eight forty-five-minute periods a day, the principal may teach five periods with an average of nineteen pupils to the class. The principals of the schools under consideration apparently give little time to supervision."

VAN EMAN, CHARLES R. "*The Functions of the Assistant High School Principal and Other Assistant Executives*," EDUCATIONAL RESEARCH BULLETIN, (Ohio State University), V (March 31, 1926), 148-50.

This short study covers fifty-two of the larger schools in Ohio. The enrollments varied from 1,705 to 3,000 pupils. A table exhibits the distribution of duties of the assistant principal. Heads of departments, faculty advisers, and committees are briefly discussed. In these schools it appears that the average assistant principal was a woman with the following duties: exercises general supervision

of the girls and helps them to solve their problems, exercises general supervision of the discipline of the girls and in a few cases take care of the boys, has direct control of all records and partial control of attendance, confers with failing pupils and their parents, has complete charge of the social functions of the school, works out plans with the principal's help for improving the morale of school, and acts as a general "shock absorber."

WARNER, ELLSWORTH. *"The Curriculum-Revision Movement, What's It About,"* EDUCATIONAL REVIEW, LXXI (January, 1926), 12-20.

Superintendent John H. Beveridge of Des Moines, Iowa, set curriculum revision on foot when he gave it a place in the program of the Cleveland meeting of the Department of Superintendence in 1923. It was later made a two-year program by the department. Part III of the 1924 yearbook is the first fruit. The work has been confined to the elementary-school level, and has taken the nature of a research survey with revision where there is need. Subject matter classification does not seem to be due to be changed. Teaching content may be changed: arithmetic is omitted from the first year and reading given correspondingly more time; spelling is confined to words pupils use; reading material is chosen for child appeals, such as surprises, animalness, adventure, kindness and the like. Emphasis is placed on the formulation of educational aims, and the development of character education.

DIAMOND, THOMAS. *"Co-operation Between a Correspondence School and a Public High School,"* EDUCATIONAL REVIEW, LXXI (January, 1926), 37-41.

Enlargement of a high-school course of study at low cost is the end of a plan of co-operation between a correspondence school and a public high school. In Benton Harbor, Michigan, twenty-two correspondence courses, taken by one hundred students, are added to the regular high-school course. This work is supervised by one teacher added to the faculty for that purpose. The student pays part and the board of education the remainder for the units purchased from the correspondence school. The student spends ninety minutes a school day on the course material. The plan can be used for part-time continuation pupils as well as full-time high-school students. The scheme has several advantages: (1) it can be introduced in large or small high schools; (2) it will broaden the curriculum at low cost; (3) correspondence courses are more easily supervised in their selection and administration; and (4) they do not conflict with the regular high-school work.

HOLCH, A. E. "*Social Life of the High School*," EDUCATIONAL REVIEW, Volume 71 (March, 1926), 152-7.

The high school must provide for the social life of its students. It should be a part of its educational program to school its members in the social graces. At frequent intervals during the school year there should be social recreation, because such gatherings, instead of bringing lower scholarship, result in a pleasanter and more democratic school atmosphere, and reduce discipline problems. The home and the church do not adequately provide sufficient social recreation, therefore, the school should bring its students together in social diversion in keeping with the ideals of the public schools. Fraternities and sororities result in snobbishness, hence their members lose training for leadership in school and in community life. Schools that have organizations enough to absorb the social longings of their students are not likely to have fraternity problems. Whether dancing is to be a part of these social hours must be determined by the attitude of the community. Many educational values spring from social events managed by student co-operation.

NORTON, JOHN K. "*Standard of Living and Standards of Education—Have They Kept Pace?*", JOURNAL OF EDUCATIONAL RESEARCH, XIII (January, 1926), 22-35.

This is an interesting discussion of the question as to whether or not the increase in educational revenue from \$555,000,000 in 1914, to \$1,808,000,000 in 1924 is a correct measure in judging present and past cost and status of education. Mr. Norton shows, with carefully worked out duplicates of statistics, that taking into account all factors such as increased enrollment, widened curricula, and the changed value of the dollar, that the 226% increase in revenue in this period really purchases only 26% more actual units of school service, the unit being the cost of a single day's instruction per pupil.

CLARK, WILLIS W. "*Status of University Students in Relation to High School Courses*," JOURNAL OF EDUCATIONAL RESEARCH, XXIII (January, 1926), 36-9.

This is a study of the success in college of 369 freshmen in the University of California, Southern Branch, 203 of whom had completed, in high school, twelve units of work required for college entrants; and 166 freshmen who had not completed these requirements. Averages of grades made by the two groups show only a plus .002 correlation; and a comparison of the subjects passed shows a positive correlation of only .009. The author concludes that there is practically no difference whether the students took the prescribed entrance courses or not.

WITTY, PAUL A. "*Diagnosis and Remedial Treatment of Poor Spellers*," JOURNAL OF EDUCATIONAL RESEARCH, XIII (January, 1926), 39-44.

A special study was made of the difficulties encountered by twenty-three special problem cases in spelling in the Scarborough School of Scarborough, New York. Careful analysis of physical defects, I. Q., and the like, were gathered. List tests were given, after which special psychologists spent eight twenty-minute periods with each child, pointing out difficulties and remedies. Every child showed improvement, the average being raised from 61 to 85%. The experiment indicates a large number of poor spellers remain poor spellers due to a lack of proper analysis of specific difficulties.

HUNT, THELMA. "*Overlapping in High School and College Again*," JOURNAL OF EDUCATIONAL RESEARCH, XIII (March, 1926), 197-207.

Data and conclusions are presented in this article, based on the study of the catalogue of George Washington University for the year 1924-5, in courses totaling 344 credit hours, and the various high schools of the State of Washington, in an effort to show the amount of actual duplication in freshman college and high-school work. The data gathered are all based on the courses offered, the textbooks used, the mid-term records, and the achievements. The statistics show that .189 per cent of the courses open to freshmen are covered entirely by high-school courses; and .491 per cent are covered either wholly or in part by high-school courses. Interesting statistics are given by way of comparing materials covered in text-books in the fields of English, physics, chemistry, and economics, and these show that anywhere from 20 to 40% of the same material is covered in the two types of institutions. The conclusions drawn tend to indicate a conviction that the courses in the two types of institutions are too nearly the same cycle and need correction in many instances.

