

BULLETIN OF THE DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS OF THE NATIONAL EDUCATION ASSOCIATION

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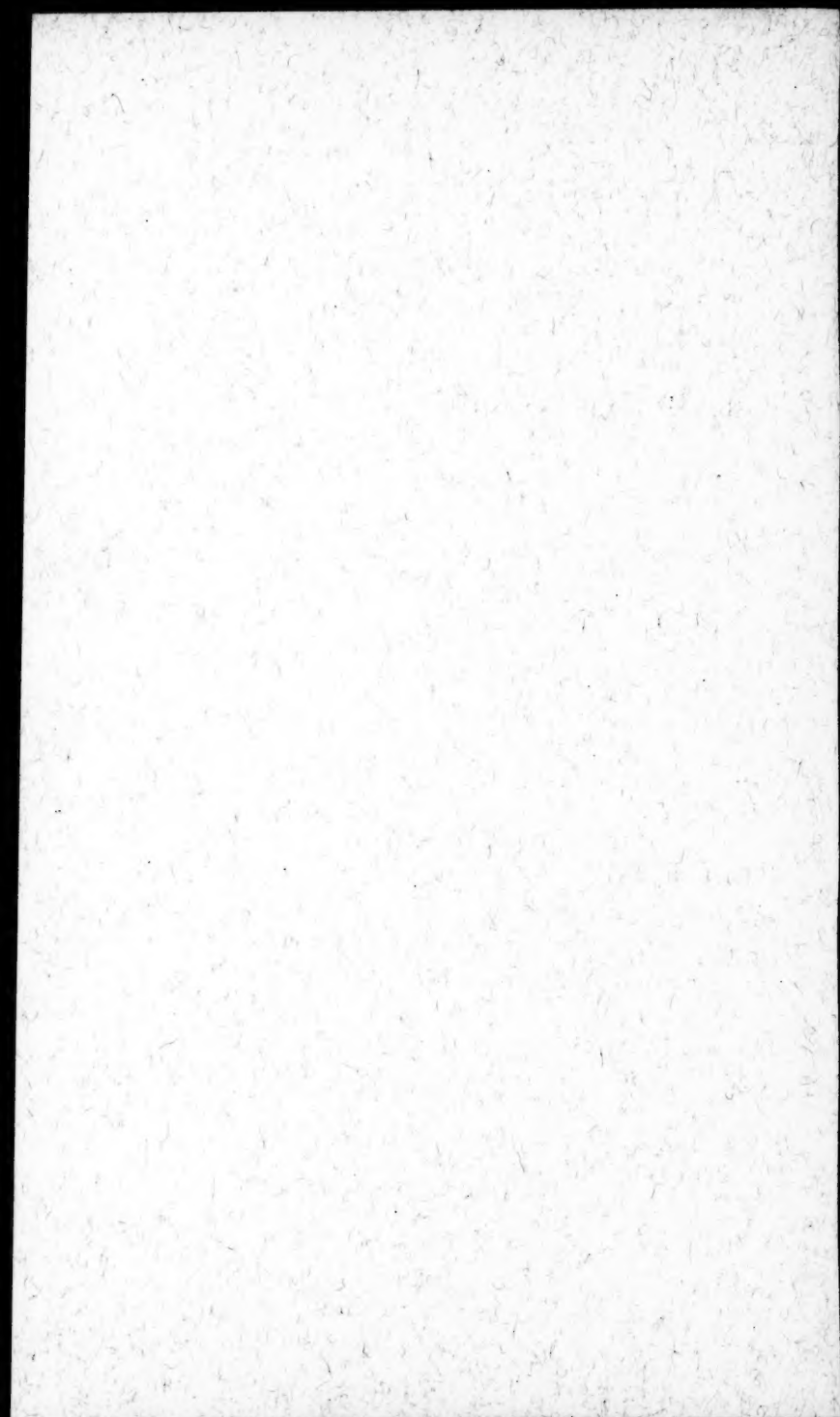
BULLETIN NUMBER 42

Fourth Handbook of the NATIONAL HONOR SOCIETY

THE DEPARTMENT OF
SECONDARY-SCHOOL PRINCIPALS
OF THE NATIONAL EDUCATION ASSOCIATION

H. V. CHURCH, *Executive Secretary*
3129 Wenonah Avenue, BERWYN, ILLINOIS (Main Office)
J. Sterling Morton High School
CICERO, ILLINOIS

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Fourth Handbook
of the
National Honor Society

Prepared by
EDWARD RYNEARSON
President of the National Council
of the
National Honor Society

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NATIONAL HONOR SOCIETY
OF SECONDARY SCHOOLS

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Edward Rynearson

Edward Rynearson passed away on May 24, 1932. Mr. Rynearson was the father, the founder, and the guardian of the National Honor Society. It was his child; carefully did he rear and fondly did he cherish this daughter of his brain. Every constitution of the more than twelve hundred chapters he read with care and discrimination. He spared neither time nor pains to have the basic regulations of the local chapters on safe and secure ground. The National Honor Society stands an enduring monument to his keen insight, his farseeing thought, and his sincere solicitude for the welfare and the future of the youth of the secondary-schools of America. This book, which he was never to see in its final form, closed his last loving labor for the chapters of the National Honor Society. A kindly, noble schoolman has done his work.

FOREWORD

The National Honor Society has proved itself of great value to the secondary schools of America. Its steady and healthy growth is evidence of its worth. There are now over twelve hundred chapters with over ninety thousand members scattered through every part of the Union. Membership in the National Honor Society is the most coveted honor even in many of the large high schools where there are many clubs of distinction. Letters to the National Council reveal many new ways in which the members of the National Honor Society exemplify service, leadership, character, and scholarship. Interesting new rituals to meet local conditions are being constantly worked out. Writing these rituals often takes the form of assignments in English. Newly formed chapters will find here additional activities and rituals and the older chapters may be glad to find ways of varying their routine.

Members of the Council will welcome: (1) Copies of new rituals; (2) Methods of evaluating qualities of leadership, character, and service, and how to use these in selecting members; (3) News items; (4) Descriptions of activities that have rendered service to the school or community or that have brought the chapter into prominence before the school; and (5) Suggestions for making the National Honor Society more useful to the local chapters so that they may render more service to the youth who will follow the leadership of the highest ideals. Likewise, the Council would be glad to receive questions that are perplexing any chapter; another chapter may have met the same problem and solved it. The Council might act as a clearing house for the many chapters.

EDWARD RYNEARSON, *President.*

National Honor Society

ACTIVITIES

As the National Honor Society has grown older, the scope of its activities has grown broader. Numerous lines of usefulness have been found. Many, if not most, of the high schools still prefer no separate organization of the members of the National Honor Society during their school life. As one sponsor puts it, "These folk have earned their laurels; they have established their reputation, and for these reasons were made members of this society. We simply decorate them with the laurels of membership as required for long and prominent service to the school." Often no members are elected until the end of the 12A semester. The organization is, therefore, a graduate chapter. These chapters keep in close touch with the school and are very active. On the other hand, many principals feel that the school should capitalize whatever asset membership in the National Honor Society may give. They feel that this membership has a momentum that is a great force for emphasizing scholarship, character, leadership, and service, and that the longer the members are in school, the more influence will they exert upon the school. Most schools need all the help they can get in order that scholarship, citizenship, and character may be recognized as the real objectives of the secondary school.

Some activities might be listed as follows: Awarding scholarship plaques; coaching failing pupils; interesting alumni in various projects such as placing class numerals in front of building in cement; putting pictures in the school building, and the like; holding various interesting social functions, and really serving as a means by which the members of the alumni keep in touch with each other. The South Philadelphia High School for Girls issues a little Torch Bulletin which contains items of interest concerning the chapter and personals concerning the members.

In the majority of schools where election is made from the 11A, 11B, and 12A classes, the members have a distinct place in the school economy. Often there is a separate organization with meetings ranging from twice a week to twice a year when interesting programs are presented. At the Grover Cleveland High School in St. Louis, the programs consist of biographies of men and women of outstanding records of service and achievement such as Dr. Grenfell, Commander Byrd, and Jane Addams; review of books of exploration, travel, fiction, and science; talks on student life and various colleges and universities. These chapters coöperate wholeheartedly with all student representative bodies in establishing and maintaining school standards and ideals. Coaching pupils is still one of the chief forms of service. It is managed in various ways before and after school or during study periods as best suits local conditions. At the Wilmington High School (Delaware), for example, the work of the honor society relative to the weak students is carried on through various heads of departments. This committee secured from each head of a department a list of all students needing help and worthy of receiving it. The committee then selected members of the National Honor Society best suited to give help in the particular subjects needed. A definite time and place was assigned to each student, usually either during a vacant period or before classes in the morning. If, after two or three weeks, the student seemed to be able to get along without help, the Honor Society member was assigned to another student. Other activities include: Patrolling halls during class periods to prevent students from loitering; establishing a lost and found department; obtaining home work assignments for pupils absent during illness; securing a good assortment of current catalogues of colleges and universities; planning a series of six or eight posters designed to encourage better citizenship; sponsoring a series of vocational guidance talks; and, helping with registration.

The social side is not neglected and social activities vary from the informal picnic to the formal banquet. In the Wilkinsburg High School (Pennsylvania) the most interesting activity of the chapter is the "Get Together" luncheon meet-

ings of active members and alumni which is held during the Christmas holidays and in May. There is a usual attendance of about seventy-five per cent of the membership. At these meetings the Honor Society has an outside speaker who brings an interesting message relative to the ideals of the Honor Society. At the Rochester High School (New York) there is a combined banquet of all the chapters in the city at which there is some speaker of note along with other speakers from the various high schools represented. During the year the various chapters entertain each other. Similar banquets are held at Gary (Indiana). Also, a "Pot Luck" dinner at the summer home of the sponsor proved a most successful social affair. This year the Honor Society of the Central High School (Tulsa) sponsored an all-school assembly to acquaint students with the ideals and qualifications of the society. They also coöperated with the administration in such activities as the Parent-Teachers' Association meetings and the football parade, etc. The Tulsa Chapter of the National Honor Society sponsored the inauguration of a local Junior Honor Society. It also sponsored an art fund to collect money with which to beautify the building, and the establishment of an advertising board to advertise dramatic productions.

At the scholarship assembly of the Cleveland Heights High School (Ohio) held once each semester, they try to have short talks by the students concerning the records made by graduates of the school who are in college. They often have some former student who has done exceptional work in college give a short talk. They also have occasional letters from former pupils who always say that they could not have accomplished the things they have in college without the good foundation established by careful, conscientious high-school work. The idea of the importance of thorough scholarship is thus kept before the pupils. Since the great majority of the students of this high school go to college, this is an interesting activity.

The Honor Society of the Perry High School (Pittsburgh, Pennsylvania) is sponsored by the principal, and is used by him as an advisory council. "He calls them together and con-

sults with them on matters pertaining to the welfare of the school. On several occasions when the honor of the school was threatened and the integrity of some of its students was questioned, the Honor Society gave helpful advice. Their decisions aided in smoothing out some troublesome questions.

"For the past three years it has become customary for the President of the Society and the President of the Senior Division of the school to visit for two days schools in other cities, the expenses of this trip being defrayed by the school. High schools in Cleveland, Ohio; Buffalo, New York; Cincinnati, Ohio; Rochester, New York; Washington, D. C.; Harrisburg, Pennsylvania, and Knoxville, Tennessee, have been visited. On their return these students give the reports of their visits to the members of council, to the faculty, and to the students at the general assembly. In every instance these reports have been intensely interesting, have shown that the students have been wide awake and observing while on their trip, and they have brought back many ideas. It has developed a sense of loyalty to, and appreciation of, their home school and improved the spirit of the student body, a result which could not be obtained by any other means. In addition many wholesome contacts have been made. Since the visit to the Knoxville High School (Tennessee) a correspondence has been carried on between the officers of the councils of the two schools and many helpful suggestions and ideas have been interchanged.

"We believe that the Honor Society has raised the scholastic standing of the school. It has also developed a spirit of service that could not be attained in any other way."

The Honor Society of the Soldan High School (St. Louis) acts as a super-service club in the high school. At the beginning of each term, the members assist in the appointment and organization of the Service Club which consists of more than one hundred members who perform various services in the school. Afterwards they act as chairmen of various groups within the club and do whatever they can to assist in its effective working. The members of the Honor Society also assist in the enrollment of the pupils within the classes by acting as registering clerks while the semester organization is being

completed and their work in this capacity is quite valuable because members of the program committee and teachers who are advisers are thereby released for other supervisory work.

"The chapter of the National Honor Society in the Wilmington High School (Delaware) has always been quite active. Since our graduation classes each year usually number five or six hundred, our chapter is always large. This gives the society an opportunity to make its influence felt on the school. This year the members have been trying to do some constructive work against cheating in the school. The Junior Honor Society drew up a resolution, which the Senior Honor Society approved, and presented to the Student Council for adoption. The resolution concerned penalties for cheating. As the resolution did not pass the Student Council, we have a committee working on a new resolution now with less stringent penalties which we hope to get through the Student Council. The event of the year to which all members look forward is the Washington trip. The senior classes of a great many schools in this vicinity have a three-day trip to Washington, but this is a privilege, granted to members of the Honor Society only in our High School."

The activities of the Winston-Salem Chapter (North Carolina) of the National Honor Society are varied and many, and may be listed as follows:

"First: The most important is the aid which they give to the faculty during registration days. This consists of the tabulation of all of the class assignment tickets. These are distributed into envelopes so that at the close of our two registration days each teacher may be presented with her complete class enrollment. This method of registration would be practically impossible without the aid of reliable students.

"Second: Student sponsors of freshman home room sections. Programs are conducted in home rooms, aid is given to failing students.

"Third: Members of the Honor Society have volunteered to go to the homes of students who have left school to look up library books which they have taken with them.

"Fourth: Members have charge of the typewriting rooms before school in the morning.

"Fifth: Members are called upon to act as guides for new students or visitors.

"Sixth: Members are sometimes called upon to go into the elementary schools and explain the work of the high school.

"Seventh: A Christmas tea was given for the faculty by the society.

"Eighth: Monthly meetings are held with definite programs of a varied nature. These are sometimes musical or consist of talks on subjects desired by the members. One of the most interesting programs given this year was on 'Etiquette.'

"Ninth: At least three social affairs for the members and their friends are given during the year as we feel that it is important to develop that side of these students.

"Tenth: The National Honor Society Cup is offered each semester to the grade in the school which makes the highest scholarship average.

"Eleventh: At least twice each year the society attempts to bring into the school the best speakers which can be secured on the subject of scholarship."

The Meadville Chapter (Pennsylvania) of the National Honor Society has for two years sponsored a food drive as their part in the community chest drive. Last year it edited and published a handbook.

This year it has undertaken to compile the new entrance requirements of the various colleges for the information of the students. Its members can be relied upon to take charge of a class in case of the sudden illness or unexpected absence of a teacher. They are also to assist the principal in checking up lists.

The principal of the Meadville High School says, "We are making the four characteristics of the society: Character,

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Scholarship, Leadership, and Service, the point of departure for a four-year series of home room programs."

This home room activity seems very valuable. It keeps the objectives of the National Honor Society before the entire student body during their school life and certainly would tend to make them value membership in the Honor Society more highly. We are, therefore, printing the program used in the Meadville High School (Pennsylvania) for their home room activity in this connection:

THE MEADVILLE PLAN

Home rooms in Meadville High School are more than mere administrative units. Each home room teacher is the adviser for her group. She is responsible for its instruction in those things not ordinarily learned from books.

Home room programs are held once each month. The major traits, which are exemplified in the school by election to the National Honor Society, are made the point of departure for this major field of direct character training for the development of citizenship.

To the ninth year is assigned the first requirement, CHARACTER; to the tenth year, SCHOLARSHIP; to the eleventh year, LEADERSHIP; to the twelfth year, SERVICE.

Eight programs are taken up under each of these citizenship traits in each school year. The following is the organization:

Ninth Year—CHARACTER

Based on Hutchins Code

September—Courage	February—Honesty
October—Coöperation	March—Healthfulness
November—Industry	April—Unselfishness
December—Usefulness	May—Reverence

Tenth Year—SCHOLARSHIP

September—Purposefulness	February—Language
October—Mechanism of Study	March—Refinement
November—Use of Leisure Time	April—Open-mindedness
December—Self-discovery	May—Appreciation for the Beautiful

Eleventh Year—LEADERSHIP

September—Self Reliance	February—Appearance
October—Organization	March—Forcefulness
November—Dependability	April—Initiative
December—Judgment	May—Vitality

Twelfth Year—SERVICE

September—Citizenship	February—Compensation
October—Sociability	March—Kindness
November—Humor	April—Vision
December—Family and Home Relationships	May—Creativeness

**MEASUREMENT OF PROGRESS
IN CHARACTER EDUCATION**

Modern education is dedicated to the fact that whatever is taught can be measured. It must be measured if progress is to be ascertained. It is only thus that the effectiveness of the program can be determined.

Measurement is of two types, self-analysis and teacher rating.

Each home room program contains a check list of case studies calling for an opinion by the pupil as a test of his knowledge of values. This is followed by a discussion of the group opinion on each case.

In addition, a scale is provided for an accurate check for the traits of each school year's program. This contains on one

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side a place for his personal history, attitudes, and interests, to be recorded by the pupil. On the other side is a rating scale on which the home room teacher-adviser registers the characteristics shown by the pupil. This is done at the beginning and end of each school year. Progress is shown by the advanced standings which are achieved.

If the lessons have been well taught and there has been a properly motivated and emotionalized attitude on the part of the pupil toward self improvement, a satisfactory degree of progress will be shown. Where this is not true pupil-teacher conferences must follow.

A quantitative value for each trait is reached by the assignment of six values to each trait:

Plus

- +1 Receptive, open to influence
- +2 Productive, spreading influence
- +3 Creative, originating influence

Minus

- 1 Defective, partial influence
- 2 Perverse, twisting influence
- 3 Destructive, destroying influence

The following is a sample of the card which is filled out for each pupil:

to be filled
name of I
student
promptly
ad influen
—3
ves up
()
—3
rs Down
social
()
—3
esents
Work
()
—3
elpless
()
—3
scrupu-
lous
()
—3
Sickly
Ailing
()
—3
rofane
heistic
()
—3
atisfied
with
anything
()
teacher

to be filled in by the Teacher:

MEADVILLE HIGH SCHOOL

Name of Pupil _____

CITIZENSHIP RECORD

Date _____

CHARACTER

Home Room _____

student may gain recognition in character by meeting his social obligations promptly and completely, by honesty in class work, by helping to rid the School of bad influences, and by cordiality and sincerity at all times.

-3 Gives up ()	-2 Compromises ()	-1 Magnifies difficulties ()	I Courage	+1 Does not complain ()	+2 Loyal to conviction ()	+3 Heroic ()
-3 Gives Down social ()	-2 Opposes social plans ()	-1 Indifferent to social demands ()	II Cooperation	+1 Well behaved ()	+2 Polite Willing ()	+3 Eager to be helpful ()
-3 resents Work ()	-2 Shuns work ()	-1 Wastes time ()	III Industry	+1 Busy ()	+2 Welcomes opportunity ()	+3 Makes utmost of opportunities ()
-3 Helpless ()	-2 Loses Head ()	-1 Impractical ()	IV Usefulness	+1 Meets difficulties half way ()	+2 Remedies troubles ()	+3 Always master of situation ()
-3 scrupulous ()	-2 Tricky Unreliable ()	-1 Not always square ()	V Honesty	+1 Has clear convictions ()	+2 Honest and upright ()	+3 Faithful and true ()
-3 Sickly Ailing ()	-2 Complains often ()	-1 Slight weakness ()	VI Healthfulness	+1 Free from weakness ()	+2 No need for thought of health ()	+3 Strong Robust ()
-3 Profane Atheistic ()	-2 Skeptical Agnostic ()	-1 Slight disregard ()	VII Reverence	+1 Tolerant ()	+2 Reverent ()	+3 Devoted to ideals ()
-3 Satisfied with anything ()	-2 Slipshod ()	-1 Indifferent ()	VIII Responsibility	+1 Careful ()	+2 Pride in good work ()	+3 Tireless in reaching perfection ()

Teacher rating score, October _____ Teacher rating score, June _____

HOME ROOM PROGRAM

COÖPERATION

Coöperation—the voluntary association of persons to “carry on” for the common good.

Teamwork

It's all very well to have courage and skill
And it's fine to be counted a star,
But the single deed with the touch of thrill
Doesn't tell us the man you are;
For there's no lone hand in the game we play,
We must work to a bigger scheme,
And the thing that counts with the world to-day
Is—How do you pull with the team?

The Four Horsemen

Take the four horsemen: These four lads averaged only
(158 pounds but, in spite of their lack of avoirdupois, they
made a wonderful record. What stands out in my mind to-day
regarding these boys is their resiliency of mind and
coöperation.

I had a fifth-string backfield that year who averaged 185
pounds and were tough and fast. The reason that they sat on
the bench was because they were four individuals suffering
from charley horse between the ears and would not work
together.

—Knut Rockne.

Is there any place for the star who won't work with
the team?

What kind of person do you think such an indi-
vidual is?

Do you think that a player should be taken out of
the game for one mistake?

Play the Game!

We are indebted to Michael Pupin, who came to this country as a Serbian immigrant, for his impressions of America, published in his memoirs. He had just been admitted as a freshman at Columbia. The annual cane rush was being fought. Ignorant of the rules and feeling that he ought to do something for his class, he dashed across the line and clinched with another student. After a fierce tussle, his opponent shook hands with him and said, "You will be a good fellow if you will learn to play the game."

This was a new expression to this boy from a foreign country. Pupin comments upon it in the following words, "I studied it long, and the more I thought about it, the more I was convinced that one aspect of the history of this country is summed up in those three words, 'Play the game.' No Latin language can so translate the phrase as to reproduce its brevity or convey its meaning."

Who is Michael Pupin?

What is a person supposed to do in a cane rush?
What is the game?

What does Pupin mean when he says that part of the secret of America's greatness is in playing the game?
What game? How is it played?

COÖPERATION IN SCHOOL

There is a breathless hush on the field to-night,

Ten to go and a game to win —

A bumping run and a blinding fight,

A minute to play and the last man in;

And it's not for the sake of a lettered coat,

Or the selfish hope of a season's fame,

But his Captain's hand on his shoulder smote

"Play up! Play up! And play the game."

This is the code that year by year,

While in her place the School is set,

Every one of her sons must hear

And none that hears it dare forget.
This they all with a joyful mind
Bear through life like a torch in flame,
And falling fling to the host behind—
"Play up! Play up! Play the game!"

The Code of Meadville High School

We will never bring disgrace to Meadville High School by any act of dishonesty or cowardice.

We will never desert our comrades regardless of race, creed, or social affiliation.

We will fight for the honor and sportsmanship of the school.

We will revere our school laws and try to incite a like respect in others.

We will strive to do our whole duty as school citizens, that thus, in all these ways we may transmit our school, not less, but greater, better, and more beautiful than it was transmitted to us.

What is a code?

How did we get this code?

What was the code or motto of Col. David Mead, founder of Meadville?—of the Red and Black News?—of the Three Musketeers?

Would you like to have a code for yourself?

Would you like to have a code for your home room?

The Modern School

"The basis of our Political System is the Right of the People to make and to alter their Constitutions of Government. The very idea of the *Right* of the People to Establish Government presupposes the *Duty* of every individual to *Obey* the Government."

—George Washington.

There is much more freedom and play in the twentieth century school than ever before. There was, in fact, a time

when even the smallest pupils had to sit rigidly in their seats. Enough has been learned about young people to know that they need activity, restrained freedom, and self-control.

Methods of teaching have been changed to correspond to what is known about how we learn. Its rigid discipline has been changed to match our knowledge of human nature.

There is no such thing as "student self-government." All of the various forces, the board of education, the superintendent, the principal, the teachers, the pupils cooperate in the management of the school. In our school the elected representatives of the pupils have formulated a Constitution and a Set of School Rules. They have been adopted by vote of the students. The school is conducted on this basis of student cooperation.

Do you think that this method of school control is better than the old way of exacting obedience by compulsion?

Are high-school students old enough to accept this responsibility?

Read over some of the rules which the students have adopted for our school. Are there any there which cannot be followed?

For how much of the observance of these rules is each student responsible?

COOPERATION IN THE HOME

"Honor thy father and thy mother."

"Are parents people?" was a question asked by a young person. At a certain age, the ideas of young people and those of their parents sometimes conflict. Young people are eager for more freedom and their parents seek to protect them from the world still longer by obedience. Under such circumstances there may arise misunderstanding.