STEVENSON, P. R. "*High School Quarterly*," (January, 1926), 81-6. (Reprinted by permission from Educational Research Bulletin, Ohio State University).

The author points to the many factors determining how heavy a load a student should carry. Among these are: intelligence, previous school record, health, effort, outside employment, study habits, extra-curriculum activities, grade in school, and difficulty of subjects. The last problem is developed enough to show that while impossible of determination for all schools and subjects, yet there is enough difference in difficulty so that five subjects of one variety

might be no harder than four of another. The author believes such factors should be set up objectively, so decisions can be made for pupils by administrators. The definite four year plan for graduation is a mistake. The rate should vary as to pupil. There is no equality between various units. Carefully controlled experiments concerning pupil load are needed.

ROEMER, JOSEPH. "*High School Quarterly*," (January, 1926), 97-104.

This is an interesting report of the meeting of this southern accrediting association. Among the high points taken up are definitions of the unit, nine month term, professional training, Bible study, English, college entrance, and many others. Part II deals with failures in higher institutions and is a study of freshman failures in a number of southern colleges. The latter is especially interesting to secondary principals.

PITTINGER, B. F. "*An Argument for Supervision*," *SCHOOL BOARD JOURNAL*, LXXII (February, 1926), 41-3.

Until teaching can be made a genuine profession, many of our most serious problems must remain unsolved. The difficulty of lifting teaching as a profession to the level of law, medicine, the ministry, or engineering is clearly pointed out in the consideration of such topics as sex, age, experience, tenure, and low entry requirements. The time and expense involved render such an attempt to professionalize teaching highly impracticable. The immediate and feasible solution is to provide adequate supervision, so that all teaching will be done under the immediate direction of those who know and can demand a high quality of work. Instructional supervision is defined as the direction, inspection, diagnosis, and improvement of teaching, leading to individual professional growth and, for the teaching group, to unity and harmony in work and spirit.

BUCKNER, C. A. and HUGHES, R. O. "*Teaching Results in the Social Studies*," *SCHOOL OF EDUCATION JOURNAL*, (University of Pittsburgh), I (September-October, 1925), 5-11.

Pupils were given tests of the following types based upon a unit in Problems of American Democracy: limited recall, specific definition, completion, multiple response, and alternate response. The pupils were then asked to evaluate these types of tests according to the following points: personal preference, best test of knowledge, most useful in ranking the pupil accurately, best to encourage rote memory, most closely related to daily study, best to encourage careful preparation, and giving the fairest mark. The

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following conclusions are drawn from the pupils' ratings of the above types of test, on the basis of these criteria: (1) The ablest pupils may be tested about equally well by any type of test. (2) The alternate response and multiple response tests do not distinguish so clearly between the abler and the poorer students. (3) Other things equal, an examination combining different types of test is preferred to one type of test. (4) Pupils are more interested in examinations comprising different types of tests and find more enjoyment in the new types than in the old.

"Occasional Notes," THE JOURNAL OF EDUCATION AND SCHOOL WORLD, London, No. 678 (January 1, 1926), 12.

A fixed date for Easter, the second Sunday in April, is advocated, for it affects schools more than business or religion. School work suffers because the Lent term is sometimes short and the summer term therefore long, or the reverse. Games would benefit too, for with a fixed festival the football season would be over and grounds after the Easter holidays would be ready for cricket.

"Occasional Notes," THE JOURNAL OF EDUCATION AND SCHOOL WORLD, London, No. 678 (January 1, 1926), 18.

Professor Sir Flinders Petrie in a letter to *The London Times* asserts that applying a system of education to manual workers, which has been devised for head workers, will not be successful. His plan for country children is to devote three hours a day for a half year to academic work, and to spend the balance of the year in the open in the acquisition of "country lore and practical dexterity." Town and country education should be built on different bases.

ADDRESSES

JUDD, CHARLES H. *"The High-School Principal as a Supervisor of Instruction,"* ADDRESS BEFORE THE DEPARTMENT OF SUPERINTENDENCE, Thursday, February 25th, 1926, Washington, D. C. Official Report, Department of Superintendence, Pp. 159-65.

The fact that high-school teachers do not expect to be supervised and the fact that principals are engrossed to a great extent in teaching and office duties is a matter of more than local importance. Lack of supervision has made the high schools largely dependent on the colleges for the training of their teachers and for the formulation of the methods of instruction in the high schools. If a young teacher in a high school receives no guidance from the principal, this novice follows the textbook or still worse follows the methods of the last college course which he took in the subject. The colleges are not in a position to complete the preparation of high-school teachers. Even where the colleges give courses in education they can not provide adequate practical opportunities to acquaint their students with the problems which they will encounter in schools or with the detailed methods which they should employ.

The high school for the sake of its own organization must assume a very large part of the responsibility for the training of its teachers. Every industry finds that it must provide within itself for those phases of training of its workers which are directly related to its practical operations. The school no less than industry must recognize itself as a laboratory for the training of teachers.

The adequate discharge of the duty thus described will require more time and energy than is usually provided in current high-school budgets for supervision. It is one of the duties of the principal to point out to boards of education the fundamental necessity of more and better supervision if the high schools are to be well organized and well staffed institutions.

The budget appropriations for supervision of the type implied in this statement can not be secured until principals give a demonstration of the advantages to be gained from a new kind of relation of the principal to school problems. In order to make this demonstration possible, the principal will have to reconstruct his personal program and notify the board of education and the public that he is not available for all kinds of petty service but is studying the operations of the school in the classrooms.

MILLER, E. L. *"A Good Word for the High School."* Proceedings of the Thirtieth Annual Meeting of the North Central Association of Colleges and Secondary Schools, Part II, 1926. Pp. 108-24.