What about the parents' side? Of course they love us as we love them. However, when the parents of the pupils in a large high school, similar to our own, were asked to list the

faults of their children they coöperated splendidly. The following were sent in, in order of their frequency: Stubborn, argues, thoughtless, slow to obey, teases, impatient, hates to go to bed, careless, nervous, forgetful, bad temper, untidy in dress, and too easily influenced by companions.

How about this? Are there any pupils like these in Meadville High School?

What one big trait should these pupils cultivate to offset their faults?

How are some ways that this trait can be practiced around the home?

A Modern Home

A man and his wife are both teaching in a large city school system. They have four children, two of whom are in the university and two in high school. The entire family of six is busy away from home at least six hours each day. Although they can well afford it, they have no hired help; but each member of the family has specific tasks for which he is responsible. So systematically is everything planned, and so thoroughly does the system work, that even unexpected guests never discern any indication of flurry or anxiety. Meals are well prepared and on time; the house is in perfect order. The reason—because from the father down to the youngest daughter responsibilities are allotted and accepted.

Do you like this modern type of home? Should the mother work as she does?

Do you think that this coöperation is possible in every home?

What is the reason for the coöperation in this home?

Is this coöperation possible in any organization?

What kind of young people do you think come out of this home?

Describe their appearance, manners, ability.

What kind of a picture of the father do you have?—of the mother?

Washington the Boy

Washington was eager to go to sea. The winds and waves beckoned to him, as they do to many boys along the coast. He left his bed and slept on the floor of his room to harden himself.

Finally, all arrangements were made. His luggage was packed and about to be taken to the boat. But his mother began to reason with him. She questioned the advisability of his course although she would give her consent if he desired it.

The boy overruled his determination to become a sailor in the King's Navy and decided to coöperate with his mother in her wishes for his future.

Do you think that Washington could have rendered as great service on the sea as he did on land, had he not coöperated with his mother?

What do you think about Mrs. Washington's way with him?

Is it better to reason with young people or to exert absolute authority in the matter of their vocation?

COÖPERATION WITH OTHERS

3. Let nothing be done through strife or vainglory but in lowliness of mind let each esteem others better than himself.
4. Look not every man on his own things but every man also on the things of others.

II Phillipians 3-4.

Begin the morning by saying to thyself, "I shall meet with the busybody, the ungrateful, arrogant, deceitful, envious, unsocial. All these things happen to them by reason of their ignorance of what is good and evil. But I, who have seen the nature of the good, that it is beautiful, and of the bad, that it is ugly, I cannot be injured by any of them. Nor can I be angry with my kinsman nor hate him. For we are

all made for coöperation, like feet, like hands, like eyelids, like the upper and lower teeth."

—Marcus Aurelius, 21 A. D.

1. Do we to-day meet these same types of people, the envious, deceitful, unsocial?
2. Has human nature changed much—in tolerance, enviousness, arrogance, deceit?
3. What is an unsocial person?
4. What should be the attitude of a cultured person toward individuals of these negative types?
5. How can one win their coöperation?

The Good Scout

The good Scout does a good turn every day. He is on the lookout for opportunities to coöperate with others for their well being. Every Scout makes a promise which is good enough for every boy or girl and for every man or woman. It is called the "Scout Oath":

"On my honor, I will do my best—

1. To do my duty to God and my country, and to obey the Scout law.
2. To help other people at all times.
3. To keep myself physically strong, mentally awake, and morally straight."

What Scout troops are there in our community?

Get some member of the Scouts to tell your room what he thinks about scouting.

A good Scout does a good turn every day. How many good turns have you done this week?

MAN

"A new commandment I give unto you, that ye love one another; as I have loved you, that ye also love one another."

—John 13:34.

"There is a fable out of unknown antiquity, which conveys an unlooked-for wisdom, that the gods, in the beginning, divided Man into men, that he might be more helpful to himself; just as the hand is divided into the fingers, the better to answer its purpose.

"The old fable covers a doctrine new and sublime—that there is one man. Man is not a farmer, or a professor, or an engineer, but he is all. Man is priest, and scholar, and statesman, and producer, and soldier."

—Emerson.

What must man do if all are to benefit?

Can you suggest a way by which man can be persuaded to do this?

If the ideal of this fable were realized, would there be any depressions, war or famine?

From your study of history, do you think that the general policy of men and nations, through the ages, has been one of coöperation?

How about the present day?

COÖPERATION WITH ONE'S SELF

"I desire to so conduct the affairs of this nation that if I lose every friend on earth, I shall have at least one friend left, and that shall be the one down inside of me."

—Abraham Lincoln.

To thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man.

—Hamlet.

O wad some Power the giftie gie us
To see our sels as ithers see us!

—Burns.

Whatsoever things are true,
Whatsoever things are honest,
Whatsoever things are just,
Whatsoever things are pure,

Whatsoever things are lovely,
 Whosoever things are of good report,
 Think on these things.

Deep within ourselves we realize the presence of a self that is infinitely greater than anything that we have ever been or done. Scientists declare that we use a small proportion of our powers.

How can we allow this self to find expression?

CASE STUDIES

I

Jack is a healthy, clever and attractive boy. He is in many activities, is very popular with his companions, and is always in the good graces of his teachers. He has an excellent mind capable of doing the type of work that would earn him an A grade in any of his scholastic subjects.

However, Jack is somewhat smugly satisfied with his social success. He is a leader in a group whose membership depends upon sociability only. He says, "Being a good fellow is better than good marks. A-C is a gentleman's grade anyway."

Should Jack be content to just "get by"?

Is he coöperating with the Giver of Life who gave him his fine intelligence and power of leadership?

What will happen to his ability if he does not use it?

To what better uses can he devote his ability?

II

Several pupils in John's study hall have thrown paper on the floor near him. He adds some, while he works, to the pile himself. Finally at the end of the period the teacher *requests* that all paper be removed from the floor. He picks up what he threw down and leaves the rest. The teacher *orders* him to

pick it up. But he says, "I didn't throw it down. My parents don't send me to school to do janitor work."

The teacher takes him to the principal.

Was the teacher wrong in ordering him to remove all the litter?

Does a pupil's duty to the school extend to picking up paper wherever it is? Or is this the janitor's duty?

What should the principal say to John?

III

You are taking an English quizz. The test is fair, but is pretty hard. You are working intensively, when behind you you hear:

"Hist! How about a little coöperation? Slide over in your seat so I can see over your shoulder."

The voice is from a good friend, a bright chap but who doesn't like to work too hard.

You want to help him! But—

What will be the final effect on your friend's character if you help him now?

Is there anything to be learned in school that is greater than marks?

How will you feel about it if you succeed in giving your friend this temporary advantage?

What should the teacher do if she sees you apparently giving assistance?

What kind of assistance does he really need?

IV

The high-school monitors are persons of importance and responsibility around the school. You decide to be one. You apply for an appointment. The student president does appoint you after an examination of your school reputation and scholastic standing. He explains the necessity for assisting in the enforcement of the rules of the school formulated and ap-

proved by the student council. You agree to coöperate in the maintenance of the best school conditions.

The first day you are on post, two of your best friends give you a smile and a wink as they pass you. They go on out of the building during the class period. You are in a dilemma. While you are thinking about what to do, they come back, leave some candy on your desk and run back to their room.

Tattling is extremely distasteful to you. It may result in the loss of their friendship.

What will the community think of a school that permits pupils to run in and out?

What will be the effect upon your friends if they learn in school to violate rules with impunity?

Do you think that students are old enough to coöperate in the responsibility of school control?

Will your friends think more or less of you if you report them to the student president?

What will you think of yourself?

What must be the attitude of a community toward those who violate its laws?

V

The other evening you secured permission from your mother to stay out until ten o'clock. However, at ten the crowd just began to be interesting. There was too much going on. About twelve you finally managed to tear yourself away. Rushing home you found your family in an uproar. Anxious phone calls had been sent out for you. Your mother was in a rage. She demanded that you stay at home each night for the next month.

You protest in tears, citing the example of the other young people, but to no avail. Then you decide to think it over.

What kind of guardianship did your mother probably have when she was young? Did it hurt her?

Is her solicitude for you based upon mere spite?

Was she too severe? What would you do were you in her place?

How is the best way to avoid such friction in the home?

VI

For Seniors

A few years have passed and you have graduated from school and find yourself successfully established in an excellent business. And you have found another individual of opposite characteristics who is apparently the finest person in the world. Your affections seem to be returned.

You are naturally in the highly emotionalized state which accompanies this situation, but you decide to think the matter over. You realize that you are about to enter into a situation where a lifetime of coöperation will be required!

If you are a woman what are some things that should be considered?

If you are a man what are some things that should be considered?

Will you expect to be always happy?

How do you expect to avoid friction? Estrangement? Poor health? Financial failure? Monotony? Bickering?

VII

SOCIAL—adjective; fitted or accustomed to live in companies with mutual coöperation and division of labor for the common good.

—Dictionary.

Classify the following as social or unsocial:

Leaving paper on school floor.

Bickering at home.

Teaching a class at Sunday School.

Disregard for traffic rules.

Contributing one's best to class discussion.

Keeping money when over-changed.
 Helping a student in an examination.
 Working for Community Chest.
 "Fibbing" when guilty of an infraction of rules.
 Writing one's own excuse.
 "Borrowing" a school mate's gym equipment.
 Keeping found articles.
 Razzing a referee.
 Serving in a military organization.
 Paying taxes.
 Complaining about unsatisfactory conditions.
 Feeding a tramp.
 Giving money to "panhandlers."
 Snubbing a school mate.
 Rendering the Flag Salute.
 Leaving gum in drinking fountains.
 Contributing food for poor people.
 Marking on school walls.
 Gossiping about fellow students.
 Serving as a monitor.

VIII

CODE: A body of principles governing in a society, class, or profession, i.e., the social code, the code of honor.

Have your home room draw up a code for your room (write on board):

"We the pupils of Room.....believe that we shall be happier and more helpful to one another, to our teacher, and to our parents if we adopt and coöperate in maintaining the following code:"

Pupils suggest additions to the code and they are listed under the preamble. There should be statements on punctuality, study, personal and room cleanliness, helping fellow students, parents, etc.

THE HOME ROOM

The home room has become the unit of school organization and administration. In the highly mechanized system of

a large high school, such unit organizations are indispensable. However, this mechanization will bring an end to all of the splendid pupil-teacher relationships that meant so much in the "old red schoolhouse" unless some means are taken to preserve these contacts and to make them effective.

Viewed in a larger sense, the home room is the basis of the spirit of the school. It is the natural habitat of individual guidance, personal inspiration, and character development. This takes work and lots of it, work in the form of thought, of conferences and of motivation of student activity. Yet these things are of utmost importance. Without them education is barren and useless, more than useless if its skill and power are placed in brains that still are evil.

First, study your pupils. Try to gain the confidence and love of the members of your group for unless you do, you will never reach them. Remember that their attitude toward you is apt to be a reflection of your attitude toward them. After you know them as individuals, organize them. A home room organization will never function spontaneously. On the other hand, a good organization cannot be imposed by the teacher from above. A leader may occasionally be found who will make the teacher almost unnecessary. But usually the teacher must do most of the organizing herself and yet not appear to do so.

Let the pupils *do* as they please as long as they please to do what they should! This is a good plan. The accent is on the word, *do*. Have something for everybody to *do* and eager hands and minds will take it up, thinking that they have originated and carried out the project themselves. Suggestions to leaders will usually result in action. Meanwhile the teacher maintains the role, as much as possible, as a member of the group.

One may ask, "Why this motivation? Why have any student organization? Why not say, 'Do this' rather than 'Let's do this?' Why work through student leaders at all?"

Here there is the coöperation which the world lacks. The primary years are the years for teaching obedience. The sec-

ondary school years are the years for teaching coöperation. True, there are some who have not mastered the first step, but they can be segregated and treated correctively. The level of the group must be kept steadily pointed constructively and creatively toward the objectives of coöperation, guidance, and character development. The world looks to the school for the education of its pupils not only in subject matter and obedience but also in all of the qualities of life that make for good citizenship.

The development of these social qualities through indirect emphasis in the curriculum subjects is difficult. A more direct and definite program of citizenship training is necessary. This is provided in the home room and adviser system and in the extra-curriculum work of the school.

There existed in the past a belief that "character must be caught, not taught." Investigation has disproved this. Character can be taught and must be taught if the idea of the school is to be realized.

How can we improve our school was asked of our students last year. One replied: "Courtesy is needed toward the teachers. Honesty in lessons is needed, coöperation, respectfulness, self-control; cleanliness in books, papers, dress and speech; you should always be punctual; trustworthiness is needed; accuracy is needed." These things are splendid character traits. How can our school attain them?

The answer is in the statement of Angelo Patri, "The longer I teach the surer I am that there is no force like that of education. Would you have peace? Teach for it. Would you have temperance? Teach it. Would you have honorable men? Teach honor. Would you produce a nation of self-controlled, broad-minded people? Teach to that standard and it shall come to pass." Then how can these things be taught?

First: By establishing general school conditions which invoke high standards of character. Investigation under controlled conditions has shown that deceit is far less and coöperation greater in schools which have reached a highly socialized level of student participation.

Second: By establishing home room conditions that evoke a high code of conduct. Pupils are usually good or bad by groups. It is the code of the group which is accepted. Deceit and mischief are less prevalent in rooms where the teacher is friendly and sympathetic and where there is student participation and student committees that work.

Third: By indirect teaching, taking *every* advantage to emphasize character traits as they are illustrated in the scholastic work; by being conscious of the special qualities which each particular subject exemplifies and having a definite plan for emphasizing these in the regular classroom work.

Fourth: By fostering the existence of many school activities where traits are practiced unconsciously in thousands of specific, supervised situations which evoke proper trait actions from our pupils.

Fifth: By direct teaching of character traits. The main opportunity afforded for this is in the home rooms. Units of study in character or citizenship training are furnished the teacher. These consist of parts, each with an object. There is a clear, broad definition of the trait, followed by quotations, poems, and stories with the object of securing a proper emotionalized attitude on the part of the student toward the trait. Then there are some case studies where the student is asked to register an opinion as to the exhibition of the trait or otherwise in certain situations. This is to fix a definite idea of the student's conception of truth or falsity on the basis of the trait. Finally there must be some specific activity—pantomime, dramatization (as in a program on courtesy), the formation of a code or a slogan (a member of Home Room No. is honest, etc. Suggestions made and discussed and codified by the room). Debate may often be used. Friendly arguments result in a great amount of thinking. Straw bal- lots, mock trials, story telling, and contests between parts of the group offer motivation and diversion.

The teacher is responsible for the teaching of the lessons on citizenship. Take the material and use it according to the best teaching methods which you know. Such teaching requires the highest type of technique.

The programs may be cut up to give the pupils assignments previously to the rendition of the program. If you have an excellent program committee, let them do this. If you have a good chairman, let him present the questions following each story. Otherwise, do this yourself. There must be thought and discussion if any minds are to be reached.

Two things are to be avoided. Do not assert yourself too strongly into the picture. And do not permit the program to reach a low perfunctory level of recitation without thought, discussion or pupil activity. If you can avoid these things and have a program that will reach your young people, they will live to call you great. And yours will be the accolade of satisfaction that comes only to the artist teacher capable of shaping young lives to greater ends.

COURAGE

Courage is controlled fearlessness in the face of ridicule, difficulty, or danger.

Courage consists in doing one's utmost to make his life strong, glorious, and honorable in order that he may benefit his own community and serve the race.

I have a rendezvous with death
 At some disputed barricade
 When spring comes back with rustling shade
 And apple blossoms fill the air.
 I have a rendezvous with Death,
 When Spring brings back blue days and fair,
 When Spring trips north again this year,
 And I to my pledged word am true,
 I shall not fail that rendezvous.

—Alan Seeger.

Who was Alan Seeger?
 Did he keep his rendezvous?

Paris, Sept. 30.—(United News)—Three American members of the French Foreign Legion during the World War will make a final effort within the next few days to find the

shell-torn battlefield on which Alan Seeger kept his "rendezvous with death."

The unmarked tomb of the "Poet of the Trenches" will be sought by George Delpuch, of New York, who was injured while standing in a wheat field beside Seeger.

They will be aided by farmers near Belloy-en-Santerre, by maps from the ministry of war, and by an undying friendship for the youth who wrote:

"... I've a rendezvous with death
At midnight in some flaming town;
When Spring trips north again this year
And I to my pledged word am true,
I shall not fail that rendezvous."

Seeger, whose poems became famous after his death, was killed somewhere in the fields across a ravine from Belloy. The records of the Foreign Legion show that he was buried with a hundred other dead of the Second battalion on the slopes of Hill 76. Marks of the grave were blasted later by counter-attacks and hope of finding the grave is remote. If it is found a monument will be erected there, commemorating in Seeger's sacrifice the deaths of hundreds of Americans in the Legion.

"He who would save his life must lose it."

—Christ.

What does this imply in terms of unselfishness and service?

What examples can you mention of men who have lost themselves for others?

Does the education of the young people by the community imply a return to the community in terms of unselfish service?

Does this require courage? Devotion to ideals? Self-reliance? Bravery?

For lower grades:

DAVID AND GOLIATH

David was the son of Jesse. He was a shepherd boy. One day old Samuel came looking for a man to annoint king. The Lord had told him that he must choose one of the sons of Jesse. Jesse showed Samuel his seven sons but Samuel said, "The Lord hath not chosen these. Are these all thy children?" Jesse told him, "There remaineth yet the youngest and he keepeth the sheep." So they sent for David. Samuel saw he was ruddy and of goodly countenance and said, "Come anoint him for this is he."

Now Saul was king. He was troubled with an evil spirit and nothing soothed him but harp music. David could play the harp well. Whenever the evil spirit came upon Saul, David would play upon the harp so well that "Saul was refreshed and the evil spirit departed."

About this time the Philistines gathered an army to give battle to the Israelites. Saul and his men went to meet them. There went out a champion from the Philistines, a giant named Goliath, very tall and strong, and defied any Israelite to give him battle. No Israelite dared to go out to meet him. David went to Saul and said: "Thy servant will go and fight the Philistine."

Saul offered David helmet and armor to fight the giant but David refused. Instead he took five stones from the brook and his leather sling and went out and called on Goliath to come forth to battle.

Goliath scorned young David and said he would feed his flesh to the birds and the beasts. David waited until the giant was near enough for a good aim. He whirled his sling around his head and let go. The stone flew straight and hit Goliath in the forehead whereupon he fell down dead. David took his great knife, cut off the giant's head and held it up for the Philistines to see. At this they were all so afraid that they all fled in great confusion.

Questions

Who are some modern Goliaths? Some modern Davids?

Do we have any opportunities to display like courage?

JOAN OF ARC

Upon the death of Charles VI, many Frenchmen, dissatisfied with the unjust Treaty of Troyes, decided to stand by the Dauphin (title given the eldest son of the King of France), Charles the VII. So the war dragged on. The dauphin's supporters gradually withdrew. Burgundy, a large territory in eastern France, had already allied itself with the English. Most of northern France was in the hands of the enemy and efforts were being made to drive the dauphin south of the river Loire. The fortified town of Orleans was the only obstacle to the English plan. They, therefore, surrounded the city, built forts, and proceeded to batter the walls. For six months this siege of Orleans continued. If it fell, the French failed. The dauphin and his nobles were shamefully inactive, and the brave people of Orleans were almost ready to give up when the city was saved by a sixteen-year-old peasant girl, Joan of Arc.

Clad in white armor, on horseback, and carrying a white banner embroidered with lilies, Joan led the French troops to Orleans in 1429. One after another the English forts fell, Joan always leading the attacks. Although she carried a sword presented to her by the dauphin, and supposed to have been the one used by Charles Martel against Mohammedans, she never used it.

With her banner held aloft she led every attack. When wounded, she refused to have the wound "charmed," the usual method of healing at this time. As Orleans and other French cities were regained the French grew confident. Rheims was captured and the dauphin, conducted by Joan, entered the city. Joan of Arc was acclaimed by the common people as the

"savior of her country." She appealed to the patriotism of all Frenchmen, and the spirit of nationalism spread over France. Many of the nobles who resented this, because it would mean the destruction of their feudal power, conspired against Joan. Because of their treachery she failed to take Paris. Later when she was captured by the Burgundians and sold to the English, not even the French King would ransom her.

She was taken to Rouen, put in an iron cage, chained to the wall, tortured and tormented. The English condemned her to die, saying she was a witch, a heretic, and a renegade. She was burned alive in the public square at Rouen. A little while later the Pope declared her innocent, and in 1920 she was enrolled as a saint of the Catholic Church.

The spirit of the "Maid of Orléans" lived on, and finally in 1453 the English were driven out of France.

Questions

1. Name the places in which Joan of Arc showed courage. How did she?
2. Does the courageous person always receive recognition at the time of the deed?
3. What satisfaction did Joan experience?

SELF-RELIANCE

One of the great English books is "Tom Brown's School-days." If you have read it, you will never forget one thing. You will remember the new boy who came to school and how at night, when all the merry lads and all the bullies were shouting and laughing the new boy knelt down by his bed and said his prayers. You will remember the fun they made of him.

It is easy to mock a lad when he is remembering his mother, but it is hard to do what Tom Brown did; *for he too went to his bed and knelt down.* There was courage in that, and it did not fail, for those who came to mock, remained to pray.

Questions

1. Was Tom Brown foolish or should he have gone along with his crowd and jeered also? What would a group of boys say about Tom to-day?
 2. Which do you think is harder, courage in real big things or courage in little things?
-

DR. GUYON

Hundreds of thousands of men have laid down their lives for their countries. Many have volunteered to go to battle, and many have been drafted. They all joined the army with some hope of returning home uninjured. Some have gone into perilous places in battle with a feeling that the odds were much against them but had a little hope.

This heroism recalls an incident of years ago when the plague afflicted Europe. In Marseilles, France, this dreaded disease became so terrible that parents deserted children and children forgot their obligation to parents. Funeral processions were constantly passing along the streets. Everybody was sad not knowing when he would become a victim of the plague. The physicians held a meeting to see if something could be done to stop the wholesale spread of the disease. It was agreed in their meeting that nothing could be done without opening a corpse to discover the character of the disease. It meant death to the one who should get this information. Who would make the sacrifice of his life for this cause for his country? There was a pause of death-like silence. Then, Dr. Guyon, one of the most celebrated among them, wealthy, in the prime of life, and with a seeming great field of usefulness before him, arose and said: "Be it so; I devote myself to the safety of my country. Before this general assembly I swear in the name of humanity and religion that to-morrow at the break of day I will dissect a corpse and write down what I observe."

He immediately left the room, made his will, and spent the evening in religious exercises. During the night a man

died in his house of the plague, and at daybreak Dr. Guyon entered the room and made the examination. He then left the room, threw the papers on which he wrote into a vase of vinegar that they might not convey the disease to another, and retired to a convenient place, where he died twelve hours later. Dr. Guyon's unselfishness in death left an example to inspire and bless.

Questions

1. Can you name any other great heroes of science?
 2. Are the greatest battles fought in peace or war?
 3. Was it easy for Dr. Guyon to perform this experiment?
 4. What types of courage did he show?
-

"FEAR NEVER HELPS US"

Did you read the story of the steeplejack who spent two hours on a ten-inch ledge one hundred fifty feet in the air and got down safely? It happened not long ago in Rochester, New York.

His companion had dropped and died, when the scaffold broke. James Kemp, warned by the cry of his fellow-worker, was able to catch himself. Ladders fell short in the rescue. Airplanes were brought into service, but the wind was too strong. The ropes they lowered failed of their mark.

Seconds and minutes clicked by—to the quarter hour, the half hour, the hour, and on. The steeplejack still hugged the bricks, while the wind sang around him, and the rapidly gathering crowd below stood in horror.

A rocket gun was brought into action. After five trials a thin cord was shot over the chimney's top, close enough so that Kemp could reach it. Balancing on his ten-inch perch, Kemp waited until a heavier line could be drawn over the chimney, and then a rope. With this he reached the ground.

As he landed the man who had been directing the rescue, fainted, but not the steeplejack.

"I knew better than to let the thing scare me," he said.

The situation in the nation and the world to-day is indeed serious. And one of the most dangerous factors is fear—the thing that didn't bother Kemp. Nothing is needed now so much as a stout heart.

Fear never helped in any situation. The more intense the circumstances the more reason for courage and good nerves. That goes for shipwrecks or fires and cyclones or earthquakes or economic hurricanes.

Questions

1. Is it possible to have hope and vision in the face of difficulty?
 2. What is the influence of time upon most difficulties?
 3. What kind of courage do "hard times" necessitate?
 4. What is the "Ten Year Plan" for the U. S.?
 5. What can an individual do in time of depression?
-

Mr. John Law, young coach of the Manhattan College football team, was in to see me yesterday. You will recall him as the all-America linesman and captain of the 1929 Notre Dame eleven which beat the Army in the Stadium. That was the year a flee-footed gentleman by the name of Elder ran the length of the field to change in an instant the entire complexion of a stubbornly fought battle.

"Was that guy fast!" ejaculated Mr. Law. "I used to run interference for him and more than once he caught up with me and just naturally ran me right into the ground."

It's an interesting story how Mr. Law happened to go to Notre Dame. He listened in on a radio broadcast of the 1924 Stanford-Notre Dame game. The exploits of the Four Horsemen thrilled him. Without further ado he announced he was going out to South Bend. "What are you going to use for money?" asked the elder Law, a day laborer and not precisely a plutocrat.

Young Mr. Law answered that he would get out there some way or other. Presently he saved enough to pay his railroad fare and shoved off. Up to that time all he knew about Notre Dame was that it was a place where the Four Horsemen galloped and a bald-headed fellow named Rockne coached.

Contrary to skeptical opinion there are certain regulations which must be respected before even a football player may matriculate at Notre Dame. One of these is that your tuition must be paid. Young Mr. Law didn't have a dime when he arrived at the registrar's office. He didn't know anybody. There was no friendly alumnus to interest himself in the young man's predicament.

"They seemed amused at my audacity," relates Law, "but that was all. At least a part of my tuition had to be paid in advance, and that was final. I wandered around the field and after a while I came across one of the priests batting a hand ball up against the wall.

"Mistaking me for one of the new freshmen, he called out, 'How about a game?' This was a break, because I always played a good game of handball. I don't remember whether I won this game or not, but anyway I told the priest my story and he became interested in me. 'I'll try to get you a job in the furnace room,' he promised. What's more he did, and after a day or so I was accepted."

Here Mr. Law paused and smiled reminiscently. "I had the idea that after you got started and made the squad they took care of you out there. Well, they did. I did such a swell job in the furnace room that I managed to hold it until I graduated. In fact I was practically indispensable. They wouldn't even think of letting me go during the holidays. Still I oughtn't to kick at fifty cents an hour; the pay wasn't bad."

Questions

1. Was John Law foolish or courageous in starting to college without any money?
2. What does the world usually do for the man who is truly courageous?

THE WINNING GIFT

Take for yourself the gift of the gods,
 But give me courage;
 Give me the heart that knows no odds—
 Yes, give me courage.
 Reach for the laurel that rules the game,
 Wealth, position, the crowd's acclaim,
 For the great white spotlight's blinding flame,
 But give me courage.

Ask your gods for wealth or a throne,
 But give me courage;
 The soul to face red fate alone,
 Yes, give me courage;
 Shadows of sorrow hide the shore,
 The weaker stumble to rise no more,
 But life and death fall back before
 The charge of courage.

—Grantland Rice.

CASE STUDIES

Secure a group expression of opinions on these. If opinions are honestly expressed there will be much diversity and room for discussion.

Honesty and Courage

1. You have broken a school rule and are caught but deny it. Is your attitude.....?

Coöperation and Courage

2. You see another student persistently violating a school rule and you conceal his delinquency. Are you.....?

Individuality and Courage

3. You are invited by two boys to play truant and you have just study periods for the afternoon and won't get caught. You go along. Are you.....?

Fearlessness and Courage

4. All pupils in your school must stay when tardy. You are late and go back home. Are you.....?

Judgment and Courage

5. You are seated next to a dull student during an examination. He is persistently copying from your paper. You do not conceal it. Are you.....?

Fairness and Courage

6. You have accompanied a school chum to several school dances. He or she decides to go to the next dance with another friend. You are greatly peeved about it. Are you.....?

Dependability and Courage

7. The teacher is depending on you for a report. You come to class without it and offer many excuses. Are you.....?

Duty and Courage

8. You have duties at home. The gang comes along and wants you to go to the ball game. You refuse in the face of ridicule. Are you.....?

Responsibility and Courage

9. You break a classroom window and preserve silence. Are you.....?

Open-Mindedness and Courage

10. You dislike another pupil and have the opportunity to make him or her appear small in the eyes of the gang. Are you.....?

The main activity of the chapter of Central High School (Oklahoma City, Oklahoma) is that of sponsoring the Honor Roll. This Honor Roll is made up every six weeks and contains the names of all students in Central High School who made "A's" and "B's" only for the preceding six weeks. These

names are published in the school paper. They are now planning a special certificate, signed by the principal, to be given those who make all "A's." At the end of the year, in the award assembly, those who have been on the Honor Roll the entire year are called to the platform and awarded certificates. This Honor Roll is kept from year to year and they are planning to present to those who keep their names on it for two years, a silver pin (the school letter) and to those who are on the Roll the entire three years, a gold pin, possibly with pearls in it.

The Vernon Chapter of the National Honor Society at Gallia Academy High School (Gallipolis, Ohio) does not hold stated meetings but does encourage scholarship by presenting a scholarship plaque each six weeks to the home room having the highest point average for the particular time. The points computed by counting four points for A, three for B, two for C, and one for D. At the end of each year, the senior having the highest four-year average has his name inscribed on the plaque.

Last year, the chapter at Murphy High School (Mobile, Alabama) had a candy booth on Welfare Day, the proceeds of which were donated to the welfare work in the school. In the spring of last year, a banquet was given so that the graduate members could get to know the new members.

The greatest service which the chapter at Senior High School (Bartlesville, Oklahoma) renders to the school is that of ushering at all school performances, both free ones and those calling for reserved seats, at matinee and evening performances. Under the direction of a head usher, each member is designated to a certain ushering task, ranging from the sale of tickets at the box office to receiving tickets and the actual ushering. Often the members act as guides for Parent-Teacher Association occasions when the entire building is used. Attractive arm-bands of the National Honor Society have been made for use while members are ushering. The members feel that services which they do are not tasks but rewards and the work they do clearly shows this.

The activities of the chapter at the Sumner High School (St. Louis, Missouri) consists of: (1) A committee of the chapter assumes full responsibility for the arrangement of the stage in the auditorium for all regular auditorium periods. The actual work is done by the regularly appointed custodians. It is the responsibility of the chapter to see that plants are properly placed and that the general appearance is satisfactory. (2) At the beginning of each semester the Honor Society sponsors a "Fellowship Party." The purpose of this party is to welcome all pupils who are entering Sumner High School for the first time. A pleasant hour is spent playing games. Refreshments are served and two or three brief speeches by active and graduate members of the society serve to inspire the pupils to do their best from beginning to end of their high school life. (3) A study hall committee composed of active members of the society serves in the various study rooms, under the supervision of teachers. They assist pupils who are in need and help to create a wholesome attitude of study.

The members of the chapter at the South High School (Denver, Colorado) have established and operated a lost and found department for the past three years. Articles that are found are turned over to this bureau and are recorded as follows:

Date	Article and Description	By		Where Found	Date Returned	To Whom Returned	Home Room	Remarks
		Whom Found	Where Found					

In this way an accurate check is maintained and seldom are articles returned to others than the rightful owners. A small room lined with shelves is used for storing articles and regular office hours are held before and after school, during the lunch hour, and at certain study periods when members record the articles, etc.

In the fall of the year, the South High School (Denver, Colorado) chapter holds a mock initiation and a party to which the alumni members are invited. At this time the initiates are formally taken into the organization. For two weeks preceding the initiation copies of the little booklet concerning the history of the organization, the symbolism of the pin, the

constitution, etc., are "on reserve" in the school library so that the initiates may prepare themselves for the written test which takes place a couple of days before the initiation ceremony. The spring initiation is usually in the form of a "steak fry" held in the mountains at a cabin owned by some one of the members or alumni. A mock initiation held out-of-doors and a formal initiation within the cabin are the main events of the afternoon and evening. This chapter sponsors at least one assembly program a year in which the members take part. This program usually consists of a play or skit and some musical numbers and is intended to show the school that the members are not only good students but have other talents as well. Last year, the chapter installed a local honor society, based purely on scholarship, to which all students who have attended South High School at least one semester and who have made two "A's" in academic subjects and have "B's" in all the rest of their subjects at the end of the semester become members of this organization called the South Scholastic Society or the "Triple S" Society. It is the feeling that this organization stimulates good scholarship and gives recognition to those who have done well. The organization holds regular meetings and gives the members a chance to become acquainted with one another. Because of the method of election and the active part the members play in school affairs, the students regard membership in the National Honor Society as the highest honor which can be conferred upon them at South High School.

THE NATIONAL HONOR SOCIETY

of the

Junior-Senior High School (Rochester, Minnesota)

ACTIVITIES

The following are suggestions to enlist assistance by special assignments of members of the National Honor Society:

- I. Concerning students who should have advisers:

- A. Students *new* in the system (9th graders) ; assigned during the second week of school.
- B. "*Problem*" students (9th graders) ; assigned during the first six weeks of school or at any time during the year that the need is felt.
- C. Ninth graders who fail in one or more subjects; assigned at close of first six weeks or at any time during the year when failures occur.

II. Concerning those who will select advisers (from the Junior Honor Society) for the advisees:

Faculty committee working with the officers of the society.

- N. B. It might be advisable for the two 9th grade English teachers and the two 9th grade mathematics teachers to be on the faculty committee since they could easily keep in touch with all 9th grade pupils.

III. Suggestions for student advisers to follow:

- A. Upon being given an advisee, go to home room of that student and meet him through the teacher there.
- B. Make an appointment to talk with him within three days from time you have been given advisee.
- C. Adviser should make an effort to confer with advisee as often as possible—once in two weeks at least; but if student is *failing* in any subject, once a week should be the minimum.
- D. Make a report at least once in two weeks to faculty member on committee who appointed him to advise.
- E. Try to discover indirectly these facts concerning advisee:
 - 1. Amount of time regularly given to study outside of school.

IV.

2. Outside activities he enjoys during recreation hours.
 3. "Home" conditions, especially if not living at home.
 4. Activities in school he does or would like to partake of.
 5. Amount of time spent after school receiving help or suggestions from teachers.
 6. Future vocational interests.
- F. Ways in which adviser may help advisee:
1. Suggest to student how to qualify for activity he would like to enter.
 2. Advise him to consult teachers more often concerning his perplexities.
 3. Give him suggestions as to the most effective time and ways of studying.
 4. Answer any definite questions concerning particular subject that you can; however, this does not mean getting his lesson for him.
 5. Be encouraging in every way possible.
 6. Aim in every way to have a friendly, cordial attitude toward advisee, *never* one of superiority.

IV. Suggestions to faculty committee:

- A. On uniformly-sized cards keep a record of names of advisees with names of the advisers, followed by any pertinent facts obtainable, especially those given by advisers in their reports to you.
- B. Have a complete list of Junior Honor Society members from which advisers are appointed; chairman should be consulted, however, before this is done so as to prevent duplications.
- C. Instructors should follow up as closely as possible the work of the advisers so that their interest or efforts do not lag and dwindle.

- D. Give to advisers suggestions about the best ways of studying so that these may be passed on to pupils.
- V. Would it be advisable and possible to grade each adviser at end of year on his faithfulness, thoroughness, and the results obtained by his efforts?

THE HONOLULU MCKINLEY CHAPTER OF THE NATIONAL HONOR SOCIETY

Below is a report of the achievements of the McKinley Chapter (Honolulu):

I. TANGIBLE SERVICES:

- 1. To the Community:
 - (a) Program at the Army and Navy Y. M. C. A.
 - (b) Program at the King's Daughter's Home.
 - (c) Radio program over KGU.
- 2. To the School:
 - (a) Helped dress two needy girls.
 - (b) Developed and has charge of the present honor roll system—a tremendous undertaking in such a large high school.
 - (c) Sold ice-cream to the students giving the profits to the general Student Body fund.
 - (d) Bought a C. W. Bartlett print for the school.
 - (e) Helps bring culture to the students through outside speakers.
 - (f) Sponsors the Torch Society.

II. INTANGIBLE SERVICES:

"The purpose of this club shall be:

- 1. To create an enthusiasm for scholarship.
- 2. To stimulate a desire to render service.
- 3. To promote worthy leadership.

4. To develop character in the students of McKinley High School."

We feel that we have in a large measure fulfilled these ideals of our society. Not only have we endeavored to develop these qualities among our members but have also been an influence in the school for other students to live up to these ideals and electing them to membership when we find that they deserve it.

In our daily contacts with others we uphold the cardinal points of character—honesty, industry, brotherhood, purity, and service.

HONOR ROLL SYSTEM OF McKINLEY HIGH SCHOOL (Honolulu)

Below is a plan of evaluation of candidates for membership:

I. GRADING:

Very Good.

Good.

Fair.

Poor.

Very Poor—no credit.

II. HONOR ROLLS:

1. Scholarship:

All students making an average of good with two very goods canceling a fair.

2. Citizenship:

All students who are entirely self-supporting or supporting others, and who make an average of very good, good, or fair. Those supporting others will be differentiated from others by a double "C" placed after their names.

3. Activities:

All students deserving recognition in activities, recommended by student body or class advisers.

4. Outstanding in One Subject:

Not more than two per cent of students enrolled in each department. Each student shall have after his name the department in which he is outstanding.

ASSIGNMENTS FOR MEMBERS OF A LOCAL CHAPTER

"One of the chief criticisms of the activities of the Honor Society is that it has no constructive program. On commencement night the senior receives his seal on his diploma or his star on the program as he 'goes down the steps.' Looked at both from the point of view of the school and of the education of the student it would seem that all of the fine ability represented in such a group should be capitalized for the betterment of the school as well as for the development of the ideals of service, leadership, etc., within the organization. Since the election of members may take place long before commencement night, the organization can assume tasks and programs which will benefit all concerned. The responsibility for such tasks as the following might be assumed by the organization:

Monitorial and study hall duties

Assembly programs promoting society ideals

Big Brother and Big Sister work

Purely social meetings, dances, parties, picnics

Campaigns of service, study, courtesy, 'broaden your interests'

Public initiation service

Encouraging scholarships by various means

Setting the examples of the high ideals for which it stands

Welcoming strangers, visitors, teams

Members act as proctors, assistants to teachers

Assist in mechanics and details of commencement

Discouragement of commercialism in subjects, athletics

Banquet for graduating senior members

Reception for parents

- Entertainment of students on honor list
- Inter-class competition in various qualities of citizenship
- Reception to freshmen and their parents
- Responsibility for assisting substitute teachers
- Publicity of commendable work
- Exhibitions of fine work on bulletin boards
- Recognition of students who have raised their marks over last term's
- Letters and encouragement to students, deficient or discouraged
- Establishment of tutor bureau
- Special recognition for those intending to teach
- Assist faculty in giving and scoring intelligence tests
- Hold 'assimilation' meetings for freshmen
- Help in the planning and holding of 'Academic' contests
- Act as substitute teacher
- Visitation of junior-high and elementary schools for purposes of encouraging students to come to high school
- Encourage participation in activities for the "grind"
- Emphasize all around development of the student
- Visitation to and reports from other high schools and societies
- Increasing interest in going to college or continuing education
- Make college entrance requirements available
- Give information concerning scholarships
- Leading in campaigns to abolish undesirable activities, cribbing, dishonesty in home work, cheating, cigarette smoking, gambling, defacing or destroying school property
- Substituting programs for 'Round Neck Day,' 'Class Scraps,' 'Rag Day'
- Planning, organizing, and executing for the wholesome influence of the schools.¹

For additional activities see page 23 of Bulletin No. 31 of the Department of Secondary-School Principals.

¹Permission for the quotation was obtained from Dr. H. C. McKown, author, and The MacMillan Company, Publishers, of EXTRACURRICULAR ACTIVITIES.

RITUALS

Portsmouth, Ohio—In the May, 1929, Bulletin No. 27, of the Department of Secondary-School Principals, you will find the Installation Service of our chapter. The ceremony is so dignified and impressive that we have not desired any changes. We do, however, add a few features which are not mentioned in the Installation ceremony found in the Bulletin referred to. First, the Parent-Teachers Association president presents the Honor pin, the emblem of the Society, to the new members and as he presents them, pins them on the coat lapels or waists. This is preceded by a brief presentation talk. The members of the Parent-Teachers Association furnish these pins. Second, before the formal installation of candidates begins the principal introduces the assembly program by reading the names of freshmen and sophomores, who are not by constitution eligible for membership in the Honor Society, who have maintained averages during their semesters in high school of 90 per cent or above, and says, "You will probably be the future members of this society and on behalf of the faculty I want to congratulate you and your parents upon your high-school scholarship." The parents of the honored freshmen and sophomores are notified the day before to attend this special assembly. We have found that this is a great stimulus to scholarship and this goal and ambition which we have set up for them are pretty generally maintained during their high-school careers. The committee of department heads, who constitute the faculty committee to select the honor society members, maintain absolute secrecy of their selection until the assembly starts when the students are asked to come to the stage. This assembly is held at 9:30 in the forenoon, and after school starts that morning at 8 o'clock the parents of these newly elected members are called over private phone by a member of the faculty committee and apprised of the election of their son or daughter to membership. The parents usually respond promptly and are seated in the assembly when the students come in at 9:30.

The *Reynolds High School of Winston-Salem, North Carolina*, has a tapping ceremony which is described as follows:

This ceremony is carried on by the old members of the organization who are in the local active chapter. At the given signal in the induction ceremony, the members go forth from the stage in files from each side led by a herald. Sometimes they carry a lighted candle in one hand and a wand in the other. In the ceremony used this year only the wands were carried. These old members go down into the assembly where the student body is seated and tap on the shoulder the students from the senior class who have been selected by the faculty as candidates. The orchestra plays during this part of the ceremony. After the candidates have been notified by this means they are accompanied to the stage by the members who tapped them. The induction ceremony is then carried out.

INITIATION FOR NATIONAL HONOR SOCIETY of the Reitz High School, Evansville, Indiana

Auditorium is darkened when students come in—only footlights on stage. After school is seated, the curtains part slowly, revealing a tableau as follows: National Honor Society emblem (large copy) is suspended from the rear of stage, preferably against a black drop. Four members (preferably officers) in black or gray caps and gowns stand in groups of two on either side of emblem, holding candles of the following colors: red, white, purple, and yellow. Each member wears around his neck a stole to match his candle. Members pose, candles lifted toward emblem. Hold tableau about one minute. Members then set candles on stand or table just beneath emblem and take seats toward center of stage. Other present members (if the group is not too large) may be seated to right of emblem.

Student chairman (preferably president of the organization), wearing cap and gown, advances to front of stage and gives speech of introduction.

Chairman: To-day we are to receive new members into the National Honor Society. Admission to this organization is the greatest honor that can come to a high-

school student, for it stands for excellence of achievement not only in one line, but in every line of endeavor. Scholarship alone will not admit a student to the National Honor Society. To scholarship must be added service; to service, leadership; and to leadership, character. A student may therefore make all E (the highest) grades and still miss the National Honor Society if he does nothing for his school or if he shows traits of character that are undesirable. The membership is so limited that only the outstanding members of the junior and senior classes may be admitted, since no graduating class may have more than fifteen per cent of its membership in the National Honor Society. These students who have attained this high standard, and who have been chosen by faculty vote to become members of the National Honor Society are therefore greatly to be congratulated upon the excellence of their record while in high school.

Chairman: Will the present members kindly bring the candidates for membership to the stage?

Candidates are brought to stage and seated to left of emblem. (These candidates are not notified in advance of their election to membership.)

Chairman: Present members will now instruct the candidates in the principles and ideals of the National Honor Society.

Scholarship Speaks:

First of the requirements for admission to the National Honor Society is high scholarship. The Honor Society wants boys and girls who are good students—boys and girls who are anxious to do their utmost to uphold their own scholarship and that of High School; who love learning for its own sake; and who wish to go on learning long after their high-school days are past, since education ends only with life. The National Honor Society member has an inquiring mind, a capacity for hard work, and an eagerness for knowledge. He is willing to spend long hours in reading and study, because he knows the real and lasting benefits that may

be derived from learning and from close application to one's task. No subject or course is too difficult for him; long assignments are only a challenge to him to do his best. With Wordsworth he realizes,

"Dreams, books, are each a world, and books, we know,
Are a substantial world, both pure and good."

The real student studies, not because he is forced to do it, but because he loves to learn; and may we have many members of this type in our own National Honor Society.

(Speaker turns and addresses candidates.) Candidates for membership in the National Honor Society, you have been chosen first of all because of your high scholastic standing and your faithfulness to your studies. May your love of learning grow with your growth until you have reached the full flowering of your mental development; "For 'tis the mind that makes the body rich."

Leadership Speaks:

A leader is one who stands out among the crowd and points the way for others to follow. Throughout the ages men have owed much to great leaders, whether in the field of politics or of science or of religion. We can not all be Julius Caesars or Isaac Newtons or Lindberghs, or Edisons; but every member of the National Honor Society can in some way and at some time take the lead and help his schoolmates and others to achieve things that could not otherwise be brought to pass.

The price of leadership is sacrifice, the willingness to yield one's own personal interest for the interests of others, the willingness to give up his own time and personal preference for the sake of others. A leader has confidence in himself and dares to go forward when others hesitate. Like George Eliot, he wishes to live

"* * * In minds made better by his presence; live
In pulses stirred to generosity,
In deeds of daring rectitude, in scorn

For miserable aims that end in self,
 In thoughts sublime that pierce the night like stars,
 And with their mild persistence urge man's search
 To vaster issues.

So to live is heaven.
 To make undying music in the world,
 Breathing as beauteous order that controls
 With growing sway the growing life of man."

Candidates for membership in the National Honor Society, strive to be so sincerely devoted to the best interests of your school and your community that you may prove yourselves worthy to take the lead and to guide others on to higher and better things.

Character Speaks:

The National Honor Society recognizes that the development of good character in the individual is of supreme importance.

The willing acceptance of personal and social responsibility, the cultivation of habitual acts of fair play, honesty, truthfulness, and honor, the development of strength by means of self-control, industry, perseverance, and self-sacrifice, the expression of loyalty to ethical and moral standards of family, school, church, community, state and nation indicate habits and attitudes every student should seek to acquire.

The real student whose character is expressed through his personality works with a purpose; he scorns sham and pretense; he keeps his mind open and wide-awake for new ideas. Such a one is willing and ready to admit error and will seek to correct the faults of which he becomes aware. He is honest with himself and others and is true to his knowledge of right. Rudyard Kipling has well expressed the high requirements of good character in his poem *If*:

"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 wait and not be tired by waiting,
Or being lied about (don't deal in lies),
Or being hated (don't give way to hating),
And yet don't look too good, nor talk too wise;
If you can walk with crowds and keep your virtue,
Or walk with kings—nor lose the common touch;
If neither foes nor living 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—what is more—You'll be a man, my son!"

Candidates for membership in the National Honor Society, you have been recommended for admission because of your recognized qualities of good character, traits, and attitudes. Value the experience of days that are past and go forward into the future, keeping ever before you the high standards and ideals which your school and this society expect of you.

Service Speaks:

Service is a general term, comprehensive in meaning, which embraces many things. There are various forms of service which a National Honor Society member may render—service to our school, service to one's home, service to one's friends, to the community, to country, and to God. Service is the life-giving food of the soul, the spirit of self-sacrifice which causes us to lose sight of ourselves for the sake of others, since it is,

"Not what we give, but what we share,
For the gift without the giver is bare.
Who gives himself with his alms feeds three—
Himself, his hungry neighbor, and Me."

Again the same idea has been expressed by Tennyson:

"* * * Wherefore let thy voice
Rise like a fountain for me night and day.
For what are men better than sheep or goats

That nourish a blind life within the brain,
 If, knowing God, they lift not hands in prayer
 Both for themselves and those who call them friend?
 For so the whole round earth is every way
 Bound by gold chains about the feet of God."

There are many ways in which a member of the National Honor Society may serve the school. One way our organization has found very effective is by helping students who are failing or barely passing in their studies to bring their work to grade. Each of our members acts as a sort of big brother or sister to these pupils who are behind with their work. Other ways are by selling tickets, helping teachers, and taking part in school activities. Every member will find some way to render service to others.

Candidates for membership in the National Honor Society, may you constantly strive to put the welfare of others before your own pleasure; to help those who are less fortunate than you; and to serve in every possible way your school, your community, and your country.

Chairman: Mr. (name of principal), the candidates for membership in the National Honor Society await your pleasure.

Principal: Mr. Chairman, in behalf of the faculty and the student body of High School, I hereby accept these candidates as full-fledged members of the National Honor Society. May they ever be found worthy of the trust hereby imposed upon them.

Chairman: Will the new members please stand and repeat the pledge? Raise the right hand.
 Pledge:

I pledge myself to uphold/
 the high purpose of the 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/.

Chairman: New members will now please sign the register.

(While the register is being signed, soft music is played. Chopin's Preiude in D minor has been used successfully several times. If possible it should be played by one of the members.)

Certificates of membership are presented by the principal.