In this address the president of the association refers to the tendency to blame all shortcomings on the high school. He says

this tendency is partially justified by the fact that the high schools are not organized to take care of all the pupils; furthermore, that students are not taught thoroughly enough and are not taught to be obedient. He gives the following advice: (1) Do not make punishment too severe, (2) Never rebuke a pupil before his companions, (3) Receive new pupils cordially, (4) Do not blame former teachers, (5) Do not kill pupils' hopes, (6) No pupil should be allowed to drop a study unless it is absolutely necessary, (7) Be human in dealing with parents. The author insists on studies based on individual variations instead of on elections, with liberal elections only in the vocational field. He also questions the advisability of depending too much on intelligence tests and condemns the A, B, C, method of grading.

STUDIES

ODELL, CHARLES W. *An Annotated Bibliography Dealing With Extra-Curricular Activities in Elementary and High Schools.* University of Illinois, Urbana, Illinois. XXIII, No. 24 (February 15, 1926), Pp. 40.

The list of references is fairly complete covering the period from 1920 to date of publication. They are classified under ten heads: General, assemblies, athletics, citizenship, clubs and societies, finances, honor societies, publications, social life, and miscellaneous. This is a valuable bibliography, wide in scope and helpful in annotations. It indicates whether articles or publications are general or specific and tells definitely what field is covered.

ODELL, CHARLES W. *Objective Measurement of Information.* University of Illinois, Urbana, Illinois. XXIII, No. 36 (May 11, 1926), Pp. 28.

The new examination should be used "to measure memorized facts," but should not displace the old examination. The advantages of the new type of examination are three: the reliability of the score is high; less writing is required of the student, from which flow several gains; and a wider sampling of the student's information is obtained. The general principles of construction and use of the new type are given, together with many concrete examples of the different kinds of tests.

BUREAU OF EDUCATION PUBLICATION

"*Publications of the U. S. Bureau of Education of Special Interest to High-School Teachers.*" Bureau of Education, January, 1926. Pp. 6.

A list of the available publications of the Bureau of Education. It is of interest to principals as well as high-school teachers.

CHAPTERS OF THE NATIONAL HONOR SOCIETY

Aberdeen, South Dakota (Central High School)
Akron, Ohio (Central High School)
Akron, Ohio (East High School)
Akron, Ohio (North High School)
Akron, Ohio (South High School)
Akron, Ohio (West High School)
Altamont, Kansas (Labette County Community High School)
Alva, Oklahoma (Alva High School)
Amherst, Ohio (Amherst High School)
Ardmore, Oklahoma, (Ardmore High School)
Argentine, Kansas (Argentine High School)
Arkadelphia, Arkansas (Arkadelphia High School)
Asheville, North Carolina (Asheville High School)
Arkansas City, Kansas (Senior High School)
Ashtabula, Ohio (Harbor High School)
Athens, Ohio (Central High School)
Atlanta, Georgia (Commercial High School)
Atlantic, Iowa (Atlantic Senior High School)
Augusta, Kansas (Augusta High School)
Augusta, Maine (Cony High School)
Aurora, Illinois (East High School)
Aurora, Illinois (West High School)
Barberton, Ohio (Barberton High School)
Barnesville, Ohio (Barnesville High School)
Barnesbow, Pennsylvania (Barnesbow High School)
Bartlesville, Oklahoma (Bartlesville Senior High School)
Batavia, Illinois (Batavia High School)
Batavia, New York (Batavia High School)
Batesville, Arkansas (Batesville High School)
Bath, Maine (Morse High School)
Battle Creek, Michigan (Battle Creek High School)
Bay City, Michigan (Central High School)
Beach, North Dakota (Beach High School)
Beatrice, Nebraska (The Senior High School)
Bedford, Iowa (Bedford High School)
Belfast, Maine (William G. Crosby High School)
Bellevue, Ohio (Bellevue High School)
Beloit, Wisconsin (Beloit High School)
Benwood, W. Virginia (Union High School)
Berwick (South) Academy, Maine
Bethel, Connecticut (Bethel High School)
Big Timber, Montana (Sweet Grass County High School)
Birmingham, Alabama (John Herbert Phillips High School)
Birmingham, Alabama (Woodlawn High School)
Bluffton, Indiana (Bluffton High School)
Boise, Idaho (Boise High School)

SECONDARY-SCHOOL ADMINISTRATION ABSTRACTS

Bonham, Texas (Bonham High School)
Bonner Springs, Kansas (Bonner Springs High School)
Boulder, Colorado (Colorado State Preparatory School)
Boyles, Alabama (Jefferson County High School)
Brazil, Indiana (The Junior and Senior High School)
Brighton, Colorado (Brighton High School)
Brush, Colorado (Brush Union High School)
Bucyrus, Ohio (Bucyrus High School)
Burlington, Iowa (Burlington High School)
Calais, Maine (Calais Academy)
Canonsburg, Pennsylvania (Canonsburg High School)
Canton, Ohio (McKinley High School)
Canton, South Dakota (Canton High School)
Canyon, Texas (West Texas State Teachers College High School)
Carlsbad, New Mexico (Carlsbad High School)
Catlin, Illinois (Catlin Township High School)
Cedar Falls, Iowa (Iowa State Teachers' College High School)
Cedar Rapids, Iowa (Grant High School)
Cedar Rapids, Iowa (Washington High School)
Central City, Nebraska (Central City High School)
Champaign, Illinois (Champaign High School)
Chanute, Kansas (Senior High School)
Charles City, Iowa (Charles City High School)
Charlotte, North Carolina (Central High School)
Chattanooga, Tennessee (Chattanooga High School)
Cherryvale, Kansas (Cherryvale High School)
Chicago, Illinois (Central Day Preparatory School)
Chicago, Illinois (Englewood High School)
Chicago, Illinois (Harrison Technical High School)
Chinook, Montana (Chinook High School)
Choteau, Montana (Teton County High School)
Cicero, Illinois (J. Sterling Morton High School)
Cincinnati, Ohio (Withrow High School)
Clarksville, Tennessee (Clarksville High School)
Clayton, Missouri (Clayton High School)
Cleveland, Ohio (Shaker High School)
Cleveland Heights, Ohio (Heights High School)
Columbus, Ohio (Upper Arlington High School)
Columbia, Missouri (Columbia High School)
Columbus, Ohio (Grandview Heights High School)
Columbus, Ohio (North High School)
Columbus, Ohio (South High School)
Concordia, Kansas (Concordia High School)
Connersville, Indiana (City High School)
Conshohocken, Pennsylvania (Conshohocken High School)
Coraopolis, Pennsylvania (Coraopolis High School)
Coshocton, Ohio (Coshocton High School)

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

Cranford, New Jersey (Cranford High School)
Cullman, Alabama (Cullman County High School)
Danville, Illinois (Danville High School)
Dayton, Ohio (Fairview High School)
Deadwood, South Dakota (Deadwood High School)
DeKalb, Illinois (DeKalb Township High School)
Delta, Colorado (Delta High School)
Denver, Colorado (East Side High School)
Denver, Colorado (Manual Training High School)
Denver, Colorado (North Side High School)
Denver, Colorado (South High School)
Denver, Colorado (West Side High School)
Des Moines, Iowa (North High School)
Des Moines, Iowa (Theodore Roosevelt High School)
Des Moines, Iowa (West High School)
Des Plaines, Illinois (Maine Township High School)
Drumright, Oklahoma (Drumright High School)
Du Bois, Pennsylvania (Du Bois High School)
Dubuque, Iowa (Dubuque Senior High School)
Durant, Oklahoma (Durant High School)
Duncan, Oklahoma (Duncan High School)
East Cleveland, Ohio (Shaw High School)
East Lansing, Michigan (East Lansing High School)
Easton, Pennsylvania (Easton High School)
Edgerton, Wisconsin (Edgerton High School)
Effingham, Kansas (Atchison County Community High School)
Eldora, Iowa (Eldora High School)
Elkins Park, Pennsylvania (Cheltenham High School)
Elmhurst, Illinois (York Community High School)
Elyria, Ohio (Elyria High School)
Emporia, Kansas (Emporia High School)
Emporia, Kansas (Roosevelt High School)
Ensley, Alabama (Ensley High School)
Estherville, Iowa (Estherville High School)
Euclid, Ohio (Shore High School)
Euclid, Ohio (Euclid High School)
Eugene, Oregon (Eugene High School)
Fairchance, Pennsylvania (Georges Township High School)
Fairfield, Alabama (Fairfield High School)
Fairport Harbor, Ohio (Fairport High School)
Fargo, North Dakota (Central High School)
Faribault, Minnesota (Faribault High School)
Fayette, Missouri (Fayette High School)
Fayetteville, Arkansas (Fayetteville High School)
Findlay, Ohio (Findlay High School)
Florence, Kansas (Memorial Junior-Senior High School)
Fort Collins, Colorado (Fort Collins High School)
Fort Scott, Kansas (Fort Scott High School)

SECONDARY-SCHOOL ADMINISTRATION ABSTRACTS

Fort Smith, Arkansas (Fort Smith High School)
Fort Worth, Texas (North Side High School)
Fredonia, Kansas (Fredonia High School)
Freeport, Illinois (Freeport High School)
Freeport, Pennsylvania (Freeport High School)
Fremont, Nebraska (Fremont High School)
Fremont, Ohio (Fremont High School)
Fullerton, California (Fullerton Union High School)
Gardiner, Maine (Gardiner High School)
Garnett, Kansas (Garnett High School)
Geneva, Nebraska (Geneva High School)
Gibson City, Illinois (Drummer Township High School)
Glen Ellyn, Illinois (Glenbard Township High School)
Glenwood Springs, Colorado (Garfield County High School)
Globe, Arizona (Globe High School)
Gothenburg, Nebraska (Gothenburg Nebraska High School)
Grand Island, Nebraska (Grand Island High School)
Grand Junction, Colorado (Grand Junction High School)
Great Falls, Montana (Great Falls High School)
Greenfield, Ohio (Edward Lee McClain High School)
Greeley, Colorado (Teachers' College High School)
Greensboro, North Carolina (Greensboro High School)
Gurnee, Illinois (Warren Township High School)
Haddon Heights, New Jersey (Haddon Heights High School)
Hartford, Connecticut (Hartford Public High School)
Harvey, Illinois (Thornton Township High School)
Hastings, Nebraska (Hastings High School)
Hays, Kansas (Hays High School)
Hazleton, Pennsylvania (Hazleton Senior High School)
Helena, Arkansas (Helena High School)
Helena, Montana (Mount St. Charles High School)
Hibbing, Minnesota (Lincoln High School)
Highland Park, Michigan (Highland Park High School)
Holland, Michigan (Holland High School)
Honolulu, Hawaii (McKinley High School)
Horton, Kansas (Junior-Senior High School)
Hudson, Michigan (Hudson High School)
Hugo, Oklahoma (Hugo High School)
Humboldt, Kansas (Humboldt High School)
Huntington, Indiana (Huntington High School)
Huntington, W. Virginia (Huntington High School)
Hurley, Wisconsin (Lincoln High School)
Hutchinson, Kansas (Senior High School)
Independence, Iowa (Independence High School)
Independence, Kansas (The Independence High School)
Independence, Missouri (Wm. Chrisman High School)
Indianapolis, Indiana (Shortridge High School)
Iola, Kansas (Iola High School)