Members who held candles should take them up again and pose for the same tableau as that at the beginning as the curtain slowly falls.

RITUAL OF INDUCTION FOR THE DEARBORN, (MICHIGAN) HIGH SCHOOL CHAPTER OF THE NATIONAL HONOR SOCIETY

As the curtain rises, four members of the National Honor Society, dressed in academic garb, and representing by a band diagonally draped from shoulder to waist, the four ideals of Scholarship, Character, Leadership and Service, hold a scroll containing the signatures of the complete roster of the Dearborn Chapter. At the beginning of the ceremony the scroll is rolled and is held at the top of a slanting desk-like structure made for the purpose. On the surface of this desk is painted the emblem of the National Honor Society. The figures of Scholarship and Character hold the top roller of the scroll, the former standing at the left with left arm outstretched, the latter at the right with right arm outstretched. Leadership stands to the right and slightly in front of Scholarship, holding one end of the bottom roller; while Service is in the same relative position to Character. All other initiated members who can attend the ceremony stand in a semi-circle behind the group with the scroll.

The president, also in an academic robe, stands at the right of the scroll beside a stand on which a large inkwell and a quill pen are placed. Both the inkwell and the pen should be constructed especially and used solely for this ceremony. A lighted candle may also be on this stand.

To the accompaniment of soft music offstage, the candidates march in from the right and form a diagonal line to the right of the tableau group. Simultaneously the principal of the high school enters from the left and stands at the left of the tableau.

President: In the year 1928 the Dearborn High School received a charter to institute its own chapter of the National Honor Society. Since that time members chosen by a highly selective process have been admitted to its ranks. The names of these people are inscribed on the scroll which you see before you. (President turns to the group.) Let the scroll be unrolled! (The figures of Service and Leadership walk forward unrolling the scroll. When the scroll is unrolled both kneel so that the scroll is flat on the slanting desk. At the same time the figures of Scholarship and Character move inward so that they are directly behind the two kneeling.)

President, continuing: These names are the signatures of young men and women who are constantly endeavoring to uphold the high ideals of this society, ideals that have been summed up in four words: Scholarship—

Scholarship Recites:—

"Blessed is the man that findeth wisdom and is rich in understanding: the purchasing thereof is better than the merchandise of silver, and her fruit than the chiefest and purest of gold. She is more precious than all riches, and all the things that are desired are not to be compared with her. Length of days is in her right hand, and in her left hand riches and glory. Her ways are beautiful ways, and all her paths are peaceable. She is the tree of life to them that lay hold on her; and he that shall retain her is blessed."¹

Service Recites:—

"Abou Ben Adhem (May his tribe increase!)
Awoke one night from a deep dream of peace,
And saw within the moonlight of his room,

¹Proverbs III:13-18.

Making it rich, and like a lily in bloom,
 An angel writing in a bask of gold.
 Exceeding peace had made Ben Adhem bold,
 And to the presence in the room he said,
 'What writest thou?' The vision raised its head,
 And with a look made all of sweet accord,
 Answered, "The names of those who love the Lord."
 'And is mine one?' said Abou. 'Nay, not so,'
 Replied the angel. Abou spoke more low,
 But cheerily still; and said, 'I pray thee, then,
 Write me as one that loves his fellow men.'
 The angel wrote, and vanished. The next night
 It came again with a great wakening light,
 And showed the names whom love of God had blessed,—
 And lo! Ben Adhem's name led all the rest!"

President: Leadership—

Leadership Recites:—

"This I beheld, or dreamed it in a dream:—
 There spread a cloud of dust along a plain;
 And underneath the cloud, or in it, raged
 A furious battle, and men yelled, and swords
 Shocked upon swords and shields. A prince's banner
 Wavered, then staggered backward, hemmed by foes.
 A craven hung along the battle's edge,
 And thought, 'Had I a sword of keener steel—
 That blue blade that the king's son bears,—but this
 Blunt thing—!' he snapt, and flung it from his hand,
 And lowering crept away and left the field.
 Then came the king's son, wounded, sore bestead,
 And weaponless, and saw the broken sword,
 Hilt-buried in the dry and trodden sand,
 And ran and snatched it, and with battle-shout
 Lifted afresh he hewed his enemy down,
 And saved a great cause that heroic day."

"Abou Ben Adhem," by Leigh Hunt.

"Opportunity," by Edward Rowland Still.

President—Character—
Character Recites:—

"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 impostors 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."¹

Principal now speaks, reminding candidates of the solemn obligation they take upon themselves in being permitted to add their signatures to those already on the scroll. He then asks the president to administer the pledge and instructs the candidates to sign the roster and receive their pins from him.

President administers pledge. The new members repeat after him phrase by phrase:

"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."

¹"If," by Rudyard Kipling.

After the candidates have recited the pledge, the president says: "Each one will now come forward, receive the quill, sign the roster, return the quill to me, and proceed to Mr.* who will give you your pins." These instructions are carried out to the accompaniment of soft music, the principal pronouncing the name of each new member as he attaches the pin. The president's movements as he dips the pen, hands it to each candidate, and receives it again, should have a simple but studied dignity. The initiates having received their pins form a diagonal line on the opposite side of the stage.

This closes the ceremony, and the curtain falls.

INDUCTION CEREMONY

Newtonville (Massachusetts)

The ritual of the Newton Chapter (Newtonville, Massachusetts), as you will notice, is not entirely original except for its content. It has been given to the society as a project and they developed the ritual so that it is more or less static. The speeches on the four qualities are changed nearly every year. The new participants on the program are required to arrange their own speeches on the quality assigned to them so that in form the ritual remains the same but the content changes from year to year.

The curtain rises, all being dark on the stage except for the spotlight on a large open book, on the cover of which is printed "National Honor Society." The trumpeters, who are already on the stage at either side of the book, sound a call. Then they walk together toward the front of the stage, sound another call, and go to the sides, one to the right, the other to the left. When they have withdrawn, the president arises from the seats of the old members, on the left, and makes the introductory speech, first having turned the page of the book to the keystone.

*Insert name of principal.

As he finishes, he turns the next page on which is seen **CHARACTER**. He sits down. One torch, standing for character on the left front, is lighted. **CHARACTER** is then interpreted by a member, standing by the torch.

Character is the force in one man that distinguishes him from others. It gives him individuality and personality. When it is good, it must arise from high ideals, clean living, and clean thinking. Strength of character has a great influence over the weaker-willed and those who have this quality are not averse to criticism, but, to the contrary, welcome it as an opportunity to overcome their own faults.

It is this force of character that guides men through life and when once developed grows steadily. It is composed of innumerable qualities such as leadership, courage, service, and honesty. Character is the power that makes great men famous because in the end they are judged by what they are more than by what they have done.

But a person cannot passively let his character develop; he himself must will what he is to be. It is up to him to decide how fine a character he is to possess. Although the goal that he aims at may be unattainable, his struggle towards it, no matter how great it may be, will better mould his character and make him the man he ought to be. Each trivial act, every minor decision, has its part in the development of his character. In this country men are born "free and equal" in that each man has the right to choose the road on which he thinks he can do his best. For

"To every man there openeth a Way and Ways, and a Way,
And the high soul climbs the High Way and the low soul gropes
the Low

And in between on the misty flats the rest drift to and fro;
But to every man there openeth a High way and a Low,
And every man decideth the way his soul shall go."

At the end of this brief speech, the president turns the page to **SERVICE**. The torch at the left back is lighted while **SERVICE** is explained by a member.

Service may be applied in many ways, as much from the doing of what Lowell called "the little kindnesses which most despise or leave undone" as the undertaking of glorious enterprises. It is one of the fundamental threads to be woven in the fabric of our lives and when it is lacking we have deprived ourselves of a vital quality.

The will to serve and the love of serving indicate true strength of character and become, in turn, a source from which springs real, unselfish happiness.

In school, service means coöperation, a willingness to assist wherever possible and a readiness to accept responsibility cheerfully. We are giving service when we uphold laws made for our own good whether we like them or not. Thus shall we grow to respect the greater laws of community and country. Likewise, we are serving when, either by active participation, or by our encouragement, we support school activities. We shall always be helping our school if we endeavor to make ourselves measure up to its standards so that through us, its reputation will be maintained.

If each one of us does the best that he is able with the powers at his command, he will in truth, have learned the art of serving. There is no service too small, too unobtrusive to be rendered.

"So many gods, so many creeds,
So many paths that wind and wind,
While just the art of being kind,
Is all the sad world needs."

Following this is LEADERSHIP. (Torch right rear.)

Leadership in school life is demonstrated in many ways. Of course, the most outstanding one is that of holding office, in either the Associates, class, or clubs. When a pupil holds some such responsible position, he is demonstrating his ability to lead others and the recognition of this quality by his associates. Another path to leadership comes from participation in athletics, for it is here that a student develops those quali-

ties of sportsmanship and of manliness which lead his fellows to select him as their guide.

More unnoticed than either of these is the quiet leadership in the classrooms. It is in discussions and arguments here that the real leaders of school thought stand out. More effectively than in open campaign the classroom leaders shape and direct the attitude of the school. By leading discussions or often by the simple force of example the real leaders of the school can mold the ideas and opinions of their fellows.

Leadership is given to only a few, and these must realize its responsibility. As in school a leader must be able to keep faith with the trust which his companions place in him by their recognition of his leadership, so in life he must be worthy of the honor. Our country feels an increasing need for leaders in thought and in action. To you who lead in school life falls the burden of responsibility for the country. Even as we recognize leadership here, so will friends recognize it in life.

Then SCHOLARSHIP. (Torch right front.)

It is the shining goal of scholarship toward which every high-school pupil strives throughout his entire course. Through scholarship life becomes valuable for he who has at his command the greatest store of knowledge has the greatest reservoir from which he may draw to enrich his own life and that of others. Although this goal is within the reach of everyone, scholarship is not given merely for the asking. He who desires it must earn it by putting forth faithful effort—effort hard and tireless, which, however, is never lost, but is returned with interest a hundred fold. It is the only true wealth, wealth that increases, wealth that always keeps the same value, and wealth which can never be stolen from you.

Scholarship is studying for the love of knowledge, and so cannot be justly estimated by grades. School marks do not measure true love of knowledge—only the knowledge that is displayed. Although the National Honor Society holds high marks as a necessary quality for its members, it believes others must be present for an effective personality. It con-

siders the entire high-school course, and selects its candidates from those who have maintained a high standard throughout, showing that they have learned to train and use their minds. We try to develop a greater desire for scholarship within ourselves and to stimulate it in others. And so may you, striving now toward this goal by constant and continued endeavor, be inspired to do even more of your part, and thus come into the possession of true wisdom and useful knowledge. "To you we throw the torch, be it yours to hold on high."

When the last person finishes speaking, subdued stage lights (blue) are turned on and the torches remain lighted. The spotlight is off. The principal of the school arises and speaks concerning membership in the society and the presentation of pins. At the termination of his speech, he hands the pins to four of the old members who are ready at either side of the book, and to the front, to give them out. All the old and new members rise and repeat the pledge in unison after the principal. The trumpeters sound a call as a finale.

The president then introduces the speaker of the occasion, usually from without the school, who develops the keynote of the society. Some of the topics in recent years have been:

"The Dimensions of Personality" by Dr. Herbert A. Jump.

"To Whom Is Honor Due" by Prof. Kirtley F. Mather.

"Towering Ambitions" by Dr. Boynton Merrill.

"Touchstone of Success" by Rev. John N. Mark.

The entire ceremony requires about one hour and is given in the school assembly hall during the regular weekly home room period. Juniors and sophomores attend the assembly.

Programs are distributed to all the students attending assembly. The program includes the names of all members and those about to be inducted. On the last pages are brief interpretations of the four qualities: Scholarship, Service, Leadership, and Character.

RITUAL OF INITIATION

TROY, OHIO

At the center of the stage is an arch about 8 feet 6 inches high, the opening of which is about 6 feet 6 inches high, or tall enough for the students to pass under it. It is about 4 feet wide. If it is possible to have it so, there is a burning torch in the center of the replica of the National Honor Society pin, which is designed in the center of the arch to form the keystone.

When the curtain rises upon a darkened stage, a tableau is revealed. At either side of the arch are standing respectively the four figures CHARACTER, SCHOLARSHIP, LEADERSHIP and SERVICE, two on each side. The Color Bearer as Torch Bearer stands a little back of the opening of the arch.

Scholarship and Leadership are dressed in academic gowns, and Character and Service wear robes of blue and pink with silver crowns. Each of these figures holds a lighted torch, while the torch bearer holds an unlighted torch tied with the colors of the society, blue and yellow.

Then to soft music—a march—from behind the wings at each side of the stage, the members of the society, each carrying an unlighted torch, file upon the stage; they pass underneath the arch to the other side, the two lines crossing beneath the arch. Those elected to the society in November cross to the left corner of the stage. Those elected to membership in March cross to the right corner of the stage led by the principal, and both lines remain standing in diagonal lines extending from the arch to the corners of the stage.

Then the tableau comes to life and each of the symbolic figures, in turn, wakes from his statue-like pose, advances to the center front of the stage and recites his part of the ritual, dropping back a step or two after his speech is given.
Scholarship:

"Wisdom is the principal thing; therefore get wisdom, and with thy wisdom, get understanding." (Prov. IV:7.)

"I shall study and get ready and perhaps some day my chance will come." (Abraham Lincoln.)

"Yet gifts should prove their use;
I own the Past profuse
Of power each side, perfection every turn;
Eyes, ears took in their dole,
Brain treasured up the whole;
Should not the heart beat once
'How good to live and learn?'"

(Browning—"Rabbi Ben Ezra.")

Leadership:

"He who would be greatest among you must be servant of all." (Matt. XX:28.)

"Who if he rise to station of command,
Rises by open means; and there will stand
On honorable terms, or else retire,
And in himself possess his own desire;
Who comprehends his trust, and to the same
Keeps faithful with a singleness of aim.
Whose powers shed round him in the common strife,
Or mild concerns of ordinary life,
A constant influence, a peculiar grace;
Or if an unexpected call succeed,
Come when it will, is equal to the need;
Who not content with former worth stand fast,
Looks forward, persevering to the last,
From well to better, daily self-surpast."

(Wordsworth—Character of the Happy Warrior.)

Service:

"Not what we give but what we share,
For the gift without the giver is bare;
Who gives himself with his alms
Feeds three—himself, his hungering neighbor, and Me."

(Lowell—Vision of Sir Launfal.)

"I regret that I have but one life to give for my country."
(Nathan Hale.)

"Lord help us live from day to day
In such a self-forgetful way,
That even when we kneel and pray,
Our prayer shall be for Others.

"Help us in all the work we do
To ever be sincere and true,
And know that what we'd do for you
Must needs be done for Others.

"Others, Lord, yes Others—
Let this our motto be.
Help us to live for Others
That we might live like Thee."

Character:

"Honor and shame from no condition rise,
Act well your part; there all the honor lies."
(Pope.)

"True worth is in being, not seeming
In doing each day that goes by
Some little good;
Not in the dreaming of great things to do by and by,
For whatever men say in their blindness,
In spite of the fancies of youth,
There's nothing so kingly as kindness
And nothing so royal as truth."

(Carey.)

All:

"Four things a man must learn to do
If he would make his record true;

Scholarship:

To think without confusion clearly,

Service:

To love his fellow-men sincerely,

Leadership:

To act from honest motives purely

Character:

And trust in God and heaven securely."

(Van Dyke.)

Now, the four, facing one another and holding their torches high, form a double arch at the center of the stage.

Music again. The Color Bearer approaches from back of stage. He removes the torch from pedestal which is unlighted and is tied with blue and gold ribbons. He passes under arch formed by tableau group, pauses a moment to receive a light for his own torch and then advances to front of stage where he speaks as follows:

In my hand I bear our colors,
Rich with meaning that we love
For they're from the sunlight golden
And the clear blue sky above.
To each one the Blue says kindly
"To yourself above all, be true",
And the Gold of the sun whispers warmly
"To all others give freely their due."
So from this torch of flaming gold
I'm sharing with you a light
That wherever men are in darkness
They may see by your radiance bright.

The two lines which have been standing almost at right angles come together in a parallel line. Torch Bearer lights their candles. Then the initiates take positions as before. Torch Bearer takes position in front of arch. He, together with the initiates, repeats the following lines:

"I would be true, for there are those who trust me;
I would be pure, for there are those who care.
I would be strong, for there is much to suffer;

I would be brave, for there is much to dare.
 I would be friend to all, the foe, the friendless;
 I would be giving, and forget the gift.
 I would be humble, for I know my weakness:
 I would look up, and love, and laugh, and lift."

Torch Bearer:

Just before the pledge is taken
 We only wish your names to mention
 For upon you now we would bestow
 The highest honor that we know.

As Torch Bearer pronounces the names of the newly elected members, beginning with the one next to Character in the tableau group, the pins are presented to them by the principal of the high school. Then the pledge is repeated by the candidates after him in a ritualistic manner, line by line, as they hold their torches high:

While pianist plays music of "I Would Be True" (Sociability Songs published by Rodeheaver Co. 28 East Jackson Blvd., Chicago, Ill. and found also in many church hymnals), the initiates followed by tableau group pass from the stage in two lines to right and left.

The Torch Bearer remains on stage until others are off and until curtain is drawn.

Curtain

INDUCTION CEREMONY

CASTLE CHAPTER OF NATIONAL HONOR SOCIETY

Central High School, Sioux City, Iowa

Stage set with a large arch on which is inscribed, National Honor Society, and pendant from the center an enlarged emblem of the Society. Four members, preferably two boys and two girls, represent Scholarship, Character, Leadership, and Service, are standing at the left and right respectively of the arch before the curtain is raised.

Music for marching should be played by the high school orchestra.

Curtains are to be down until first ones in procession are even with edge of balcony. Then curtain is to be raised slowly.

Procession of new and old members marches down aisles, on stage, the old members in equal numbers at the right and left of arch. The new members will be back of arch. Procession is headed by the president followed by the members. New candidates come last.

No one is to pass under the arch on entering the stage. Old members will pass to rear of arch, then pass under it on way to positions at left and right of arch. Candidates (new members) will pass to rear of arch without passing under it and take positions in two lines back of the arch.

When everyone is in place the president will step to the front of the stage (president stands to the right of "Scholarship" until everyone is in place) and speaks as follows:
(pres.)

Castle chapter of the National Honor Society meets today to induct into full membership those who have been chosen for that honor by the Faculty of Central High School, in accordance with the constitution of the national society. It is the purpose of the members of Castle chapter on this occasion to state the objectives of the society, to witness the pledges of the non-members and to renew our own. We hope by this ceremony to show our earnest desire to fulfill our pledges and to inspire in you, our fellow-students, a desire to make them with us.

This (he points to the emblem) is our emblem, the Keystone and the Flaming torch. As a builder uses a keystone to ensure firmness and strength in an arch, so our lives may be kept true to the highest ideals of mankind by the virtues represented by the letters on our keystone, Scholarship, Character, Leadership, and Service. The flaming torch is the emblem of our purpose. To lead by the light of the ideals which the National Honor Society has set before us, to serve our school by

fostering and encouraging high ideals, this is our purpose. Perfection we cannot attain, constant striving we hope to maintain.

Four of our members will give an interpretation of the cardinal objectives of the National Honor Society.

The President steps back a pace while "Scholarship" steps forward and says:

A high standard of scholarship is the first aim of our society. We believe that nothing so much as an earnest endeavor to learn opens the way to the knowledge and wisdom of others, to an understanding and appreciation of the efforts, the mistakes, the joys, and the sorrows of mankind. It leads to love of books, an interest in nature, in the history and attainments of man. The vastness of what we touch upon should make us humble. What we find therein should make us tolerant.

"Scholarship" steps back and "Character" steps forward and says:

Good character is essential to fine manhood and womanhood. In spirit, we salute, where we find them, such sterling attributes as (name these slowly with emphasis) honesty, truth, dependability, courtesy, charity, unselfishness, kindness.

"Character" steps back and "Leadership" steps forward and says:

The ability to lead one's fellowman in the right way brings with it a duty none may safely shirk. To influence those about him by his eagerness to learn; his willingness to work, to accept responsibility, to cooperate, to initiate or to promote valuable activities—to do all this quietly, steadily, with an unwavering stand for the right, this it is that makes good leadership.

"Leadership" steps back and "Service" steps forward and says:

Scholarship, character, and leadership would be incomplete without service. To attain the fullest life one can not live for himself alone. Good scholarship, fine character, inspiring

leadership may each find itself lacking in some small part if to itself is not added service for his fellowman. To serve is to work, to help, to use one's talents, not for himself alone but for others as well. One who serves gives much of himself and gives it willingly.

"Leadership" steps back and the president steps forward and says:

——Members of the——class of——and members of the ——class of——are to be received into membership to-day.

It is fitting that as students in "The Castle on the Hill" we should follow a custom used by knights and ladies in the days of chivalry and bestow upon one whom we honor a token by which all may know that he has been singled out for favor. As each name is announced, will the candidate please step forward to receive this, our token, a ribbon of blue with a gift castle on it and the initials of the National Honor Society.

The candidates for membership were chosen by the faculty in accordance with the rules of the society. Mr. (the principal), we ask that you speak in behalf of the faculty and announce the names of the candidates.

The President steps back a step or two, while the Principal speaks (tells briefly how members are chosen, history of society, interpretation of purposes, advice to those who aspire to membership, place of society in school, congratulations to new members—whatever he chooses) and then announces each name, and waits until new member has had token pinned on. Each candidate passes under the arch on way to front, comes to front at his right (at the side where the principal is) and passes back in the opposite direction to take his position in front of old members.

President pins token on. "Service" holds *all* tokens and hands one at a time to president.

The president turns to the audience when the last candidate is in place and says:

This is the pledge we demand of each member—with right arm raised as though each one holds a torch.

"I pledge myself to uphold the high purposes 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."

While the new members are making this pledge for the first time we, who are already members, expect to rededicate our efforts to live up to the ideals of the Society by making it with them. We ask that the audience rise and remain standing while we make our pledge.

By rising, the principal gives the signal to the audience for rising. When the pledge has been made, the principal sits down, the audience follows his example. The music by the orchestra begins and the procession to seats begins.

The president leads the pledge, everyone saying it at the same time, making some pauses, speaking clearly and slowly. Girls to pitch their voices low (not soft, but low in pitch). Arms to be raised as though holding a torch.

After this ceremony, the main speaker, who should be a very prominent person in the community, speaks for fifteen or twenty minutes on a topic suitable to the occasion.

INDUCTION CEREMONY

GROVER CLEVELAND CHAPTER, (St. Louis, Missouri) NATIONAL HONOR SOCIETY

A large torch is burning at the center, front. Officers, members, and the sponsor stand in semi-circular formation, the president behind the speaker's stand, center rear; others to right and left of him, the vice president on his right, the secretary and treasurer on his left. Subdued music of violins is heard throughout the ceremony.

Pres.: The meeting will please come to order. We have met for the purpose of receiving the newly-chosen members into the Grover Cleveland Chapter of the National Honor Society.

Sponsor: Mr. President, I wish to present*****candidates for admission into this Chapter.

Pres.: Let the candidates enter as their names are announced by the sponsor.

(The sponsor announces the names of the candidates, who enter singly from opposite sides as their names are spoken. The candidates take positions in semi-circular formation, extending the lines formed by the old members.

Sponsor: Mr. President, the members of the Faculty Council, who under our constitution, have the duty of selecting those who are fitted for membership in this society, have judged these candidates worthy as to character, scholarship, service, and leadership. Therefore, Mr. President, I present these candidates for the honor of admission into this society.

Pres.: The Chapter welcomes these worthy neophytes. Let us arrange ourselves in the form of the keystone, and let the officers proclaim the four ideals which form the points of our keystone.

(All group themselves to form the outline of the keystone, the Secretary and Treasurer standing at the points in the rear, and the Vice President and President at the points in front.)

Sec.: This point is character, without which all is as a house built upon the sands.

Treas.: This point is scholarship, one of the chief aims of our society. We seek to develop a love of learning and to attain excellence in the work for which this school was founded.

Vice-Pres.: This point is service, the golden rule of one who labors to give to others the joy which illumines his own life.

Pres.: This point is leadership. It is only through the development of character and through the spirit of

willingness to learn and to serve, that we may hope to lead others aright.

(All return to original positions.)

Pres.: You have learned of the ideals of our society. If you believe in these ideals and are willing to uphold them, you are ready to make the pledge which I shall read to you. As President of this chapter I ask you to consider seriously the obligations of membership in this society. This is the pledge:

"As a member of the Grover Cleveland Chapter of the National Honor Society, I pledge myself to cherish the ideals embodied in the motto of this school: honesty, industry, courtesy, loyalty; to remember my obligation to the public schools and to speak and act in their behalf when there is need; to uphold the honor of my city, my state and my country; to exalt that which is true and right and to oppose that which is false and dishonorable; and to hold aloft the flaming torch of aspiration, which lights the way to higher things."

Do you make this pledge?

Each Initiate: I do.

Pres.: You have made the pledge, and you are now ready to be intrusted with the torch, the symbol of our society.

Vice-Pres.: (stepping forward): I come to place in your hands two priceless gifts. My first gift has little value in itself; it is but the body of a torch. It gives forth no light, and yet without it you can have no light.

(Here the speaker and her assistants, the secretary and treasurer, place in the right hand of each initiate an unlighted torch.)

Receive the gift, the symbol of knowledge unused, knowledge buried in the great treasure-house of books. Your unlighted torches typify such knowledge.

They possess every possibility of service, yet serve not at all. They lack the flame.

(Here the speaker lights a torch at the central flame.)

From the central flame, which symbolizes the spirit of the National Honor Society, I light this torch of the Grover Cleveland Chapter, and from this torch I give you the supreme gift: light. Just as with this flame I touch your torch and make of it a living thing, so may the flame of this spirit kindle the knowledge which is yours and make of it a living thing. As I give light to you, so do you give light to others.

(Here the speaker lights the torches of those who stand at the ends of the semi-circle, and each in turn lights the torch of the one next to him, until the president is reached. The speaker then resumes her position next to the president.)

Pres.: You have taken the pledge of our society, you have been judged worthy to be intrusted with the torch, and you have given a token of your willingness to pass the light on to others. In behalf of the Grover Cleveland Chapter I welcome you into full membership in the National Honor Society.

Sponsor: As sponsor of this chapter, I congratulate you upon the high honor which has been conferred upon you. It marks the recognition of work well done thus far. May it bring to you and to others an inspiration to go forward to greater achievements in the future.

Pres.: Let the circle be dissolved; and as we go forth may we ever remember to keep our torches burning, so that we may light the way for others who are to follow.

(The President and Vice President come forward to the central flame, separating there and going out at opposite sides. Immediately behind them come the secretary and treasurer, followed by the others, who fall into line in pairs, beginning with those who stood next to the officers.)

INDUCTION CEREMONY

LORAIN HIGH SCHOOL (Lorain, Ohio.)

(Orchestra playing softly)

Scene: The court of the National Honor Society.

Enter Heralds—Flourish of trumpets.

1st Herald: The court of the National Honor Society is about to open.

2nd Herald: The judge of the society is approaching. Let all attend to her words.

Judge: Pupils and friends of Lorain High School. For years Lorain has been a member of the National Honor Society—the organization which I represent. In that time of her pupils have been admitted to membership. In their opinion it has been the highest honor the school has conferred. When they have gone to college or out into the busy business world, they have found that the wearing of the pin here represented has been in itself a recommendation of their potential value to society. The keystone symbolizes the high ideals of the society. The letters C-L-S-S stand for the four cardinal requisites of an ideal education—character, leadership, scholarship, service. The flaming torch is the emblem of our purpose which is to keep these principles ever before the school and community.

In the past, Lorain High School has had enrolled in her student body many young men and young women worthy of membership. The court is now in session to hear recommendations for membership from the class of . The first cardinal requisite is character. Is there present a member of the National Honor Society who can assure us that the pupils of the senior class of Lorain High School have the right conception of the meaning and value of character. I await a response.

N. H. S. MEMBER: (coming from audience) I, as president of the local chapter of the National Honor Society, am glad to speak upon the subject. I wish you to know that the school is tireless in its efforts to impress upon the student body the meaning and value of character. They have been told repeatedly that "Character is what we are in the dark" and that the best test of character is the quality of the citizenship. They have been taught that a good citizen of Lorain High School will depart himself properly without being watched; that he will strive for self-control; and will coöperate with teachers and pupils. He will scorn to cheat whether it be in a test, or the preparation of a lesson. He will not "skip" school, nor will he forge an excuse. He will respect the rights and property of others. He will be truthful, polite, trustworthy and show a spirit of loyalty and helpfulness to his family, his school, his community, and his state.

They know that in the chain of character there is often one weak link. It may be the link of temper, or industry, or honesty, or some other weakness which prevents success and that he would succeed must discipline and drill and control all his faculties. Lorain High School strives ever to impress upon her students the meaning and value of the finest thing in the world—a good character.

Response: By a member of the faculty or a National Honor Society member.

Judge: This is indeed a worthy conception of character and meets fully the standard set by the National Honor Society. This, however, is only one of the four ideals for which we strive. Do these young people understand that the possession of a strong character brings with it the added responsibilities and dangers of leadership. Is there another member of the National Honor Society who will vouch for their preparation?

Response given either by a member of the faculty or a National Honor Society member.

Judge: Again has Lorain High School proved itself worthy. Two requisites, however, remain. The National Honor Society could not admit into membership those who have had the opportunities and ability to maintain a high standard of scholarship and yet have squandered their time, wasted their opportunities and have left talents undeveloped. The leadership of such would be dangerous; the character unstable. What kind of scholarship does Lorain High School require of those whom she recommends? As no one has a better opportunity of knowing than the principal, we shall ask him to reply to this question.

Response given by the Principal.

Judge: We are satisfied with the standards of character, leadership, and scholarship; but of the four requisites, the greatest is service. Without a capacity and willingness to serve the scholar may become a hermit and the leader, a demagogue. What are the ways in which the Lorain High School students have been able to serve their school?

N. H. S. MEMBER: As our high school has grown, even so have opportunities for service increased. We may divide the types of service into three groups—sports, extra-curriculum, and routine. The growth in opportunities for service in athletics will be shown to you concretely by the coach.

Coach: Pageant of Athletic Service.

1. Manager of Athletics enters with poster and tickets for the game. "Tickets for the game! Tickets for the game!"
2. Football.
3. Basketball.
4. Track.
5. Baseball.
6. Tennis.
7. Swimming.

8. Girls' Tennis.
9. Girls' Hockey.
10. Girls' Volleyball.
11. Girls' Basketball.
12. Girls' Baseball.
13. Cheerleader.
14. Golf.
15. Water boy
16. Intra-mural.

N. H. S. MEMBER: Beside athletics, there are various types of extra-curriculum activities in which the good student may develop his talents and bring credit to his school. These will not be shown.

Senate: Just what is it we are to do?

Council: Some think that we have too many extra-curriculum activities. We are the investigating committee!

Senate: Well, we'd better call in representatives and question them closely. That's what investigating committees do. Oh, what are you studying?

Pupil: I just must have my part in the play memorized by tonight. In case you don't know, let me tell you that plays mean a lot of work, but being in one is a great experience. I must be getting on, I'm writing on a schedule now.

Council: Well, that's that! Plays evidently pay. Not only in money but in the effect on the players. We'll have to keep plays.

Senate: Sure thing! What on earth are you carrying?

Pupil: Just the posters I've made for various events this year.

Council: Say, I've just had an idea! If it weren't for high-school affairs, we wouldn't need posters; and if it were not for posters, people like——wouldn't have a chance to display their talent.

Senate: That's right——and——seem to be having a rehearsal. Let's watch them! (scene from operetta as——and—— walk across stage.)

Council: We can't give that up, can we? Good gracious, why don't you hire a truck? What is all that stuff?

Pupil: Well, that stuff, I'd have you know, is just my daily diet. I'm carrying Soviet Russia on my back, the unemployment problem under my right arm and the immigration under my left.

Senate: Is it heavy reading?

Pupil: I'll say it is.

Senate: Well, we can't eliminate as intellectual an activity as that, can we?

What's this, a staff meeting?

(Two members of the *Hi-Standard* and *Scimitar* staff are discussing affairs busily.) Come on over! We'd like to ask you a question.

Scimitar Staff Member: Sorry, we can't take the time now, we're busy!

Council: We don't seem to be very popular, do we? Look at all those musicians.

Oh, please play us a tune, will you?

Band Member: Can't. Band practice right away.

Council: Oh, I enjoy a banjo so much! Won't you play something?

Banjo Club Member: Not I, I'm due at Banjo Club in a minute.

Senate: Well——, *you* will, won't you? We need some music. ——: Can't do it. I have to see about getting an orchestra together for a chapel program.

Council: Then——, *you* simply must be a good sport and play for us.

Pupil (Looking at watch): Just a minute to spare. I'll give you a short one. (Plays.)

Council and Senate: That's great. Thanks a lot.

Council: Who are these who seem to have all the cares of the world on their shoulders? Halt! Stand where you are and explain yourselves.

Pupil: We're not dangerous—just busy members of the senior banquet committee.

Senate: Lot of work, isn't it? What do you think about doing away with it?

Pupil (Interrupting): Do away with it! Do away with the fun of serving on committees, of decorating, of acting as hosts and hostesses, of learning how to prepare toasts and how to act at a formal function? Why, you must be crazy!

Senate: All right, all right, we won't!

Council: Calm yourself. You can buy your new dress; we'll have a banquet.

Pupil: Come on. We've more planning to do.

Senate: What on earth are you two doing?

Pupil: Oh, just practicing for our stunt in the Festival of Fun.

Pupil: We're head-liners in the Lotta Hooey Theater and that's no higher than we deserve to be.

Senate: Well, they certainly do have a good opinion of themselves.

Council: Yes, if there's any virtue in self-confidence, they ought to be good.

Senate: We're a great little investigating committee. I'll say! We can't get our witnesses to take time even to listen to our questions let alone answer any!

Council: Oh, I don't know. We have found out what we wanted to know, haven't we? Extra-curriculum activities at Lorain High School are mighty valuable. Instead of fewer activities, we need more. Let's go to report.

N. H. S. Member: Last, but by no means least, we must honor those whose service in the ordinary daily routine makes Lorain High School a more efficient school.

Safety Patrol: Lorain High is spared dread Accident's toll
By the efficient work of the Safety Patrol.

- Slip Collector: On the third floor, on first floor, and
 second floor, too,
 We collect all the slips that show where
 you are due.
- Hall Guard: We're so honest and shrewd—'tis past
 all believing;
 We sit in the hall and protect you from
 thieving.
- Lost and Found: Have you lost a compact, a glove, or a
 a belt?
 A pencil, a note-book, a compass, a pen?
 Just call at B-12, and you'll find them
 again.
- Office: We typewrite, we check, and make
 stencils, too,
 For in the school's office there's much
 work to do.
- Absentee slips: Whenever you're absent, whenever
 you're late,
 We typewrite your names right under
 the date.
- Usher: Right side or left side, or balcony,
 center,
 We'll find you your seats as soon as
 you enter.
- Stage Manager: A honk for the auto, a ring for the
 phone,
 A whiz for the airplane, for the wind
 a loud moan;
 The curtains to pull, and the players to
 page,
 All this is your job when you manage
 the stage.
- Movie Operator: If you're a regular fourth or fifth period
 fan
 You should learn to know the noon
 movie fan.

- Accompanist: When you sing—tra, la, la, and play
—tum, tee, tee,
I sit at the piano and accompany.
- Lunch Room Aids: We scrape all the dishes and serve all
the "hash,"
We dish the ice cream and take in the
cash.
- Lab Aids: As lab aids we cheerfully serve all the
classes,
Studying bugs, light and heat, and
odorous gases.
- Library Assistants: We tidy the shelves and check all the
books,
And take pride in the way our library
looks.
- Plain Dealer Mgr.: I distribute *Plain Dealers* and collect
all the dimes
And do my bit to keep up with the
times.
- H. R. Program Com.: "Learning manners and morals" is our
home room's notion;
I make out the program and set it in
motion.
- H. R. Chairman: Where'er there's a call for our home
room to work,
As chairman, I manage that no one
may shirk.
- Class Chairman: As class chairman, I, with no chance
for evasion,
Must act as teacher on any occasion.
- Head Waiter: As head waiter I serve but I serve
quite in style;
In the face of such dignity, no junior
dare smile.
- Auditorium Monitor: We check every row, every seat with
great care;

To serve we are willing many minutes
to spare.

Noon Movie Aids: Now listen, good folks, we'll propound
you a riddle:

Who walks down the sides and also the
middle?

Who opens and shuts all the windows
and doors?

Why, the noon movie aids, you knew it,
of course.

Judge: The training Lorain High School has given its young
people gives me the assurance that they are worthy of
carrying on the ideals of the society. I shall have no hesi-
tation in accepting as members those who are recom-
mended by your faculty. Mr. Bunn, have you the names?

Principal: The faculty has recommended from the class of
..... The constitution of the National Honor
Society permits the faculty to recommend from the Senior
B class those whose careers thus far have shown their
worthiness. In accordance with this provision, the fac-
ulty has selected from the class of..... Others
will be chosen in their senior A semester. Miss.....,
one of the sponsors, has the names.

Sponsor: Come forward as your name is called. (Reads
names.)

Judge (Recites pledge, then repeats phrase by phrase, then
repeat in unison): I pledge myself—to uphold the high
purposes of this society to which I have been pledged—
striving in every way—by word and deed—to make its
ideals—the ideals of my school.

Judge: This pledge lays upon you a sacred obligation. You
are now entitled to wear the emblem of the society. Be
worthy of it.

Second Sponsor: There is but one way by which you can show
your appreciation of this honor and that is by proving in

the years to come that our faith was not misplaced. We trust you with the honor of the school.

(Singing the school song.)

RITUAL

LANSDOWNE (Pennsylvania)

President:

The constitution of this national organization recognizes four cardinal objectives as fundamentals in education: scholarship, character, leadership, and service. To exalt these objectives and hold them ever before the school as goals toward which all should strive, is the purpose of this society. Our aim is to hold before the school such motives as shall induce others to aspire to scholarly habits, enlisting in worthy service, and leading forward in all things that shall advance the welfare of the school.

President:

The president explains the emblem of the society.

Emblem Bearer:

The emblem of this society is the keystone and the flaming torch. The keystone bears at its base the letters "S," "L," "C," and "S," which stand for the four cardinal principles of its organization: scholarship, leadership, character and service. As the keystone is placed by the builder to hold the perfect arch in perpetual stability, so the structure of our education must be held firm and true by the virtues represented in this symbol. The flaming torch is symbolical of our purpose to bear forward the searching light of truth, to lead that others may follow in the light, to keep burning in our school a high ambition for the enduring values of life, and to serve with unselfish loyalty to truth and honor.

President:

The significance of the four cardinal objectives will be further explained to you.

Scholarship:

Scholarship, the chief aim of our organization, is the power of mind to dispel ignorance and superstition through searching investigation of truth. We strive to develop a greater desire for true scholarship within ourselves and to stimulate it in others.

Leadership:

Leadership is the power of personality that blazes the trail for man's upward climb. To be leaders we must develop within ourselves qualities that are useful to humanity.

Character:

Character is a trait above all most desirable. It sets the seal of righteousness upon all our endeavors. A school that merely imports knowledge, or cultivates the intellect, fails of its supreme object if it leaves its members no better morally. Therefore our organization encourages character building, or the ability to choose the modes of behavior that do most honor to human dignity. Because this is true our motto is "I would rather have honor than honors."

Service:

Service is the beginning and end of our education. It is a willingness to render any worthwhile aid to our home, our school, and our community, it is the golden rule of those who labor to give to others the joys that illuminate their own lives.

New Members Pledge by President:

"I pledge myself/to uphold the high purpose of the National Honor Society/to which I have been elected;/I will be true to the principles for which it stands;/I will be loyal at all times to my school;/and I will maintain and encourage/high standards of scholarship, character, leadership, and service."

Pins presented by principal.

Address by superintendent.

(A description of the above ceremony follows.)

The curtain slowly opens; lights fade out; and a hush falls over the assembly as an impressive tableau appears.

A flaming torch is the center of the stage, its bright gleam contrasting with the blackness of the auditorium. Near the back of the stage stands a black-draped altar, at the side and back of which stand the members of the society, dressed in cap and gown.

There is an atmosphere of tenseness, of mystery, and of formality as the president steps forward and slowly announces the names of the new members. After each name is pronounced, a surprised student arises from the assembly, and takes his place in the semi-circle about the torch.

After the new members have all been seated, the president proceeds with the ritual by explaining the purpose of the society; and then introduces the emblem bearer, another member of the society, who explains the keystone and the flaming torch, as well as the four letters at the base of the keystone.

At this point in the service, the president, standing by the torch, lights a candle and hands it to a member of the society, who walks to the front and silhouetted against the torch light, his face illuminated by the candle, he defines one of the cardinal objectives of the society. This procedure is repeated until the four objectives, scholarship, leadership, character, and service, are all repeated. As the members return to their places, the candles are placed in a row on the altar, there to remain for the rest of the service.

After the new members have been pledged by the president, pins are presented by the principal, who formally congratulates them on receiving this distinction. After an address by the superintendent the curtains close and a tremendous applause breaks forth, as the student body pays tribute to those among them who have won this honor.

RITUAL
of the
NATIONAL HONOR SOCIETY
of the
Shawnee-Mission High School
Merriam, Kansas

Reading of Candidates' Names

Senior Sponsor (Comes forward) Mr. Chairman, the following list of members of the class of 1932 of Shawnee-Mission High School has been submitted, and these pupils have been recommended by the faculty of this school for membership in the National Honor Society. (Reads list.)

And I, as representative of this faculty, do recommend that these people be duly installed as members, and be awarded the emblem of this society. (Retires.)

Junior Sponsor (Comes forward): Repeats same as senior sponsor, but substitutes "Members of the class of 1933, etc."

Chairman: These candidates who have been duly passed upon by their instructors are hereby accepted as eligible for admission into the National Honor Society. We are happy to grant this group the well-earned privilege of uniting with this organization which accords recognition to those high-school students who merit especial commendation. As a basis for this judgment and selection the four essential qualities of progress have been chosen; namely, character, leadership, scholarship, and service.

The emblem of the National Honor Society represents the keystone of progress, at the base of which are these four qualities. The torch of progress also is on the emblem signifying the perpetual light shed by the expression of good character, leadership, scholarship, and service. It is such qualities as these that have lighted up the pages of history, blazed the trail of the pioneer, and led the way for all mankind to follow.

Character

Character is a structure of thoughts, and nothing outside one's thinking is included in it. It is built of valor, patience, love, purity, moral courage, gratitude, joy, respect, appreciation of the good and beautiful, perseverance in the right, and independence of thought. A character composed of all these elements would be a great character indeed, but it would become noble only so far as it is tempered with humility. The noblest characters in the annals of history have exemplified this virtue. In our own nation Abraham Lincoln is the outstanding example. The world admires beauty, ability, and wisdom, but it reveres true humility. The most influential Man who ever lived, the Man who has been loved more than anyone else, the Man who centuries after his sojourn on earth, commands the reverence of the civilized world, said, "I can of mine ownself do nothing."

A sound and good character is the foundation for leadership, scholarship, and service.

Scholarship

Excellence in scholarship reveals not only that one's store of knowledge has been increased, but also that the individual has endeavored to make the most of the opportunities at hand. Knowledge is both necessary and useful; it can be acquired in only one way, and that is through diligence and effort. It is a truism that knowledge is power, but a necessary corollary is that it must be exercised with wisdom.

With each successive year more discoveries have been made, more inventions devised for man's use, until to-day the school boy has at his command many times the wisdom of an ancient sage. "A little learning is a dangerous thing," but great knowledge makes one humble. Knowledge broadens one's horizon and makes one raise his eyes involuntarily to higher things; it dispels the limitations of ignorance and fear, and frees one from the fetters of self.

Leadership

Leadership in its highest sense is not simply an outgrowth of a vigorous and pleasing personality. Leadership, in order to benefit mankind, must proceed from unselfish motives, from a strong character, and from a self-informed mind. It requires constant denial of self, a genuine affection for mankind, and an abiding trust in God. Humility is requisite here, also, for the success of any cause is endangered when the leader thinks himself greater than the cause.

A true leader is marked by self-confidence and poise, both of which are born of experience, knowledge, and an understanding of men. Self-confidence is not conceit, but it's a genuine belief in the righteousness of one's cause and a just appraisal of one's ability and knowledge.

The peace and prosperity of the world, the success of Christianity, the salvation of mankind from itself, are in your hands. Accept this charge and, when petty quarrels threaten to deter you, look ahead to the broad horizon and refuse to be stopped until you have attained your goal, keeping in mind that "without God's help, you cannot succeed, with it, you cannot fail" in any good thing.

In you, the leaders of your own world to-day, lies the hope of the world of to-morrow.

Service

The essence of service is love, and without love, service is empty. The love which inspires true service is not partial, but universal; it takes no cognizance of hate; it does not foster jealousy; it inspires loyalty and confidence, because it destroys fear. Upon every hand are opportunities to render service, to an individual, to an organization, to your country, or to the world. By performing the small services at hand does one become accustomed to serving others, until larger opportunities call him. The experience, gained through the small deeds, serves him in the broader field.

Serving others does not entail the suppression of one's individuality, rather does it mean the expression and develop-

ment of it. But, in the expression of that individuality, there is no place for pettiness, greed, avarice, or mad ambition. The world is full of self-will, self-justification, and self-love, which are the foundations of the world's ills.

To-day the world needs individuals who can rise above the tides of the times and serve both God and man unselfishly.

Torchlighting Ceremony

(By this time the four members who have spoken on character, leadership, scholarship, and service are in front of chairman's stand. The chairman steps forward with lighted torch. Candidates march past the members representing C., S., L., and S., from whom they receive their torches. Lighting their torches from the chairman's torch they pass down-stage to front, then back to their respective places.)

The chairman's "Conclusion" speech follows.

(Soft music off-stage continues throughout the entire ceremony.)

Conclusion (by the chairman)

Because you have exemplified the four essential qualities of progress; namely, scholarship, service, leadership, and character, during your high-school careers, the faculty feels that you are worthy and deserving of seats in the circle of the National Honor Society wherein it is required that this standard of excellence in these same virtues be maintained.

We entrust to each of you a torch, lighted from the perpetual flame of progress. It is yours to hold high, yours to keep burning, yours to use to enlighten the way of all mankind. This trust, which we hope you all regard as a sacred one, is given to you who have demonstrated your fitness and capacity to discharge it faithfully.

The world to-day, more than ever before, needs young men and young women with strength of purpose and nobility of heart to lead it in the paths of peace and progress. This is an age when the spiritual values of life and existence are being

minimized and material counterfeits are being exalted. But so long as you young people hold aloft this torch, so long as you express courage, honor, truth, love, justice, intelligence, nobility, and purity in your lives, the spiritual values can never be obliterated, for these qualities are all of God, and whosoever expresses any one of them, even in a degree, is acknowledging Him. Now, in your future life, whatever success may be yours, be it great or small, remember the greatest benefactor of mankind left that epitome of humility and gratitude in His beloved prayer, when He said, "And *Thine* is the kingdom, and the power, and the glory, forever." Amen.

Presentation of Emblems

Chairman: By the authority vested in me by the National Honor Society, I declare you members of the society. It is my privilege at this time to present to each of you the emblem of the society. May you wear it with pride and may you never do any act that would bring dishonor to the Shawnee-Mission chapter or the society itself.

Recessional (Members carrying lighted torches).

RITUAL

of

WEST HIGH CHAPTER OF NATIONAL HONOR SOCIETY

of

West High School
Denver, Colorado

I. Setting of Stage:

- A. The keystone and the flaming torch emblem are on a table in the center of the stage. The four flower girls come on the stage first, each bearing a basket of flowers, one red, one pink, one white, one purple. They are seated immediately in front of the emblem, which is placed high enough not to be

obscured by them. The remaining members then enter in the following manner: the president, the secretary, and the other members. They sit to the right and rear of the center table. To the right of the old members are seated the principal and the speaker for the occasion.

- B. The stage is decorated with baskets of flowers. The girls wear white dresses; the boys wear dark suits. The old members wear the flowers representing the four cardinal principles of the society.

II. Procedure:

- A. President of the Honor Society presides.
- B. The communication from the faculty is read by the secretary.
 - 1. The new members come to the platform as their names are called. The old members rise when the new members come to the stage; everyone is seated as the last new member reaches his seat.
- C. The purpose of the society is explained by a member as follows:

The Constitution of this national organization recognizes four cardinal objectives as fundamental in all educational practice: scholarship, character, leadership, and service. To exalt these objectives and hold them ever before the school as goals towards which all should strive, is the purpose of this society. We seek nothing for ourselves beyond the strengthening of our own resolves coming from the bond of union which this chapter establishes between us. Our aim shall be to hold before the school such motives as shall induce others to aspire to scholarly habits, enlisting in worthy service and leading forward in all things that shall advance the welfare of the school.