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

Ironton, Ohio (Ironton High School)
Ironwood, Michigan (Luther T. Wright High School)
Ishpeming, Michigan (Ishpeming High School)
Jackson, Minnesota (Jackson High School)
Jamestown, North Dakota (Jamestown High School)
Joliet, Illinois (Joliet High School)
Johnstown, Pennsylvania (Westmont-Upper Yoder High School)
Kalamazoo, Michigan (Central High School)
Kansas City, Kansas (Central High School)
Kansas City, Kansas (Rosedale High School)
Kansas City Missouri (Central High School)
Kansas City, Missouri (Northeast High School)
Kearney, Nebraska (Kearney High School)
Kent, Ohio (Kent State High School)
Kent, Ohio (Theodore Roosevelt High School)
Kewaunee, Wisconsin (Kewaunee High School)
Kingman, Kansas (Kingman High School)
Kittanning, Pennsylvania (Kittanning High School)
Kittey, Maine (R. W. Traip Academy)
Knoxville, Tennessee (Knoxville High School)
La Grange, Illinois (Lyons Township High School)
La Junta, Colorado (La Junta High School)
Lakewood, Ohio (Lakewood High School)
Lansford, Pennsylvania (Lansford High School)
La Salle, Illinois (La Salle-Peru High School)
Lancaster, Pennsylvania (Boys' High School)
Lancaster, Pennsylvania (Stevens High School)
Latrobe, Pennsylvania (Latrobe High School)
Lawrence, Kansas (Liberty Memorial High School)
Lebanon, Indiana (Lebanon High School)
Lewes, Delaware (Lewes High School)
Lewiston, Maine (Jordan High School)
Lewiston, Montana (Fergus County High School)
Lexington, Kentucky (University High School)
Lexington, Missouri (Lexington High School)
Libertyville, Illinois (Libertyville High School)
Little Rock, Arkansas (Senior High School)
Lockport, Illinois (Lockport Township High School)
Long Branch, New Jersey (Chattle High School)
Lorain, Ohio (Lorain High School)
Los Vegas, Nevada (Clark County High School)
Louisville, Kentucky (J. M. Atherton High School for Girls)
Louisville, Kentucky (Girls' High School)
Lynchburg, Virginia (E. C. Glass High School)
Lynn, Massachusetts (Classical High School)
Lynn, Massachusetts (The English High School)
Macon, Missouri (Macon High School)

SECONDARY-SCHOOL ADMINISTRATION ABSTRACTS

Madison, Nebraska (Madison High School)
Madison, Wisconsin (East Side High School)
Mangum, Oklahoma (Mangum High School)
Mankato, Minnesota (Mankato Senior High School)
Mansfield, Ohio (Mansfield High School)
Marengo, Iowa (Marengo High School)
Marietta, Ohio (Marietta High School)
Marion, Kansas (Marion High School)
Marion, Ohio (Harding High School)
Marshall, Missouri (Marshall High School)
Marshfield, Wisconsin (McKinley Senior High School)
Marysville, Kansas (Marysville High School)
Maywood, Illinois (Proviso Township High School)
McAlester, Oklahoma (McAlester High School)
McConnelsville, Ohio (Malta-McConnelsville High School)
McPherson, Kansas (McPherson High School)
Mendota, Illinois (Mendota Township High School)
Mesa, Arizona (Mesa Union High School)
Mexico, Missouri (McMillan High School)
Miamisburg, Ohio (Miamisburg High School)
Miami, Arizona (Miami High School)
Miles City, Montana (Custer County High School)
Milwaukee, Wisconsin (North Division High School)
Milwaukee, Wisconsin (Riverside High School)
Milwaukee, Wisconsin (Washington High School)
Milwaukee, Wisconsin (West Division High School)
Minersville, Pennsylvania (Minersville High School)
Minneapolis, Minnesota (Edison High School)
Minneapolis, Minnesota (Central High School)
Minneapolis, Minnesota (University High School)
Missoula, Montana (Missoula County High School)
Mitchell, South Dakota (Dakota Wesleyan University High School)
Moberly, Missouri (Moberly High School)
Mobile, Alabama (Mobile High School)
Montrose, Colorado (Montrose County High School)
Mooseheart, Illinois (Mooseheart High School)
Mount Clemens, Michigan (Mount Clemens High School)
Mount Vernon, New York (Mount Vernon High School)
Mount Vernon, Washington (Union High School)
Muscatine, Iowa (Muscatine High School)
Muskogee, Oklahoma (Central High School)
Napa, California (Napa Union High School)
Nebraska City, Nebraska (Nebraska City High School)
Negaunee, Michigan (Negaunee High School)
Nesquehoning, Pennsylvania (Mauch Chunk High School)
Nevada, Missouri (Nevada Junior-Senior High School)
New Brunswick, New Jersey (Senior High School)

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

New Hampton, Iowa (New Hampton High School)
New Kensington, Pennsylvania (New Kensington High School)
Newton, Iowa (Junior-Senior High School)
Newton, Kansas (Newton High School)
Niles, Ohio (McKinley High School)
Norfolk, Nebraska (Norfolk Senior High School)
Norman, Oklahoma (University High School)
Norman, Oklahoma (Norman High School)
Norristown, Pennsylvania (Norristown High School)
North Bend, Nebraska (North Bend High School)
Norton, Kansas (Norton Community High School)
Norwalk, Ohio (Norwalk High School)
Norwood, Pennsylvania (Glen-Nor High School)
Nyack, New York (Nyack High School)
Oak Park, Illinois (Oak Park and River Forest Township High School)
Oberlin, Kansas (Decatur County High School)
Oberlin, Ohio (Oberlin High School)
Oklahoma City, Oklahoma (Central High School)
Okmulgee, Oklahoma (Okmulgee High School)
Olathe, Kansas (Olathe High School)
Omaha, Nebraska, (Central High School)
Omaha, Nebraska, (North High School)
Onarga, Illinois (Onarga Township High School)
Onawa, Iowa (Onawa High School)
Orono, Maine (Orono High School)
Oskaloosa, Iowa (Oskaloosa High School)
Ottumwa, Iowa (Ottumwa High School)
Paducah, Kentucky (Lincoln High School)
Painesville, Ohio (Thos. W. Harvey High School)
Palmerton, Pennsylvania (Palmerton High School)
Paola, Kansas (Paola High School)
Paragould, Arkansas (Paragould High School)
Parkersburg, West Virginia (Parkersburg High School)
Patten, Maine (Patten Academy)
Pauls Valley, Oklahoma (Senior High School)
Pekin, Illinois (Community High School)
Pendleton, Oregon (Pendleton High School)
Peoria, Illinois (Peoria Manual Training High School)
Peoria, Illinois (Peoria Central High School)
Perrysburg, Ohio (Perrysburg High School)
Petoskey, Michigan (Petoskey High School)
Peru, Indiana (Peru High School)
Philadelphia, Pennsylvania (Haverford Township High School)
Philadelphia, Pennsylvania (South Philadelphia H. S. for Girls)