- D. The symbolism of the society is explained by a member as follows:

The emblem of this society is the keystone and flaming torch. The keystone bears at its base the letters "S," "L," "C," and "S," which stand for the four cardinal principles of its organization: scholarship, leadership, character, and service. As the keystone is placed by the builder to hold the perfect arch in perpetual stability, so the structure of our education must be held firm and true to the purposes of life by the virtues represented in this symbol. Scholarship is the power of the mind to dispel ignorance and superstition through scientific investigation of truth. Leadership is the power of personality that blazes the trail for man's upward climb. Character, the composite of all the common virtues, sets the seal of righteousness upon our every endeavor. Service is the beginning and end of our education, the altar of altruism from which God's blessings to man have been vouchsafed. Thus the keystone symbolizes the high ideals of our society. The flaming torch is the emblem of our purpose. To bear forward the searching light of truth, to lead that others may follow in the light, to keep burning in our school a high ambition for the enduring values of life, and serve, these purposes are symbolized in the torch.

- F. The induction ceremonial is then conducted by a member, usually a girl, as follows:

- *1. In Eastern lands they talk in flowers,
And they tell in a garland, their ideals and cares;
Each blossom that blooms in their garden bowers
On its leaves a mystic magic bears.
The symbolism of the society has just been defined to us. The flowers which we hold are the attributes to these qualities, in relation to

color. That color performs many functions in nature, has been proved by science. Not only is the office of nature's melodies in fine hues and tints, to please the eye; but it has also its abstract significance.

White—Symbolic of Purity—Truth. We find in the art of the Middle Ages, Friendship draped in white. Becomes symbolic ofCharacter

Pink—Divine Wisdom—Value—Strength, and an attribute to dignity. Becomes symbolic ofScholarship

Purple—Power—The regal color denoting superiority. Becomes symbolic ofLeadership

Red—Brings to our mind Bravery—Courage—Valor, the blare of trumpets. The call to arms. Symbolic ofService

To obtain the desired colors in art as we find in nature, its components must be blended. Thus should we blend *C. L. S. S.* with the hope to find the road to yesterday and learn to build for the road that leads to tomorrow.

(Will the candidates please come forward.)

2. The new members then file in front of the flower girls and each receives a white, a red, a pink, and a purple flower, which they pin on the left side. The old members stand during this ceremonial. Everyone remains standing while the pledge is administered by an old member, who pronounces the pledge and then the new members repeat it with him:

"I pledge myself/to uphold the high purposes/
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."

F. Address is given by an invited speaker.

G. The principal awards the pins and membership cards to the new members. The new members and the old members stand during the awarding of pins.

(*Formerly a candle-lighting ceremonial was used instead of the flower ceremonial. The reason for the change was because the fire and police regulations prohibit the use of an open flame on any stage in Denver.

In the candle lighting ceremony each initiate, bearing a small candle, passed in front of the lighted torch and lighted his candle from it.)

(This program uses about thirty minutes.)

Note: Our initiation fee is \$2.50. A pin, membership card and certificate are presented to each initiate.

JUNIOR HONOR SOCIETY

The following rituals may be suggestive for chapters of the National Junior Honor Society:

INITIATION SERVICE of

JUNIOR HIGH SCHOOL, LOUISVILLE (Kentucky)

An altar on a raised platform is arranged at the center of the stage against the back drop. Both altar and platform are draped in soft gray material. A large replica of the emblem of the society is hung just above the altar, and tall wrought-iron candelabra holding seven candles each are placed at the sides upon the platform. A Bible, a pen, and the secretary's book are in readiness upon the altar. A vase of cut flowers is used for decoration. The stage is decorated with plants and cut flowers when available, and the lights are shaded.

For the first part of the service the five members representing the fundamental qualifications for membership, char-

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acter, scholarship, service, leadership, and citizenship, and the officers of the society are seated on the platform. The old members are standing in a semi-circle to the right on the platform, and the initiates stand in the same formation at the left.

Those having speaking parts and the officers are robed—the robes of character and service, which parts are taken by girls, are blue, the robes of the other characters are black with white collars. Scholarship wears the traditional cap and gown. A member or the vice president may take the part which gives the explanation of the emblem.

After soft music by the orchestra or a violin, the curtains are opened upon the members and officers arranged as explained in the foregoing paragraphs. The members having speaking parts rise from the platform and advance toward the front of the stage, where they stand half facing the audience and half turned toward the initiates while giving their parts. Each returns to his place on the platform before the next speaker rises. The speakers are in the order given below.

Character

I am Character—that first requirement of every worthy citizen. I am what I am, at all times and in all places the same, alone or in society. I am truth, honor, and courage. What others may say of me in no way alters my course.

Scholarship

I am Scholarship. I strive to know myself, my fellows, and the world about me, to gain knowledge of things to be wrought and things to be shunned. All fields of sciences and arts I make my playground, while choosing one in which to delve as my own task.

Service

I am Service. I lend my strength, my mind, and my time wherever help is needed. No task so mean that I need stoop,

and none too high that I may not aspire. I never seek rewards, though they come to me manifold.

Leadership

I am called Leadership. Those who would serve must often lead. I learn to lead through service, and through following loyally when I am led. At all times I recognize courage and fair-thinking as my guides, and I measure my success by the high regards of my associates.

Citizenship

Character, Scholarship, Service, and Leadership have combined to make me what I am—a true citizen of my home, my school, and my community. Citizenship is the highest aim of every thinking person, and it may be attained only by conscious development of these four cardinal traits.

Explanation of the Emblem

The emblem of this society is the flaming torch. The torch is the emblem of our purpose to bear forward, through life, the searching light of truth, that others may follow with lighter footsteps.

The Pledge

(To be repeated after the president by the candidates
for admission)

As a member of the National Junior Honor Society I will do my best to live up to its ideals of character, scholarship, service, leadership, and citizenship.

I will strive not only to maintain the high standing I have gained, but will do my utmost to attain still higher aims.

In taking this pledge I understand that I am assuming a responsibility of leadership and example, and I will endeavor to serve without thought of personal glory, my school and my community.

Curtain

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Part Two

When the curtain is closed at the end of part one, the speakers and officers move from the platform and form a line directly in front of the old members. The secretary remains standing to the right of the altar, near the initiates, and has the pen and book in readiness for the signatures of the new members after they have received the pins. The principal stands near the altar and just in front of the line of other officers and speakers. The faculty sponsor stands near the front, with the candidates and facing the principal.

When the curtain is opened the second time the faculty sponsor steps forward and speaks as follows:

Faculty Sponsor

Members of the National Junior Honor Society, Miss Loewenstein, faculty members, and pupils: After thorough investigation of the character, scholarship, service, leadership, and citizenship, and upon the recommendation of the faculty, I bring these boys and girls as worthy candidates for membership. If it is your pleasure, let them now be invested with the emblem which they so richly deserve, and which they have pledged themselves to wear with the full realization of its meaning.

The faculty sponsor then crosses to the principal and hands him the cards of membership arranged in order. He then steps to the side of the president and hands him the pins. The principal steps forward slightly and greets the initiates with a few words of welcome and congratulation. He then calls each initiate and hands him his card of membership, giving him a handshake of congratulation. The candidate then passes on to the president who pins on each candidate his pin. The candidate then goes to the altar and under the direction of the secretary signs his name in the book of membership. As soon as the last child has signed his name the curtain is drawn and soft music is played for a few minutes.

SUGGESTED RITUAL FOR THE JUNIOR NATIONAL HONOR SOCIETY

The curtain rises slowly on the following tableau: At the center upstage on a slightly raised platform stands a figure symbolic of Education. (This additional character is selected to preside because the four qualities on which these pupils have been selected are epitomized in the full and true meaning of the word "education.") Directly in front of Education is a white-draped table on each end of which is a lighted candle.

At the right of Education stand Scholarship (a boy attired in academic robes) and Service (a girl dressed in a gray or grayish-blue Grecian costume). At the left of Education stand Leadership (a boy also in Grecian costume, preferably of golden color) and Character (a girl in white Grecian robes). All four individuals carry lighted candles. These characters are, of course, chosen from among the old members. If it is not possible to secure colored Grecian costumes, it is suggested that robes be made of gauze and used annually by the organization for its initiation services. These costumes are simply made; and although colors are effective, white also may be used for all characters.

The old members form a wedge-shaped group with Education at the apex.

To soft dignified music a student slowly approaches the central figure. Education halts him with uplifted hand.

Education: Who is approaching?

Student: It is I, a student.

Education: What is your wish here?

Student: I am one of many who seek admission to the Junior National Honor Society.

Education: Is it then your wish to learn more of this organization that you may judge your own qualifications?

Student: It is.

Education: The spirit of the group is symbolized by the word "education," used in its fullest and best sense. The four

cardinal objectives which sound the keynote of the society will now be explained to you. They are Scholarship, Leadership, Character, and Service.

SCHOLARSHIP:

"My mind to me a kingdom is,
Such present joys therein I find,
That it excels all other bliss
That earth affords or grows by kind:
Though much I want which most would have,
Yet still my mind forbids to crave.

"No princely pomp, no wealthy store,
No force to win the victory,
No wily wit to salve a sore,
No shape to feed a loving eye;
To none of these I yield as thrall:
For why? My mind doth serve for all."

LEADERSHIP:

"As the forehead of Man grows broader,
So do his creeds;
And his gods they are shaped in his image,
And mirror his needs;
Deathless, though godheads be dying,
Surviving the creeds that expire;
Illogical, reason-defying,
Lives that passionate, primal desire;
Insistent, persistent, forever,
Man cries to the silences, 'Never
Shall death reign the lord of my soul,
Shall dust be the ultimate goal—
I will storm the black bastions of Night
I will tread where my vision has trod,
I will set in the darkness, a light,
In the vastness, a god!'"

CHARACTER:

"Use all your hidden forces. Do not miss
The purpose of this life, and do not wait
For circumstance to mold or change your fate.
In your own self lies destiny. Let this
Vast truth cast out all fear, all prejudice,
All hesitation. Know that you are great,
Great with divinity. So dominate
Environment, and enter into bliss.—
Love largely and hate nothing. Hold no aim
That does not chord with universal good.

"Hear what the voices of the silence say,
All joys are yours if you put forth your claim,
Once let the spiritual laws be understood,
Material things must answer and obey."

SERVICE:

"Who loves not Knowledge? Who shall rail
Against her beauty? May she mix
With men and prosper! Who shall fix
Her pillars? Let her work prevail.

"But on her forehead sits a fire;
She sets her forward countenance
And leaps into the future chance,
Submitting all things to desire.

"A higher hand must make her mild,
If all be not in vain, and guide
Her footsteps, moving side by side
With Wisdom, like the younger child;

"I would the great world grew like those,
Who grow not alone in power
And knowledge, but by year and hour
In reverence and in charity."

EDUCATION: You have heard the principles of the National Junior Honor Society. The J. Sterling Morton Chapter has, at present, members. My friend, you may now read the names of those students whose qualifications admit them to membership.

Student: (Reads the names from a scroll.)

Education: Will the newly elected members go immediately to the foyer when their names are called?

While a dignified processional is being played, the new members come on stage from both right and left. As they approach, the old members withdraw toward the wings, still maintaining a wedge-shaped formation but a deeper one. Thus the new members are in close proximity to Education.

Education: My friends, you have witnessed the initiation ceremony of the J. Sterling Morton Chapter of the National Junior Honor Society. Mr. Church will now present you with a pin symbolical of integrity, honesty, intellectual and social achievement. May you always wear it proudly and sincerely respect the qualities it represents. Mr. Church presents pins.

Curtain

HARDING HONOR PLAN FOR 1931-1932

The purpose of the Honor Plan of the Harding (Oklahoma City) Junior High School is to encourage a maximum effort on the part of each student to attain a well-rounded development. It seems to recognize worthy achievements in health, character, scholarship, leadership, special talent, and school service.

I. Scholarship:

Basis—1st semester, semester average
2nd semester, twelve weeks average

Grades —A	3 points
B	2 points

- C 1 point
 (A failing grade disqualifies)
 Alternating courses divide points by 2

II. Attendance:

A part day's attendance shall be interpreted as follows:
 One who comes late is tardy, and one who leaves
 early is absent.

A. Absences:

- No day or no part of day absent.....2 points
 1 day only or a part of day absent.....1 point

B. Tardies:

- No times tardy.....2 points
 1 time tardy.....1 point

III. Leadership:

A. Offices held creditably:

Any officer who becomes disqualified forfeits his
 points, and the one who finishes the term satis-
 factorily will receive half credit.

1. In home room:

- President2 points
 Vice president1½ points
 Secretary-treasurer1½ points

Those holding office one nine weeks are not eli-
 gible to hold any office the following nine
 weeks, nor are they eligible to hold the same
 office again the same year.

Live Wires, Intramural Representatives and Health
 Chairmen *are* eligible for nomination to home
 room offices. If elected to an office, they will con-
 tinue their club membership and duties. Lunch
 guides meet before school as group of officers, and
 are being recognized similarly for school service.
 Therefore they are *not* eligible for nomination to

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home room offices while serving as guides. Guides serve for the entire semester.

2. In club:

President who calls meeting to order,
has charge of business meeting, and
has working committees.....2 points

Vice president who plans weekly pro-
grams and carries them out at club
period2 points

Secretary who keeps minutes of business
and programs, and whose secretary
book is approved.....2 points

National club treasurers.....2 points

Officers whose duties are less than those men-
tioned above, shall receive 1 or 0 point accord-
ingly. Recommendation to be made by club
sponsor and approved by eligibility committee.

3. In student council:

President4 points

Vice president, secretary, and treasurer..3 points

4. In vice presidents' council:

Secretary2 points

B. Outstanding members in clubs.....2 points

Elected by students by majority vote on first ballot.

One student elected for an enrollment of 25 or

less, 2 students for an enrollment of over 25.

Officers are not eligible.

IV. Talent and Service:

A. Teams (A limit of 10 points may be earned from
parts 1, 2, 3, and 4.)

1. Athletic teams representing school.....3 points

If city champions.....1 point extra

2. Junior Life Saving Team.....2 points

3. First Aid Members (who have passed
examination).....2 points

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4. Intramural teams:
 - Winner in each grade.....1 point
 - Winner in entire school.....1 point extra
 - If city champions.....1 point extra
5. Debate teams:
 - Member of debate team.....2 points
 - Alternates recommended by sponsor.....1 point
 - Limit of 2 points during year for alternates
- B. Junior Police on special duty, recommended
 - by sponsor3 points
 - Regular Junior Police on duty third hour to be given grades like in a class.
- C. Ushers2 points
- D. Lunch guides (who attend meetings and hand in reports as required).....2 points
 - In groups I-K a limit of 3 points in any one department for the year will be accepted.
- E. Play cast (3-act plays):
 - Major part3 points
 - Minor part2 points
 - Understudies recommended by sponsor:
 - Major2 points
 - Minor1 point
- F. Boys or Girls Music Night:
 - Members of choruses.....1 point
 - Operetta:
 - Major part2 points
 - Minor part or member of chorus.....1 point
- G. Activity orchestra (practicing outside school time):
 - 1 semester2 points
 - 2 semesters3 points
- H. Art (fine and industrial):
 - Special school projects as approved by sponsor.....1, 2 or 3 points

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I. Homemaking:

Lunch judges	1 or 2 points
Hostesses	1 or 2 points

J. Journalism:

Marionette staff:

Editor-in-chief	3 points
Associate editor	2 points
Business manager	2 points
Other editors	1 point
130 inches in Marionette.....	1 point

K. Typewriting:

Special school typewriting as approved by sponsor.....	1, 2 or 3 points
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- L. Other school service to be recommended by faculty member (not requested by student and voted unanimously by Eligibility committee).....1, 2 or 3 points

V. Health:

No physical defects revealed by examination.....	3 points
Remedial defects corrected by date set.....	3 points
All but one item O. K. or corrected.....	2 points
Teeth O. K. (but other defects).....	1 point
Satisfactory gain in weight.....	1 point
A lunches	
An A $\frac{3}{4}$ of the time.....	1 point
Or a B average.....	1 point

VI. Character

As voted by majority of home room, on 2 ballots, first to be used as nomination. Voting silent and secret. One person voted for each trait in a room of 25 or less enrollment, and 2 persons voted for each trait in rooms of more than 25 enrollment. No students allowed more than 3 points.

Punctuality
 Readiness to accept responsibility
 Attitude toward school
 Persistence in effort
 Coöperation in group activities
 Respect for the right of others

NEWS ITEMS OF CHAPTER ACTIVITIES

—Three years ago the Eugene, (Oregon) chapter gave a pay assembly which raised the sum of fifty dollars to be used as a pin fund for the organization. With it was purchased a quantity of pins sufficient to supply the active members. At the fall of the year pins were distributed to all members who had paid their dues with the instruction that the pin or the cash is returnable at the end of the year. The method has worked successfully; the members have had the honor of wearing the emblem and no loss has occurred.

—While the emblems must be purchased through the Secretary of the National Honor Society, they are sometimes presented to the pupils by the alumni chapter, Parent-Teacher Association, Rotary or other service clubs, Student Association, or some other organization. In a majority of schools, however, the individual pupil pays for his own emblem. In practically all cases, the emblems are rightfully presented at the school assembly and not at a meeting of the outside organization.

—The Graduate Torch Chapter of the National Honor Society of the South Philadelphia High School for Girls has just issued Chapter I of Volume VII of the Torch Bulletin of four mimeographed pages. It contains many items of interest about the activities of the chapter and school and about some of the graduate members. It lists the officers and recent initiates. It describes a Torch Hike and a Torch Supper,—two evtns that show how the friendships of the past are still carrying on. It has an inspiring message from the acting and active president, Bella C. Kaplan. It closes with "The Torch; A Creed" which each initiate repeats and is given here:

"I believe in the joy of study; the delight of acquaintance with books, the discipline of diligent learning and the re-discovery of the world of nature and of man through an open mind.

"I believe in character as essential to the highest type of scholarship. I hold that no intellectual achievement, however keen or clever, is worthy of deep respect unless it goes hand in hand with accuracy, reliability, honor, humility, tolerance, and truth.

"I believe in service, that it is the privilege and responsibility of the enlightened member of any society to minister with kindness and understanding to the needs of the less fortunate in talent or in opportunity.

"I rejoice in the burden of leadership which scholarship, character, and service lay upon me, for I believe that my Torch should light others to lives of greater beauty, richer joy, and fuller service."

—In a recent letter, one principal said, "I do think, however, that the National Honor Society is a real force in the school, making for honesty and school work, and while it does not actively function as such, its influence tends in that direction."

—A few principals do not favor a chapter of any national organization for fear of encouraging school secret societies. Principals who have chapters of the National Honor Society in their high schools say that with public initiation exercises to which the parents of the new members are especially invited, there is no danger of such confusion. On the other hand, should any part of the initiation descend to the buffoonery and the horse play of the "non-ritual initiation" ceremony of most high-school and college fraternities? Should not every step from notice of election to the pledge be dignified and impressive? The real objectives of the National Honor Society may thus be best emphasized.

—The president paid a short visit to the McKinley (Honolulu) chapter on October 6th, 1931, and found a very active chapter. Some of their activities are included in this Bulletin.

tin. A committee from the chapter delivered a beautiful lei on the boat which was worn with great pride as the *Chichibu Maru* sailed out of harbor on its way to Yokohama. The president wishes to express his appreciation of the cordial reception and of the silk, Hawaiian flag and leis of islands which now adorn his library as memorials of the Honolulu chapter. Mr. Cary, the principal, and Miss Larrabee, the sponsor, are very enthusiastic about the value of the National Honor Society.

—A principal of a high school in which there is a chapter of the National Honor Society and who is a member of the Department of Secondary-School Principals should refer all Bulletins bearing upon the National Honor Society to the sponsor who in turn should give the members of the Society the benefit of the Bulletin.

—When members of the local chapters write letters of an official nature they should submit these letters to the principal or sponsor for approval. Judging from the appearance and content of a few letters received from pupils, the principal or sponsor did not read or approve the letters before they were mailed.

—Practically all chapters have a pledge that is taken by the newly elected members at the close of the induction ceremony. In most cases, the pupils repeat this pledge with uplifted hand in the position of holding a torch if they do not actually hold it. They do not want the pupils to appear to be taking an oath.

—J. G. Masters, Principal, Central High School (Omaha) Nebraska, says:

"Our Beta chapter of the National Honor Society has through the decade proved one of the finest and best organizations I have ever known in a secondary school. It has been generally esteemed by our students as the most coveted honor in a long list of other possible honors which a student may possibly attain. We do have an enormous number of activities, including a great military establishment where it is possible to win high and noted

distinction in military as well as in athletics, dramatics, music, and many other fields. Nevertheless, membership in the National Honor Society seems to stand out pre-eminently and above all.

"We have generally regarded the National Honor Society as a great all-school recognition of fine achievement, excellence in character, real stability already achieved on the part of the student. As a chapter we do not attempt to carry on so many activities. With us election comes well toward the end of the senior year and, of course, the award is always based on actual achievement and accomplishment in the life and character qualities of the individual, as well as his objective achievements for his school and the community.

"We do not have an exact ritual but award announcement is made at a monster mass meeting including the entire school, the friends of the school, and the parents of those elected (invited secretly). Students do not know ahead of time that they are to be elected. We have some of the very finest music and a little bit of introduction at which time the one chosen to make the announcement and present the inaugural charge goes to the platform and tells the meaning and values of the National Honor Society, and one by one calls them to the platform when this inaugural charge is given. It is both solemn and beautiful occasion with us and as said above is widely recognized as the most coveted honor not only by the student and parents but by the entire community here in Omaha."

—The West High School (Denver, Colo.) charges an initiation fee of \$2.50. A pin, membership card, and certificate are presented to each initiate.

—We have received very few news items, rituals, or lists of activities from the chapters of the National Junior Honor Society. Will the principals of junior high schools send us a copy of the ritual and a list of the activities of the chapter?

ADDRESSES

Requests are frequently made for a copy of addresses that have been made to the new members at the initiation ceremonies. To comply with the wishes of some chapters, the following are offered:

The first address was given before the Beta Chapter, Central High School, Omaha, Nebraska, by Dr. Frank G. Smith, Pastor, First Congregational Church, Omaha, Nebraska.

In the ancient games of the olden times, it is said they used to crown the victor with a simple laurel wreath; it had no intrinsic value and no particular beauty and yet it was a priceless trophy because it was a symbol of achievement; a symbol is something that stands for something else and reminds us of it; so this laurel wreath was a symbol; it was a badge that stood for certain things.

It stood for efficiency; of all who ran or leaped or wrestled, here was one who ran a little faster and farther, one who leaped a little higher, one who proved himself a little better in the contest whatever it might be.

It stood for honor; the world has ever loved its heroes and delights to worship them. It honors the man who does something no one has ever done before; or finds out something no one has ever known before; or who does something a little better than anyone has ever done it before; so it was a badge of honor.

It stood for power; here was one who possessed the power and the skill to accomplish and achieve in a way that surpassed all previous efforts and that transacted the efforts of his best competitors.

And it stood for obligation; having once revealed to the world that he has the power and the skill to accomplish, he must live up to that revelation; he must never let his life down to anything less than this high and exalted plane of achievement in any future experience . . .

My dear young people, it is a pleasure beyond any words of mine to have the privilege of awarding you these honors this morning. I want to remind you that you have not been elected to this honor arbitrarily, but because you have honestly measured up to certain exalted standards. This honor is awarded on the basis of your excellence in four distinct qualifications; they are, character, initiative, leadership, and service.

Let us examine these for just a moment: Character is a compound of all the finest moral and spiritual qualities you can think of: gentleness, strength, cleanliness, fidelity, courage, faith, hope, charity,—these all unite by moral and spiritual chemistry into what we call character. It is the mighty reservoir upon which we draw in times of spiritual drought; it is our unfailing resource in times of great crisis and moral emergency; it is the paramount asset for successful achievement.

Initiative is that mental, moral, and spiritual quality by virtue of which we are able with alertness to make a new and worthy program in the hour of crisis; with character alone we can carry out a program that has already been laid out for us, but when the unexpected happens it requires initiative to make a successful and efficient adjustment. Many men and women of character fail for lack of initiative.

And then besides character and initiative there is leadership which is something entirely different. It is that persuasive, fascinating, gracious quality of life that enables one to easily enlist other people in the finest kind of team work for the accomplishment of that which could not be accomplished by individual effort.

"And last of all service. Much is said about service in our day and yet few know what it really means. It does not mean merely that through my chosen vocation I do something helpful for the world; that is a part of it but not all of it. The better and larger part of the meaning of service is that I shall find my highest joy, my greatest

reward, in the joy that others have in the service I render; not in the service itself, but in the joy of my fellow-men because of the service; this is the very exact and essence of this pearl of life's fine qualities, service.