SECONDARY-SCHOOL ADMINISTRATION ABSTRACTS

Philadelphia, Pennsylvania (High School for Girls)
Philadelphia, Pennsylvania (West High School for Girls)
Phoenix, Arizona (Phoenix Union High School)
Phoenixville, Pennsylvania (Phoenixville High School)
Pine Bluff, Arkansas (Pine Bluff High School)
Piqua, Ohio (Piqua High School)
Pittsburg, Kansas (Senior High School)
Pittsburgh, Pennsylvania (Peabody High School)
Edgewood, Pittsburgh, Pa. (Edgewood High School)
Pittsburgh, Pennsylvania (Fifth Avenue High School)
Pittsburgh, Pennsylvania (South High School)
Pocatello, Idaho (Pocatello High School)
Ponca City, Oklahoma (Ponca City Junior-Senior High School)
Pontiac, Illinois (Pontiac Township High School)
Pontiac, Michigan (Pontiac High School)
Port Alleghany, Pennsylvania (Port Alleghany High School)
Port Huron, Michigan (Port Huron High School)
Portland, Maine (Deering High School)
Pratt, Kansas (Pratt High School)
Princeton, Illinois (Princeton Township High School)
Puyallup, Washington (Puyallup High School)
Quincy, Illinois (Senior High School)
Racine, Wisconsin (Racine High School)
Raleigh, North Carolina (Raleigh High School)
Rayne, Louisiana (Rayne High School)
Red Oak, Iowa (Red Oak High School)
Red Wing, Minnesota (Central High School)
Rensselaer, Indiana (Rensselaer High School)
Rochester, Minnesota (Rochester High School)
Rockford, Illinois (Rockford High School)
Rocky Ford, Colorado (Rocky Ford High School)
Rock Rapids, Iowa (Rock Rapids High School)
Rolla, North Dakota (Rolla High School)
Roseburg, Oregon (Roseburg High School)
Rumford, Maine (Stephens High School)
Rutherford, New Jersey (Rutherford High School)
Ruthven, Iowa (Ruthven High School)
Salida, Colorado (Junior-Senior High School)
Salina, Kansas (Salina High School)
Salisbury, North Carolina (Salisbury High School)
San Antonio, Texas (Breckenridge High School)
San Antonio, Texas (Maine Avenue High School)
San Marcos, Texas (San Marcos High School)
Sand Springs, Oklahoma (Sand Springs High School)
Sault Ste. Marie, Michigan (Sault Ste. Marie High School)
Schenectady, New York (Schenectady High School)
Scottsbluff, Nebraska (Scottsbluff High School)

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

Selma, Alabama (Selma High School)
Shelbyville, Indiana (Shelbyville High School)
Sheridan, Wyoming (Sheridan High School)
Shinglehouse, Pennsylvania (Shinglehouse High School)
Silver City, New Mexico (Teachers' College High School)
Smith Center, Kansas (Smith Center High School)
Spirit Lake, Iowa (Spirit Lake High School)
Spring Valley, Illinois (Hall Township High and Vocational School)
Stafford, Kansas (Stafford High School)
Sterling, Colorado (Industrial Arts High School)
Stevens Point, Wisconsin (Emerson High School)
St. Charles, Missouri (St. Charles High School)
St. Joseph, Michigan (St. Joseph High School)
St. Joseph, Missouri (Central High School)
St. Joseph, Missouri (Lafayette High School)
St. Louis, Missouri (Cleveland High School)
St. Louis, Missouri (Roosevelt High School)
St. Louis, Missouri (Soldan High School)
St. Louis, Missouri (Sumner High School)
St. Louis, Missouri (Beaumont High School)
St. Paul, Minnesota (Central High School)
Steubenville, Ohio (Steubenville High School)
Stillwater, Minnesota (Stillwater High School)
Stillwater, Oklahoma (Stillwater Senior High School)
Stoughton, Wisconsin (Stoughton High School)
Stroudsburg, Pennsylvania (Stroudsburg High School)
Stryker, Ohio (Stryker High School)
Stuart, Iowa (Stuart High School)
Tallahassee, Florida (Leon High School)
Tama, Iowa (Tama High School)
Tampa, Florida (Hillsborough High School)
Terraflly, New Jersey (The Terraflly High School)
Terre Haute, Indiana (Garfield High School)
Terre Haute, Indiana (Wiley High School)
Tomah, Wisconsin (Tomah High School)
Topeka, Kansas (Topeka High School)
Troy, Ohio (Troy High School)
Tucson, Arizona (Tucson High School)
Tulsa, Oklahoma (Central High School)
Tuscaloosa, Alabama (Tuscaloosa High School)
Tuscola, Illinois (Tuscola Community High School)
Urbana, Illinois (Urbana High School)
Urbana, Ohio (Urbana High School)
Victor, Colorado (Victor High School)
Vincennes, Indiana (Lincoln High School)
Vinton, Iowa (Lincoln High School)
Virginia, Minnesota (The Senior High School)

SECONDARY-SCHOOL ADMINISTRATION ABSTRACTS

Wadsworth, Ohio (Wadsworth High School)
Wakefield, Michigan (Wakefield Township High School)
Walla Walla, Washington (Walla Walla High School)
Washington, D. C. (Central High School)
Washington, D. C. (Dunbar High School)
Waterloo, Iowa (West High School)
Watertown, South Dakota (Watertown High School)
Waukesha, Wisconsin (Waukesha Junior-Senior High School)
Wauwatosa, Wisconsin (Wauwatosa High School)
Wellington, Kansas (Senior High School)
West Brownsville, Pennsylvania (Centerville Vocational School)
West Chicago, Illinois (West Chicago Community High School)
West Plains, Missouri (West Plains High School)
Wichita, Kansas (Wichita High School)
Wilkes-Barre, Pennsylvania (Wilkes-Barre High School)
Wilmington, Delaware (Wilmington High School)
Winchester, Kentucky (Winchester High School)
Windom, Minnesota (Windom High School)
Winston-Salem, North Carolina (Winston-Salem High School)
Wray, Colorado (Yuma County High School)
Yakima, Washington (Yakima High School)
Yale, Oklahoma (Yale High School)
Yates Center, Kansas (Yates Center Senior High School)
York, Nebraska (York High School)
Youngstown, Ohio (South High School)

NUMBER OF MEMBERS

There are now, April 1, 1926, 13,347 members who are wearing the National Honor Society emblem.

INSTALLATION CEREMONIES OF THE NATIONAL HONOR SOCIETY

MISS LURA BLACKBURN, Teacher of English, Oak Park and River Forest Township High School, Oak Park, Illinois

The new members of the National Honor Society of the Oak Park and River Forrester Township High School were installed last year on Class Day when the three hundred seniors were seated, as is the custom during commencement week, upon the stage in tiers of seats, rising like bleachers to about fifteen steps. Two narrow aisles divided the platform into three parts: a large section in the center, and a narrow section at each side. This seating arrangement left an open space about twelve feet deep across the front of the stage.

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

When the curtain rose upon the darkened stage, a tableau was revealed. At the right of the stage four figures, representing Scholarship, Leadership, Character, and Service, were grouped about a large gilded replica of the National Honor Society pin. One stood behind the gilded shield, another sat on the low draped platform on which the shield was placed, and the other two stood at either side. The two boys, Character and Leadership, were dressed in academic gowns, and the two girls, Service and Scholarship, wore robes of blue and pink bunting with silver crowns. These colors were chosen, not for any symbolic meaning, but for their aesthetic effect under a spotlight. (These four students, of course, were members of the National Honor Society). Each of the figures in the tableau held a lighted torch. These torches, or candle-holders, made especially for the occasion, were of plaster of Paris, about fifteen inches in length and designed after the old Roman torches.

Then to soft music—a march—and from behind the wings at each side the members of the National Honor Society, each carrying a lighted torch, filed upon the stage; crossed to the other side, the two lines passing at the center; and passed up the steps of the narrow aisles, where they stood with their torches raised during the remainder of the ceremony. Bringing up the end of these two files were Mr. McDaniel, the Principal of the high school, who took his place standing at the extreme left of the stage, and the President of the Parent-Teacher Association, who stood at the extreme right.

Then the tableau came to life and each of the symbolic figures, in turn, woke from his statue-like pose, advanced to the center of the stage and recited his part of the ritual, dropping back a step or two after his speech, but still standing while the next part was given:

*Scholarship: "Learning is ever in the freshness of its youth.
Learning furnishes the lamp by which we read the
past and the light which illumines the future.
Where there is no vision, a people perish
And no vision will exalt a nation except the vision
of real liberty, and real justice, and real purity
of conduct."

*Leadership: "We are all blind until we see
That in the human plan
Nothing is worth the making if
It does not make the man.

"Why build these cities glorious
If man unbuilt goes?
In vain we build the world, unless
The builder also grows."

***Service:** "I am Service, born through travail of conflict and throes of human need; my way prepared by the teachings of the Christ, that the Fatherhood of God meant also the brotherhood of man. With this great truth am I baptised and sent forth upon my mission; to bear my share of the world's work, to lighten with my torch of Faith the darkness of unbelief, and following the great example, forget self in service."

"Much has been given to us, and much will be expected from us.
We have duties to others and to ourselves and we can shirk neither.'

***Character:** "If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too:

"If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim,
If you can meet with Triumph and Disaster
And treat those two imposters just the same:

"If you can talk with crowds and keep your virtue,
Or walk with kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;

"If you can fill the unforgiving minute
With sixty seconds' worth of distance run
Yours is the earth and everything that's in it
And—which is more—you'll be a man, my son."

After the last of the group had spoken, the four, facing one another and holding their lighted torches high, formed a double arch at the center of the stage.

Music again. Then from behind the wings at the left, the newly elected members of the National Honor Society came marching upon the stage with unlighted torches; passed under the arch formed by the tableau group, each one pausing an instant to receive a light for his own torch from the uplifted torches of Schol-

*The selections used here were chosen somewhat hastily and it is expected that a more appropriate and more harmonious group of speeches will be chosen later for this part of the installation ceremony.

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arship, Leadership, Service, Character; and then crossed to the right of the stage, where they grouped themselves informally. As each new member approached the arch, his name was announced by the principal from his position at the extreme left, and as he crossed to the right, he was greeted by the President of the Parent-Teacher Association and presented with the National Honor Society pin. According to the custom of this school, the members of the National Honor Society receive their pins as a gift from the Parent-Teacher Association. In order to insure a smoothness of procedure for this part of the ceremony, the line of new members, who in the nature of things could not rehearse their parts, were led by the President of the National Honor Society. His manner, too, added dignity and meaning to the installation service.

Following the presentation of the pins, Mr. McDaniel, Principal of the high school, lead in repeating the pledge of the National Honor Society. This pledge was read in a ritualistic manner, with pauses at intervals, where the society repeated the words, as is done ordinarily in the marriage service.

"I pledge myself to uphold/
the high purpose of this society/
to which I have been elected/
striving in every way/
by word and deed/
to make its ideals/
the ideals of my school and of my life."

The pledge had the effect of a benediction and closed the ceremony, which had lasted no more than twenty minutes, and which throughout had kept its tone of dignity and impressiveness.