By these standards you have been chosen from among your fellows for this honor; remembering that many others were very near the goal may I remind you that the humility and the dignity with which you receive this honor will be an additional testimony of your fitness. I congratulate you with all my heart; in behalf of the entire school, in behalf of the entire city, I bid you God speed; remember not only your honor but your obligation. Go forth; the world awaits you. Give to it your best and the best will come back to you. May I express my heart's desire for all of you in the words of him who set the throbs of his heart to the music of verse when he said,

"Let me but live my life from year to year,
With forward face and unreluctant soul;
Not hastening to, nor turning from the goal.
Not yearning for the things that disappear
In the dim past, nor holding back in fear
From what the future veils; but with a whole
And happy heart that pays its toll
To youth and age and travels on with cheer.
So let the way wind up the hill and down,
Through rough or smooth, the journey will be joy;
Still seeking what I sought when but a boy,
New friendship, high adventure and a crown,
I shall grow old but never lose life's zest,
Because for me the road's last turn will be the best."

On a similar occasion, Mr. Walter L. Pierpoint, of the Board of Education of Omaha, made the following address:

What an inspiring occasion this is. Here we are,—present and prospective members of the National Honor Society, hundreds of fellow students, parents approximating 100%, members of the faculty, and a wide circle of friends,—all interested in this event. This is not a

'pep' meeting on the eve of a football classic,—the cause of scholarship is in the saddle this morning. The enthusiasm and fitness of this gathering is well placed in my opinion. The primary function of education must be the scholarship of the student.

I hope to see the day when the press and the public will give due credit to intellectual attainment. When, for example, it will be said of a successful man, in his high-school course, he won honors in Latin and English as well as played half back on the football team.

Since the war period, many of us have regretted the increasing social activities surrounding school life in secondary schools, colleges, and universities (and particularly, universities) which have of necessity abridged the time of talented students and prevented the development of their inherent qualities of leadership. Concentration and reflection are necessary for intellectual growth. I believe, however, there is now a growing appreciation of the value of scholarship. In this movement, the National Honor Society plays a prominent part

In election to this society, you are paid a high and peculiar honor In all schools we have a few students who just 'hang on' by their eyebrows and in the main because they are mentally lazy and lack an appreciation of intellectual progress. There is also the large group who are willing to work voluntarily and who sincerely desire to go ahead. You, of course, represent the top in this latter group. You are chosen on the basis of scholarship, progress in the field of learning; character, and character is what we really are (the Greek word means chiselled, just as you would cut your name on a rock); on the basis of leadership (leadership means the courage to take an advanced position justified by your training) which presupposes mastery over self. If one would lead others, self-mastery must be first obtained; on a basis of service (service, a willingness to aid others and worthy projects); the aim of service not joy to ourselves alone, but a joy reflect-

ed from the joy of those we serve. These are virtues of a high order you will agree, and best of all this honor comes to you, not on account of family or position, but due to your own effort. It is prophetic of greater honors yet to come. I hope the honor of Phi Beta Kappa.

And, now, this word of caution: (probably not necessary but a little of the bitter usually goes along with the sweet) Beware of the superiority complex—in every contest judgments are made by human hands from fallible data. Others came near this honor. Be kind to them; help them to be good losers.

But, enough of the past, Let us face the future. It has been said of every youth there are three great innate desires: (1) A desire for beauty, beauty of form, beauty of color, beauty of style, beauty of everything; (2) A desire to serve others, this I have already detailed; (3) A desire for truth which may be differently stated,—a thirst for knowledge. The Bible says, 'The truth shall make you free.'

May I express the wish you will cultivate these great qualities.

One day in a little mountain town in France a mother, a peasant woman as they termed her in those days, a washerwoman, in simple dress with a shawl about her head, clutched in her hands the meagre savings of a life time. Her son of great promise was about to leave for the university. Farewells were said as only a mother can say them and then she handed the limit of coins to the boy closing with these words, 'Come back, somebody.' Years later amid the shouts of the multitudes gathered from the countryside, he did come back 'somebody.' He came back Gambetta, the Premier of all France. I wish for you success in the broad sense of the word.

On behalf of the principal and his assistants and the faculty of Central High—the parents and friends here assembled by virtue of the authority of the board of education of the school district of Omaha, I congratulate you and bid you God speed.

AN ADDRESS GIVEN BY I. M. BROCK, PRINCIPAL
ARTHUR HILL HIGH SCHOOL HONOR
ASSEMBLY

JANUARY 7, 1932

As these honor assemblies have grown to take their place among the traditions of a great high school, they have come to mean a great deal to all of us. I am sure that they must bring no little pleasure and deep satisfaction to the parents of the students in whose honor they are held. And so we are glad that you parents can be here this morning.

I always have one regret when attending one of our honor assemblies, and that is that there is not some way of paying greater honor to the hundreds of students in Arthur Hill, who while they may not do anything spectacular, yet are securing honest values from their everyday experiences and are contributing much that is worthwhile to their school.

In order to help us realize the importance of an honor assembly, suppose that I were to make such an announcement as this today: Out next assembly will be one of dishonor. At that time we will have grouped on this platform a small number of students who have been carefully selected because of the qualities which they possess and the things which they have done to bring discredit upon themselves and dishonor to their parents and their school. And they will be asked to stand as their names are read and the reasons will be cited for their being included in this group. For this assembly we have secured an outstanding speaker who will emphasize the undesirable qualities which these students possess and point out the significance of their offenses. At the close of the assembly each student will be awarded a pin to wear as a badge of his dishonor.

I'm quite sure that many a semester would pass and many a student body would move on before the memory of such an assembly would fade from this high school. And I know that in the heart of each student so dishonored there would exist for life a feeling of bitterness because of his public humiliation.

Well, we aren't going to have a dishonor assembly to be sure. It is difficult enough to get students to sit on the stage without trying that. But we are having an honor assembly this morning, and while it may not be as sensational as the one which we have pictured, yet it is of far greater importance. For there have been selected with great care a small number of students from our senior class who possess those qualities, and who have done those things which have brought credit to themselves and honor to their parents and their school.

And so I hope that as semesters and student bodies pass the memory of these assemblies will continue to be an inspiring force in the life of this high school. And as I extend to you young people the congratulations of the school for what you have thus far achieved, may I also express the hope that in the heart of each of you there may exist for life a feeling of honest pride, and a sincere desire to prove worthy of the honor which you have earned.

EVERY CHAPTER SHOULD:

1. Keep its constitution in hand and have it read to the members by the secretary at least once a year.
2. See that its constitution conforms to changes made in the National Constitution (See latest revision, of 1927). If changes are desired in the local constitution, see that the changes are submitted to, and approved by, the National Council.
3. Require its secretary to report promptly the names of new members to the secretary of the National Council. And report names of those dropped and of those transferred to other chapters.
4. Order emblems, plaques, membership cards, membership certificates, and seals only from the secretary of the National Council. Be sure every order is approved by your principal. (This is one safeguard to prevent spurious members from obtaining the emblems.)

5. Try to effect a saving on postage and packing by ordering all emblems sent to the secretary or sponsor of the local chapter.
6. Make sure that your high-school principal is a member of the Department of Secondary-School Principals of the National Education Association, so that he receives the five (or more) bulletins published each year by this Department, for these always contain material of interest to the local chapters.

SPECIAL ANNOUNCEMENT

If the chapters approve, the secretary will edit and publish a complete roster of all the names of all the members of the present chapters of the National Honor Society and of the National Junior Honor Society, provided each chapter will submit a prepared typewritten list of the members by years elected, and send for each name five cents to cover the printing and mailing of this roster. This material should be on 8½x11 sheets and be sent in before October 1, 1932, in form as follows:

Name of town or city..... (put state in pencil)

Name of chapter, Number of chapter (thus, Number 178)

Name of High School (thus, Senior High School.)

First year of members

(Names of members of that year)

Second year

(names)

Third year

(names)

Etc.

(Send to secretary with five cents for each name.)

(One copy of roster will be mailed for each name sent.)

WARNING

The National Honor Society has met with such great success that imitations are springing up in different parts of the country. These pseudo honor societies seem to have largely a commercial objective, and plan to exploit scholarship for financial ends. Members of our department are warned to beware of any plan to set up chapters, to grant charters, and to sell pins or emblems to pupils under the guise of scholarship, and are urged not to lend their aid or influence to such organizations.

The Department of Secondary-School Principals recommends only the National Honor Society and the National Junior Honor Society.

• Dr. Elbert K. Fretwell,
Teachers' College,
Columbia University,
New York City.

My dear Mr. Fretwell:

There has recently come to my desk a communication signed by National Secretary of the National High School and Preparatory School Honor Society. The writer says that he is authorized to grant charters for Chapters of that society.

I am interested in knowing the status of this organization. Can you tell me anything about the society or where I can find out about it? This High School already has a Chapter of the National Honor Society, but is growing large enough that it might consider another of the same kind. Thanking you for this, I am

Very truly yours,
Principal.

Dear Mr.

I do not know about this National High School and Preparatory School Honor Society about which you write. I know that, since the tremendous and worthwhile growth of the National Honor Society, there are springing up, as usual, many that are essentially imitations.

My advice is stick to the National Honor Society and develop it in your school for all you are worth, and in any event to have only one honor society in your school. To have two honor societies is, in my opinion, to weaken them both.

Sincerely yours,

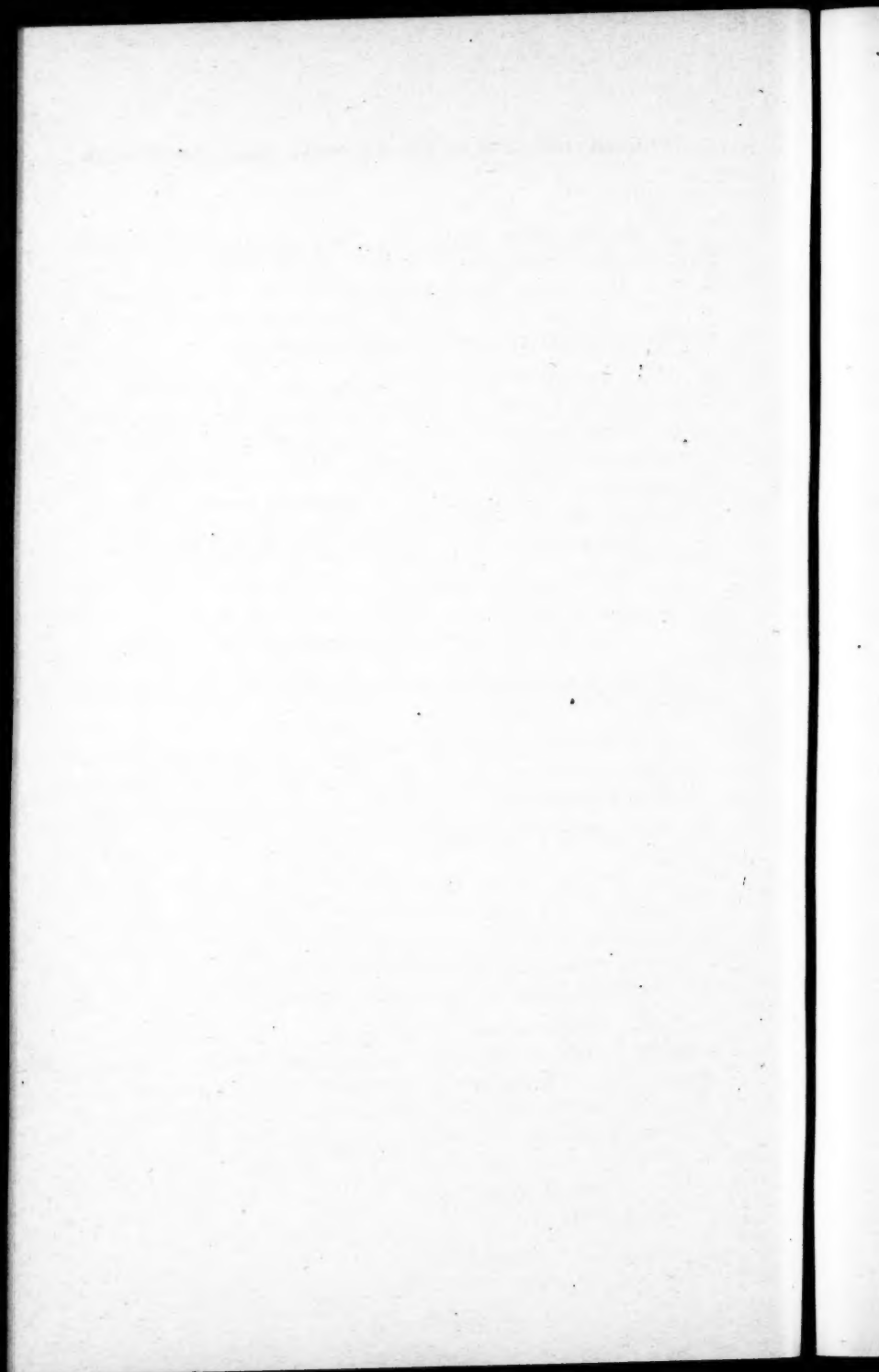
Elbert K. Fretwell.

EKF:GJ

A WISE SUGGESTION

Below is an excerpt from a letter from one of our newest chapters:

"The list of juniors who will carry on the work for the next year is given. Those who keep the scholastic requirements (and maintain the other standards) will be voted on by the faculty next year and permitted to *own* pins."



LIST OF CHAPTERS

of the

National Honor Society

ALABAMA

Amelia Troy Chapter
 Albany High School
 Albany, Alabama
 Baldwin County Chapter
 Baldwin County High School
 Bay Minette, Alabama
 John Herbert Phillips Chapter
 Birmingham, Alabama
 Jones Valley Chapter
 Jones Valley High School
 Birmingham, Alabama
 J. W. Minor Chapter
 Minor High School
 Birmingham, Alabama
 Shades Cahaba Chapter
 Shades Cahaba High School
 Birmingham, Alabama
 Woodlawn High School Chapter
 Birmingham, Alabama
 Jeffcohi Chapter
 Jefferson County High School
 Boyles, Alabama
 Pike County Chapter
 Pike County High School
 Brundidge, Alabama
 Excelsior Chapter
 Cullman County High School
 Cullman, Alabama
 Ensley Chapter
 Ensley High School
 Ensley, Alabama
 Enterprise Chapter
 Coffee County High School
 Enterprise, Alabama
 Fairfield Chapter
 Fairfield High School
 Fairfield, Alabama
 Walker Chapter
 Walker County High School
 Jasper, Alabama
 Lambda Sigma Kappa Chapter
 Perry County High School
 Marion, Alabama
 Mobile High School Chapter
 Mobile High School
 Mobile, Alabama
 Cloverdale Chapter
 Montgomery High School
 Montgomery, Alabama
 Black Warrior Chapter
 Tuscaloosa County High School
 Northport, Alabama
 Dale Chapter
 Dale County High School
 Ozark, Alabama
 Ramer Chapter
 Ramer High School
 Ramer, Alabama
 Jackhi Chapter
 Jackson County High School
 Scottsboro, Alabama

Selma Chapter
 Selma High School
 Selma, Alabama
 Druid Chapter
 Tuscaloosa High School
 Tuscaloosa, Alabama

ARIZONA

Bisbee Chapter
 The Senior High School
 Bisbee, Arizona
 Douglas Chapter
 Douglas High School
 Douglas, Arizona
 Flagstaff Chapter
 Flagstaff High School
 Flagstaff, Arizona
 Globe Chapter
 Globe High School
 Globe, Arizona
 Mesa Chapter
 Mesa Union High School
 Mesa, Arizona
 Miami Chapter
 Miami High School
 Miami, Arizona
 Nogales Chapter
 Nogales High School
 Nogales, Arizona
 Phoenix Chapter
 Phoenix Union High School
 Phoenix, Arizona
 Prescott Chapter
 Prescott High School
 Prescott, Arizona
 Safford Chapter
 Safford High School
 Safford, Arizona
 Tempe Chapter
 Tempe Union High School
 Tempe, Arizona
 Tucson Chapter
 Tucson High School
 Tucson, Arizona

ARKANSAS

Arkadelphia Chapter
 Arkadelphia High School,
 Arkadelphia, Arkansas
 Ashdown Chapter
 Ashdown High School
 Ashdown, Arkansas
 Batesville Chapter
 Batesville High School
 Batesville, Arkansas
 Blytheville Chapter
 Blytheville High School
 Blytheville, Arkansas
 El Dorado Chapter
 El Dorado High School
 El Dorado, Arkansas

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Socratic Chapter
 Fayetteville High School
 Fayetteville, Arkansas
 Fort Smith Chapter
 Fort Smith High School
 Fort Smith, Arkansas
 Helena Chapter
 Helena High School
 Helena, Arkansas
 Hope Chapter
 Hope High School
 Hope, Arkansas
 Hot Springs Chapter
 Hot Springs High School
 Hot Springs National Park, Arkansas
 Little Rock Chapter
 Senior High School
 Little Rock, Arkansas
 Morrilton Chapter
 Morrilton High School
 Morrilton, Arkansas
 North Little Rock Chapter
 North Little Rock High School
 North Little Rock, Arkansas
 Paragould Chapter
 Paragould High School
 Paragould, Arkansas
 Pine Bluff High School Chapter
 Pine Bluff High School
 Pine Bluff, Arkansas
 Searcy Chapter
 Searcy High School
 Searcy, Arkansas
 Texarkana Chapter
 Arkansas Senior High School
 Texarkana, Arkansas

CALIFORNIA

Bishop Chapter
 Bishop Union High School
 Bishop, California
 Alcyonia Chapter
 Fullerton Union High School
 Fullerton, California
 Alpha Omega Omicron Chapter
 Hanford Union High School
 Hanford, California
 Hayward Chapter
 Hayward Union High School
 Hayward, California
 Napa Chapter
 Napa Union High School
 Napa, California
 Calaveras Chapter
 Calaveras Union High School
 San Andreas, California

COLORADO

Aurora Chapter
 Aurora High School
 Aurora, Colorado
 Boulder Chapter
 Colorado State Preparatory School
 Boulder, Colorado
 The Brush Union Chapter
 Brush Union High School
 Brush, Colorado
 Brighton Chapter
 Brighton, Colorado
 Center Chapter
 Center High School
 Center, Colorado

Colorado Springs Chapter
 Colorado Springs High School
 Colorado Springs, Colorado
 Cripple Creek Chapter
 Cripple Creek High School
 Cripple Creek, Colorado
 The Delta Chapter
 Delta High School
 Delta, Colorado
 The Denver Manual Training Chapter
 Manual Training High School
 Denver, Colorado
 East Denver Chapter
 East Side High School
 Denver, Colorado
 North Side High School Chapter
 North Side High School
 Denver, Colorado
 South High Chapter
 South Side High School
 Denver, Colorado
 West Side High School Chapter
 West Side High School
 Denver, Colorado
 Fort Collins Chapter
 Fort Collins High School
 Fort Collins, Colorado
 Fort Morgan Chapter
 Fort Morgan High School
 Fort Morgan, Colorado
 Garfield Chapter
 Garfield County High School
 Glenwood Springs, Colorado
 Golden High School Chapter
 The Golden High School
 Golden, Colorado
 Grand Junction Chapter
 Grand Junction High School
 Grand Junction, Colorado
 Greeley Chapter
 Greeley High School
 Greeley, Colorado
 Teachers College High School Chapter
 Teachers College High School
 Greeley, Colorado
 Gunnison Chapter
 Gunnison County High School
 Gunnison, Colorado
 Hotchkiss Chapter
 Hotchkiss High School
 Hotchkiss, Colorado
 La Junta Chapter
 La Junta High School
 La Junta, Colorado
 Limon Chapter
 Limon Union High School
 Limon, Colorado
 Littleton Chapter
 Littleton High School
 Littleton, Colorado
 Monte Vista Chapter
 Rio Grande County High School
 Monte Vista, Colorado
 Montrose Chapter
 Montrose County High School
 Montrose, Colorado
 Olathe Chapter
 Olathe High School
 Olathe, Colorado
 The Centennial Chapter
 Centennial High School
 Pueblo, Colorado
 Roosevelt Chapter
 Rocky Ford High School
 Rocky Ford, Colorado

FOURTH HANDBOOK OF THE NATIONAL HONOR SOCIETY 129

Salida Chapter
 Junior-Senior High School
 Salida, Colorado
 Sterling Chapter
 Industrial Arts High School
 Sterling, Colorado
 Victor Chapter
 Victor High School
 Victor, Colorado
 Walsenburg Chapter
 Huerfano County High School
 Walsenburg, Colorado
 Wheatridge Chapter
 Wheatridge High School
 Wheatridge, Colorado
 Willard Chapter
 Willard High School
 Willard, Colorado
 Windsor Chapter
 Windsor High School
 Windsor, Colorado
 Yuma County High School Chapter
 Yuma County High School
 Wray, Colorado
 Yuma Chapter
 Yuma Union High School
 Yuma, Colorado

CONNECTICUT

Bethel Chapter
 Bethel High School
 Bethel, Connecticut
 Warren G. Harding Chapter
 Warren G. Harding High School
 Bridgeport, Connecticut
 Smiley Chapter
 Hartford Public High School
 Hartford, Connecticut
 Bulkeley Chapter
 Bulkeley High School
 Hartford, Connecticut
 Meriden Chapter
 Meriden High School
 Meriden, Connecticut
 Tourtellotte Chapter
 Tourtellotte Memorial High School
 North Grosvenordale, Connecticut
 Derby Chapter
 Derby High School
 Derby, Connecticut

DELAWARE

Lewes Chapter
 Lewes High School
 Lewes, Delaware
 Newark Chapter
 Newark High School
 Newark, Delaware
 Wilmington Chapter
 Wilmington High School
 Wilmington, Delaware

DISTRICT OF COLUMBIA

Armstrong Chapter
 Armstrong High School
 Washington, D. C.
 Cardozo Chapter
 Cardozo High School
 Washington, D. C.
 Devitt Chapter
 Devitt School
 Washington, D. C.

The Pharos Chapter
 McKinley Technical High School
 Washington, D. C.
 Alpha Chapter of the District of Columbia
 Central High School
 Washington, D. C.
 Dunbar Chapter
 Dunbar High School
 Washington, D. C.