A PLAN FOR ORGANIZING JUNIOR HONOR SOCIETIES IN AMERICAN SECONDARY SCHOOLS

PRINCIPAL MERLE PRUNTY, Tulsa Central High School, Tulsa, Oklahoma, and a member of the National Council of the National Honor Society

Over four hundred National Honor Societies admitting more than ten thousand junior and senior students to their membership have been organized since 1922, a fact gratifying to the National Council. The National Council, however, feels that junior honor societies open to freshman and sophomore students in the four year high schools and to the seventh, eighth, and ninth grades of the junior high school, which would recognize the National Honor Society objectives: scholarship, service, leadership, and character, could be of inestimable service in promoting worthy school attitudes among the great body of students in these lower grades and in preparing them eventually for the worthiest membership in the National Society. The Council therefore recommends and urges the organization of such junior honor societies in all high-school

systems for the students in grades seven to ten inclusive. The junior societies are in no way to be officially connected with the National Societies. School executives organizing junior honor societies should make clear to their students that membership in a junior honor society in no way insures membership later in the National Honor Society.

In accordance with the request of the Council of the National Honor Society approved at the Washington meeting in February, 1926, I am offering to secondary school executives a plan for the organization and administration of junior honor societies within their schools which would be open to all students of grades seven to ten inclusive.

DESCRIPTION OF THE TULSA HIGH SCHOOL JUNIOR HONOR SOCIETY

a. *Scholarship Standards.* Membership in our junior honor society is determined by the same standards as membership in the National Honor Society except that no fixed percentage of a given class is admitted. Our grading system is A, B, C, D; A, representing the mark given to students in the upper quarter of a given class; B, the mark given to the middle fifty percent; C, the mark given to the lowest quarter and D to failures. Our students are homogeneously grouped on three levels: high, average, and low. Each group is graded as a separate unit as follows: A¹, B¹, C¹, D¹; C², D²; A³, B³, C³, D³, being the marks given on the levels respectively. A numerical scholarship value is given to the various semester passing marks as follows:

A ¹	-----	10
A ²	-----	8
B ¹	-----A ³ -----	6
	B ² -----	4
C ¹	-----B ³ -----	2
	C ² -----	1
	C ³ -----	0
D ¹	-----	—10
	D ² -----	—8
	D ³ -----	—6

A student might be simultaneously enrolled in classes on each of the three mental levels. Students, however, making the highest grades even in the lowest group can still meet the scholarship requirements for membership in the junior honor society.

The total annual semester scholarship points for a student's year is the sum of the numeral values given for each semester grade in his different classes. When we organized our junior honor society we admitted to candidacy the upper fifteen percent in scholarship of the freshman and sophomore students. For Freshmen the point of scholarship demarcation was forty points and for Sopho-

mores forty-five points. Hereafter all students who make forty and forty-five scholarship points in the freshman and sophomore years respectively will be admitted to candidacy regardless of the percentages of these classes involved. It is our thought that this scholarship arrangement will eventually prove a great incentive to all students to strive for high scholarship standing. Election to membership in the junior honor society is of course finally dependent upon each student's meeting the service, leadership, and character objectives of the organization.

b. *Service, leadership and character standards.* The service, leadership, and character standards are the same for our Junior Honor Society as those defined in the pamphlet of the National Honor Society which may be secured by addressing Secretary H. V. Church, Cicero, Illinois.

c. *Method of Electing Candidates to Membership.* An alphabetical list of all students attaining the scholarship points referred to above is submitted to the faculty with the following questionnaire:

1. Do you know the candidate?
2. Have you had him in class?
3. Do you favor his election?
4. Explain in detail, why.

The faculty reactions are then referred to a faculty election committee composed of the following members: freshman class director, sophomore class director, dean of girls, dean of boys, director of extra-curriculum activities, two department directors, and the principal. This committee gives each candidate a percentage rating on the basis of the teachers who know or have had the student in class and who have voted for him. Unfavorable reports are personally checked with the faculty members making such reports and the student is retained or eliminated from the eligible list according to the judgment of the committee. The list as approved by the faculty election committee is again referred to the faculty for its final reaction before the election committee places its final approval on election of members.

d. *Induction of members.* Social recognition for motivating noteworthy student achievement is the most powerful incentive that can be introduced into the administrative schemes of our high schools. The Council therefore urges in addition to newspaper and photographic publicity, an induction ceremony as in the National Society, to be held before the student body of the school and the presentation of badges or certificates or both to the elected members. Our induction plans include an elaborate dramatic ceremony with incidental music in charge of the members of the National Honor Society, which fosters the Junior Honor Society. Each new member of the Junior Honor Society is presented with a unique ribbon badge of crimson and cream, the school colors, which he is privileged to wear for one week. In addition each new member

receives a small certificate of membership card reading as follows: "This certifies that John Doe having exhibited qualities of trustworthy leadership, exemplary character, strong scholarship, and loyal student citizenship in the service of his school merits the confidence and appreciation of the faculty and student body and is hereby awarded membership in the Junior Honor Society of Tulsa High School" signed by the president of the student Senate, the principal, the dean of boys or girls, and the class director. The Junior Honor Society emblem engraved on the membership certificate is a flaming torch with the design T. H. S. making the flame. This emblem made of bronze, silver, and gold may be worn in the order named as membership is awarded in successive years.

e. *The School Service Program of the Junior Honor Society.* In my opinion, no organization should be recognized in a high school which does not have as an organization a program of service to the school. Our organized Junior Honor Society sponsored by one of the instructors in Art co-operates with the National Honor Society in fostering the "penny-a-week student body art league" in the school. Through the offices of these organizations in administering the Art League Fund three oil paintings valued at three thousand dollars have been added to the art gallery of the school during the past year. In addition the honor societies have brought three noteworthy art exhibits to the school during the year which have been used in fostering the beauty appreciation objective of the school.

The individuals of the Junior Honor Society continue to be recognized as members of the organization only so long as they continue to demonstrate within the school life the worthy attitudes which are the basis of selection for original membership. With us membership in the Junior Honor Society has become the most coveted honor for lower classmen.

ADDRESSES
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