FLORIDA

Ponce de Leon Chapter
 Ponce de Leon High School
 Coconut Grove-Coral Gables, Florida
 Robert E. Lee Chapter
 Robert E. Lee High School
 Jacksonville, Florida
 Lake Chapter
 Leesburg High School
 Leesburg, Florida
 Royal Palm Chapter
 Dade County Agricultural High School
 Miami, Florida
 Miami Chapter
 Miami Senior High School
 Miami, Florida
 Orlando Chapter
 Orlando Senior High School
 Orlando, Florida
 Sarasota Chapter
 Sarasota High School
 Sarasota, Florida
 Henry B. Plant Chapter
 Henry B. Plant High School
 Tampa, Florida
 Hillsborough Chapter
 Hillsborough High School
 Tampa, Florida
 Tarpon Springs Chapter
 Tarpon High School
 Tarpon Springs, Florida
 Torchbearers Chapter
 Palm Beach High School
 West Palm Beach, Florida
 Lakeview Chapter
 Lakeview High School
 Winter Garden, Florida

GEORGIA

Commercial High School Chapter
 Commercial High School
 Atlanta, Georgia
 Fulton Chapter
 Fulton High School
 Atlanta, Georgia

HAWAII

Honolulu McKinley Chapter
 McKinley High School
 Honolulu, Hawaii
 Lahainaluna Chapter
 Lahainaluna Technical High School
 Lahaina, Maui, Hawaii
 Leilehua Chapter
 Leilehua High School
 Schofield Barracks, Hawaii

IDAHO

Boise Chapter
 Boise High School
 Boise, Idaho

130 DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS

Lambda Sigma Chapter
Buhl High School
Buhl, Idaho
Burley Chapter
Burley High School
Burley, Idaho
Psi Omega Chapter
Caldwell High School
Caldwell, Idaho
Montpelier High School Chapter
Montpelier High School
Montpelier, Idaho
Nampa Chapter
Nampa High School
Nampa, Idaho
Pocatello Torch Society
Pocatello High School
Pocatello, Idaho
Salmon Chapter
Salmon High School
Salmon, Idaho
St. Maries Chapter
St. Maries High School
St. Maries, Idaho
Beta Sigma Chapter
Twin Falls High School
Twin Falls, Idaho

ILLINOIS

Alton Chapter
Alton Community High School
Alton, Illinois
Aldos Chapter
Argo Community High School
Argo, Illinois
East High Honor Society
East High School
Aurora, Illinois
The Honor Society of West High School
West High School
Aurora, Illinois
Bardolph Chapter
Bardolph Community High School
Bardolph, Illinois
Batavia High School Honor Society
Batavia High School
Batavia, Illinois
Belvidere Chapter
Belvidere High School
Belvidere, Illinois
Cairo Chapter
Cairo High School
Cairo, Illinois
Oasis Chapter
Thornton Fractional Twp. High School
Calumet City, Illinois
Catin Chapter
Catin Township High School
Catin, Illinois
Illini Chapter
Champaign High School
Champaign, Illinois
Bowen Chapter
Bowen High School
Chicago, Illinois
Calumet Chapter
Calumet High School
Chicago, Illinois
Central Preparatory Chapter
Central Day Preparatory School
Y. M. C. A., Chicago, Illinois
R. T. Crane Chapter
R. T. Crane Technical High School
Chicago, Illinois
Sigma Alpha Chapter
De Paul University Loop High School
Chicago, Illinois
Englewood Chapter
Englewood High School
Chicago, Illinois
Fenger Chapter
Christian Fenger Senior High School
Chicago, Illinois
Harrison Technical High School Chapter
Harrison Technical High School
Chicago, Illinois
Albert Lane Chapter
Lane Technical High School
Chicago, Illinois
Nicholas Senn Chapter
Nicholas Senn High School
Chicago, Illinois
Tilden Chapter
Tilden Technical High School
Chicago, Illinois
St. Xavier Chapter
St. Xavier Academy
Chicago, Illinois
Bloom Chapter
Bloom Township High School
Chicago Heights, Illinois
Morton Chapter
J. Sterling Morton High School
Cicero, Illinois
Crystal Lake Chapter
Crystal Lake Community High School
Crystal Lake, Illinois
Danville Chapter
Danville High School
Danville, Illinois
De Kalb Chapter
De Kalb Township High School
De Kalb, Illinois
Maine Honor Society
Maine Township High School
Des Plaines, Illinois
Downers Grove Chapter
Downers Grove Community High School
Downers Grove, Illinois
Cahokia Chapter
Dupu Community High School
Dupu, Illinois
Laurel Chapter
Dwight Township High School
Dwight, Illinois
East St. Louis Chapter
East St. Louis High School
East St. Louis, Illinois
York Community Chapter
York Community High School
Elmhurst, Illinois
Elpahi Chapter
El Paso Township High School
El Paso, Illinois
Freeport Chapter
Freeport High School
Freeport, Illinois
Galesburg Chapter
Galesburg High School
Galesburg, Illinois
Geneseo Chapter
Geneseo Township High School
Geneseo, Illinois

FOURTH HANDBOOK OF THE NATIONAL HONOR SOCIETY 131

- | | |
|---|---------------------------------------|
| Drummer Chapter | Oak Park and River Forest Chapter |
| Drummer Township High School | Oakpark and River Forest Twp. H. S. |
| Gibson City, Illinois | Oak Park, Illinois |
| Glen Honor Chapter | Onarga Chapter |
| Glenbard Township High School | Onarga Township High School |
| Glen Ellyn, Illinois | Onarga, Illinois |
| Warren Chapter | Palestine Chapter |
| Warren Township High School | Palestine Township High School |
| Gurnee, Illinois | Palestine, Illinois |
| Thornton Township High School Chapter | Pana Chapter |
| Thornton Township High School | Pana Township High School |
| Harvey, Illinois | Pana, Illinois |
| Herrin Chapter | Pekin Community High School Chapter |
| Herrin Township High School | Community High School |
| Herrin, Illinois | Pekin, Illinois |
| Deerfield-Shields Chapter | Peoria Chapter |
| Deerfield-Shields Township High School | Peoria Central High School |
| Highland Park, Illinois | Peoria, Illinois |
| Joliet Township Chapter | Peoria Manual Training, H. S. Chapter |
| Joliet High School | Peoria Manual Training High School |
| Joliet, Illinois | Peoria, Illinois |
| Lyons Township Chapter | Torch Society |
| Lyons Township High School | Pontiac Township High School |
| La Grange, Illinois | Pontiac, Illinois |
| La Salle-Peru Chapter | Princeton Chapter |
| La Salle-Peru High School | Princeton Township High School |
| La Salle, Illinois | Princeton, Illinois |
| Lawrenceville Chapter | Quincy Chapter |
| Lawrenceville Township High School | Senior High School |
| Lawrenceville, Illinois | Quincy, Illinois |
| Roosevelt Chapter | Riverside-Brookfield Chapter |
| Libertyville High School | Riverside-Brookfield High School |
| Libertyville, Illinois | Riverside, Illinois |
| Lincoln Chapter | Robinson Chapter |
| Lincoln Community High School | Robinson Township High School |
| Lincoln, Illinois | Robinson, Illinois |
| Lockport Chapter | Rockford Chapter |
| Lockport Township High School | Rockford High School |
| Lockport, Illinois | Rockford, Illinois |
| Long View Chapter | Hononegah Chapter |
| Long View High School | Hononegah Community High School |
| Long View, Illinois | Rockton, Illinois |
| Marshall Chapter | Hall Chapter |
| Marshall Township High School | Hall Twp. H. S. and Vocational School |
| Marshall, Illinois | Spring Valley, Illinois |
| Proviso Chapter | Tolono Chapter |
| Proviso Township High School | Tolono Community High School |
| Maywood, Illinois | Tolono, Illinois |
| Mendota Township High School Chapter | Tremont Chapter |
| Mendota Township High School | Tremont Community High School |
| Mendota, Illinois | Tremont, Illinois |
| Sachem Chapter | Tuscola Chapter |
| Monmouth High School | Tuscola Community High School |
| Monmouth, Illinois | Tuscola, Illinois |
| Honor Society of Mooseheart High School | Urbana Chapter |
| Mooseheart High School | Urbana High School |
| Mooseheart, Illinois | Urbana, Illinois |
| Mount Carmel Chapter | We-Go Chapter |
| Mount Carmel High School | West Chicago Community High School |
| Mount Carmel, Illinois | West Chicago, Illinois |
| Mount Olive Chapter | West Frankfort Chapter |
| Community High School | Frankfort Community High School |
| Mount Olive, Illinois | West Frankfort, Illinois |
| Vernois Chapter | |
| Mount Vernon Township High School | |
| Mount Vernon, Illinois | |
| Murphysboro Chapter | |
| Murphysboro Township High School | |
| Murphysboro, Illinois | |
| Normal Chapter | |
| Normal Community High School | |
| Normal, Illinois | |

INDIANA

- Alexandria Chapter
- Alexandria High School
- Alexandria, Indiana
- Bloomington Chapter
- Bloomington High School
- Bloomington, Indiana
- Bluffton Chapter
- Bluffton High School
- Bluffton, Indiana

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Brazil Chapter Brazil High School Brazil, Indiana	George Washington Chapter George Washington High School Indianapolis, Indiana
Columbus Chapter Columbus High School Columbus, Indiana	Kokomo Chapter Kokomo High School Kokomo, Indiana
Connerville Chapter City High School Connerville, Indiana	La Porte Chapter La Porte High School La Porte, Indiana
Niaweh Chapter Covington High School Covington, Indiana	Lebanon High School Honor Society Lebanon High School Lebanon, Indiana
Nonpareil Chapter Crawfordsville High School Crawfordsville, Indiana	Martinsville Chapter Junior-Senior High School Martinsville, Indiana
Crown Point Chapter Crown Point High School Crown Point, Indiana	Elston Chapter Isaac C. Elston High School Michigan City, Indiana
Delphi Chapter Delphia High School Delphi, Indiana	Mishawaka Chapter Mishawaka High School Mishawaka, Indiana
Washington Chapter Washington High School East Chicago, Indiana	Mount Vernon Chapter Mount Vernon High School Mount Vernon, Indiana
Central High Chapter Central High School Evansville, Indiana	Muncie Chapter Central High School Muncie, Indiana
Benjamin Bosse High School Chapter Benjamin Bosse High School Evansville, Indiana	Washington Chapter New Washington High School New Washington, Indiana
Reitz Chapter Reitz High School Evansville, Indiana	Peru Chapter Peru High School Peru, Indiana
Fairmount Chapter Fairmount High School Fairmount, Indiana	Athens Chapter Princeton High School Princeton, Indiana
Ariston Chapter Roosevelt High School East Chicago, Indiana	Rensselaer Chapter Rensselaer High School Rensselaer, Indiana
Lindberg Chapter Central High School Fort Wayne, Indiana	Shelbyville Chapter Shelbyville High School Shelbyville, Indiana
North Side Chapter North High School Fort Wayne, Indiana	Normal Training High School Chapter Indiana State Normal School Terre Haute, Indiana
Prometheous Chapter South Side High School Fort Wayne, Indiana	Gerstmeier Chapter Gerstmeier Technical High School Terre Haute, Indiana
Emerson Chapter Emerson High School Gary, Indiana	Garfield Chapter Garfield High School Terre Haute, Indiana
Froebel Chapter Froebel High School Gary, Indiana	Wiley Chapter Wiley High School Terre Haute, Indiana
Horace Mann Chapter Horace Mann High School Gary, Indiana	Lincoln Chapter Lincoln High School Vincennes, Indiana
Greencastle Chapter Greencastle High School Greencastle, Indiana	Whiting Chapter Whiting High School Whiting, Indiana
Hammond Chapter Hammond High School Hammond, Indiana	IOWA
Huntington Chapter Huntington High School Huntington, Indiana	Ames Chapter Ames Senior High School— Ames, Iowa
Attucks Chapter Crispus Attucks High School Indianapolis, Indiana	Atlantic Chapter Atlantic Senior High School Atlantic, Iowa
Shortridge Chapter Shortridge High School Indianapolis, Indiana	Bedford Chapter Bedford High School Bedford, Iowa
	Burlington Chapter Burlington High School Burlington, Iowa

FOURTH HANDBOOK OF THE NATIONAL HONOR SOCIETY 133

- | | |
|-----------------------------------|-------------------------------|
| Alpha Chapter of Iowa | Iowa Falls Chapter |
| Cedar Falls High School | Iowa Falls High School |
| Cedar Falls, Iowa | Iowa Falls, Iowa |
| Chi Epsilon Chapter | Keokuk Chapter |
| Cedar Falls High School | Keokuk Senior High School |
| Cedar Falls, Iowa | Keokuk, Iowa |
| Aristotelian Chapter | Knoxville Chapter |
| Grant High School | Knoxville High School |
| Cedar Rapids, Iowa | Knoxville, Iowa |
| Sophrosyne Chapter | Le Mars Chapter |
| Washington High School | Le Mars High School |
| Cedar Rapids, Iowa | Le Mars, Iowa |
| Chariton Chapter | Manchester Chapter |
| Chariton High School | Manchester High School |
| Chariton, Iowa | Manchester, Iowa |
| Charles City Chapter | Mapleton Chapter |
| Charles City High School | Mapleton High School |
| Charles City, Iowa | Mapleton, Iowa |
| Clarinda Chapter | Honor Society of Marengo |
| Clarinda High School | Marengo High School |
| Clarinda, Iowa | Marengo, Iowa |
| Semper Fidelis Chapter | Marion Chapter |
| Clear Lake High School | Marion High School |
| Clear Lake, Iowa | Marion, Iowa |
| Thomas Jefferson Chapter | Muscatine Chapter |
| Thomas Jefferson High School | Muscatine High School |
| Council Bluffs, Iowa | Muscatine, Iowa |
| Lyons Chapter | New Hampton Chapter |
| Lyons High School | New Hampton High School |
| Clinton, Iowa | New Hampton, Iowa |
| Abraham Lincoln Chapter | Delta Mu Delta Chapter |
| Abraham Lincoln High School | Junior-Senior High School |
| Council Bluffs, Iowa | Newton, Iowa |
| East High Chapter | Onawa Chapter |
| East High School | Onawa High School |
| Des Moines, Iowa | Onawa, Iowa |
| Abraham Lincoln Chapter | Oskaloosa Chapter |
| Abraham Lincoln High School | Oskaloosa High School |
| Des Moines, Iowa | Oskaloosa, Iowa |
| Aeolian Chapter | Torch Club |
| North High School | Ottumwa High School |
| Des Moines, Iowa | Ottumwa, Iowa |
| Theodore Roosevelt Chapter | Perry Chapter |
| Theodore Roosevelt High School | Perry High School |
| Des Moines, Iowa | Perry, Iowa |
| Kyle Club | Oak Chapter |
| West High School | Red Oak High School |
| Des Moines, Iowa | Red Oak, Iowa |
| Keystone and Torch Chapter | Rock Rapids Chapter |
| Dubuque Senior High School | Rock Rapids High School |
| Dubuque, Iowa | Rock Rapids, Iowa |
| Eldora Chapter | Rockwell City Chapter |
| Eldora High School | Rockwell City High School |
| Eldora, Iowa | Rockwell, Iowa |
| Elkader High School Torch Society | Ruthven Chapter |
| Elkader High School | Ruthven High School |
| Elkader, Iowa | Ruthven, Iowa |
| Estherville Chapter | Crescent Chapter |
| Estherville High School | Sac City High School |
| Estherville, Iowa | Sac City, Iowa |
| Gray Chapter | Torch and Scroll Chapter |
| Grundy Center High School | Shenandoah Senior High School |
| Grundy Center, Iowa | Shenandoah, Iowa |
| Independence Chapter | Castle Chapter |
| Independence High School | Central High School |
| Independence, Iowa | Sioux City, Iowa |
| Indianola Chapter | War Eagle Chapter |
| Indianola Senior High School | East High School |
| Indianola, Iowa | Sioux City, Iowa |
| Iowa University Chapter | Spirit Lake Chapter |
| University High School | Spirit Lake High School |
| Iowa City, Iowa | Spirit Lake, Iowa |

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Stuart Chapter Stuart High School Stuart, Iowa	Dodge City Chapter Dodge City High School Dodge City, Kansas
Story City Chapter Story City High School Story City, Iowa	Alpha Honorary Society Atchison County Community H. S. Effingham, Kansas
Tama Chapter Tama High School Tama, Iowa	El Dorado Chapter El Dorado High School El Dorado, Kansas
Tipton Chapter Tipton High School Tipton, Iowa	Emporia Chapter Emporia High School Emporia, Kansas
Toledo Chapter Toledo High School Toledo, Iowa	Roosevelt High School Chapter Roosevelt High School Emporia, Kansas
Athenian Chapter Valley Junction High School Valley Junction, Iowa	Eureka Chapter Eureka High School Eureka, Kansas
Vinton Chapter Lincoln High School Vinton, Iowa	Florence Chapter Memorial Junior-Senior High School Florence, Kansas
Waterloo Chapter West High School Waterloo, Iowa	Fort Scott Chapter Fort Scott High School Fort Scott, Kansas
Sophrosyne Chapter Webster City Senior High School Webster City, Iowa	Philomathean Chapter Fredonia High School Fredonia, Kansas
KANSAS	
Abilene Chapter Abilene High School Abilene, Kansas	Garden City Chapter Garden City High School Garden City, Kansas
Labette County Chapter Labette County High School Altamont, Kansas	Garnett Chapter Garnett High School Garnett, Kansas
Anthony Chapter Anthony High School Anthony, Kansas	Glasco Chapter Glasco Rural High School Glasco, Kansas
Arkansas City, Kansas, Chapter Arkansas City High School Arkansas City, Kansas	Great Bend Chapter Senior High School Great Bend, Kansas
Atchison Chapter Atchison High School Atchison, Kansas	Halstead Chapter Halstead High School Halstead, Kansas
Augusta Chapter Augusta High School Augusta, Kansas	Harper Chapter Harper High School Harper, Kansas
Beloit Chapter Beloit High School Beloit, Kansas	Hays Chapter Hays High School Hays, Kansas
Blue Rapids Chapter Blue Rapids High School Blue Rapids, Kansas	Herington Chapter Herington High School Herington, Kansas
Bonner Chapter Bonner Springs High School Bonner Springs, Kansas	Holton Chapter Holton High School Holton, Kansas
Caldwell Chapter Caldwell High School Caldwell, Kansas	Horton Kansas Chapter Junior-Senior High School Horton, Kansas
Chanute Chapter Chanute High School Chanute, Kansas	Sheridan Chapter Sheridan Community High School Hoxie, Kansas
Cherryvale Chapter Cherryvale Senior High School Cherryvale, Kansas	Humboldt Chapter Humboldt High School Humboldt, Kansas
Coffeyville Chapter Coffeyville High School Coffeyville, Kansas	Hutchinson, Kansas Chapter Senior High School Hutchinson, Kansas
Colby Chapter Colby Community High School Colby, Kansas	Independence High School Chapter Independence High School Independence, Kansas
Concordia Chapter Concordia High School Concordia, Kansas	Iola Chapter Iola High School Iola, Kansas

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Jewell Chapter
 Jewell Rural High School
 Jewell City, Kansas
 Junction City Chapter
 Junior-Senior High School
 Junction City, Kansas
 Argentine Chapter
 Argentine High School
 Kansas City, Kansas
 Kansas City Chapter
 Central High School
 Kansas City, Kansas
 Rosedale High School Chapter
 Rosedale High School
 Kansas City, Kansas
 Kingman Chapter
 Kingman High School
 Kingman, Kansas
 Kinsley Chapter
 Kinsley High School
 Kinsley, Kansas
 Kiowa Chapter
 Kiowa High School
 Kiowa, Kansas
 Liberty Memorial Chapter
 Liberty Memorial High School
 Lawrence, Kansas
 Leavenworth Alpha Chapter
 Leavenworth High School
 Leavenworth, Kansas
 Lindsborg Chapter
 Lindsborg High School
 Lindsborg, Kansas
 Manhattan Chapter
 Senior High School
 Manhattan, Kansas
 Marion Chapter
 Marion High School
 Marion, Kansas
 Marysville Chapter
 Marysville High School
 Marysville, Kansas
 McPherson Chapter
 McPherson High School
 McPherson, Kansas
 Medicine Lodge Chapter
 Medicine Lodge High School
 Medicine Lodge, Kansas
 Shawnee-Mission Chapter
 Shawnee-Mission High School
 Merriam, Kansas
 Minneapolis Chapter
 Minneapolis High School
 Minneapolis, Kansas
 Ness City Chapter
 Ness City High School
 Ness City, Kansas
 Newton Chapter
 Newton High School
 Newton, Kansas
 Reno Chapter
 Reno Community High School
 Nickerson, Kansas
 Norton Chapter
 Norton Community High School
 Norton, Kansas
 Decatur Chapter
 Decatur County High School
 Oberlin, Kansas
 Olathe Chapter
 Olathe High School
 Olathe, Kansas

Osawatomie Chapter
 Osawatomie High School
 Osawatomie, Kansas
 Paola Chapter
 Paola High School
 Paola, Kansas
 Partridge Chapter
 Partridge Rural High School
 Partridge, Kansas
 Perry Chapter
 Perry High School
 Perry, Kansas
 College Chapter
 College High School
 Pittsburg, Kansas
 Pittsburg Chapter
 Senior High School
 Pittsburg, Kansas
 Plains Chapter
 The Plains High School
 Plains, Kansas
 Pratt Chapter
 Pratt High School
 Pratt, Kansas
 The Honor Society
 Salina High School
 Salina, Kansas
 Smith Center Chapter
 Smith Center High School
 Smith Center, Kansas
 Stafford Chapter
 Stafford High School
 Stafford, Kansas
 Sterling Chapter
 Sterling High School
 Sterling, Kansas
 St. John Chapter
 St. John High School
 St. John, Kansas
 Topeka Chapter
 Topeka High School
 Topeka, Kansas
 Washington Chapter
 Washington High School
 Washington, Kansas
 Wellington Chapter
 Senior High School
 Wellington, Kansas
 Wichita Chapter
 Wichita High School
 Wichita, Kansas
 Wichita North Chapter
 Wichita High School North
 Wichita, Kansas
 Yates Center Chapter
 Yates Center Senior High School
 Yates Center, Kansas

KENTUCKY

Anchorage Chapter
 Anchorage High School
 Anchorage, Kentucky
 Berea Chapter
 Academy of Berea College
 Berea, Kentucky
 Corbin Chapter
 Corbin High School
 Corbin, Kentucky
 Holmes Chapter
 Holmes High School
 Covington, Kentucky
 Hopkinsville Chapter
 Hopkinsville High School
 Hopkinsville, Kentucky

Lancaster Chapter
 Lancaster High School
 Lancaster, Kentucky
 University High School Chapter
 University High School
 Lexington, Kentucky
 Atherton Chapter
 J. M. Atherton High School for Girls
 Louisville, Kentucky
 Alpha Chapter of Kentucky
 Girls High School
 Louisville, Kentucky
 Middlesboro Chapter
 Middlesboro High School
 Middlesboro, Kentucky
 Nickell Chapter
 Nicholasville High School
 Nicholasville, Kentucky
 Owensboro Chapter
 Owensboro Senior High School
 Owensboro, Kentucky
 Paducah Chapter
 Lincoln High School
 Paducah, Kentucky
 Augusta Tilghman Chapter
 Augusta Tilghman High School
 Paducah, Kentucky
 Russellville Chapter
 Russellville High School
 Russellville, Kentucky
 Ad Astra Chapter
 Williamsburg Senior High School
 Williamsburg, Kentucky
 Shawnee Chapter
 Winchester High School
 Winchester, Kentucky

LOUISIANA

Hammond Chapter
 Hammond High School
 Hammond, Louisiana
 Claiborne Chapter
 Haynesville High School
 Haynesville, Louisiana
 Lake Charles Chapter
 Lake Charles High School
 Lake Charles, Louisiana
 Rayne Chapter
 Rayne High School
 Rayne, Louisiana

MAINE

Cony High School Honor Society
 Cony High School
 Augusta, Maine
 Bangor Chapter
 Bangor High School
 Bangor, Maine
 Bar Harbor Chapter
 Bar Harbor High School
 Bar Harbor, Maine
 Morse High School Honor Society
 Morse High School
 Bath, Maine
 Dirigo of Crosby Chapter
 William G. Crosby High School
 Belfast, Maine
 Berwick Academy Honor Society
 Berwick (South) Academy
 Berwick, Maine
 Gould Chapter
 Gould Academy
 Bethel, Maine

Dirigo Chapter
 Brewer High School
 Brewer, Maine
 Calais Chapter
 Calais Academy
 Calais, Maine
 Canton Chapter
 Canton High School
 Canton, Maine
 Caribou Chapter
 Caribou High School
 Caribou, Maine
 Dover-Fox Croft Chapter
 Fox Croft Academy
 Dover-Fox Croft, Maine
 Lawrence Chapter
 Lawrence High School
 Fairfield, Maine
 Gardiner High School Honor Society
 Gardiner High School
 Gardiner, Maine
 Bridge Academy Chapter
 Bridge Academy
 Dresden Mills, Maine
 Hampden Academy Chapter
 Hampden Academy
 Hampden, Maine
 Traip Academy Chapter
 R. W. Traip Academy
 Kittery, Maine
 Jordan High-School Honor Society
 Jordan High School
 Lewiston, Maine
 Madison Memorial High School Chapter
 Madison Memorial High School
 Madison, Maine
 Milo Chapter
 Milo High School
 Milo, Maine
 Orono Chapter
 Orono High School
 Orono, Maine
 Patten Academy Chapter
 Patten Academy
 Patten, Maine
 Maine Central Institute Chapter
 Maine Central Institute School
 Pittsfield, Maine
 Deering High School Honor Society
 Deering High School
 Portland, Maine
 Stephens Chapter
 Stephens High School
 Rumford, Maine
 Mexico High School Chapter
 Mexico High School
 Ridoutville, Maine
 Rockland Chapter
 Rockland High School
 Rockland, Maine
 Winslow Chapter
 Winslow High School
 Winslow, Maine

MARYLAND

Baltimore City College Chapter
 Baltimore City College
 Baltimore, Maryland
 William R. King Chapter
 Baltimore Polytechnic Institute
 Baltimore, Maryland

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Douglass Chapter
 Frederick Douglass High School
 Baltimore, Maryland
 Bethesda-Chevy Chase Chapter
 Bethesda-Chevy Chase High School
 Chevy Chase, Maryland
 Pennsylvania Avenue Chapter
 Pennsylvania Avenue High School
 Cumberland, Maryland
 Marlboro Chapter
 Marlboro High School
 Upper Marlboro, Maryland

MASSACHUSETTS

Gamma Chapter
 Beverly High School
 Beverly, Massachusetts
 Girls' Latin School Chapter
 Girls' Latin School
 Boston, Massachusetts
 Fairhaven Chapter
 Fairhaven High School
 Fairhaven, Massachusetts
 Searles Chapter
 Searles High School
 Great Barrington, Massachusetts
 Leominster Chapter
 Leominster High School
 Leominster, Massachusetts
 Merrimack Chapter
 Lowell High School
 Lowell, Massachusetts
 Lynn Classical Chapter
 Classical High School
 Lynn, Massachusetts
 Lynn English High School Chapter
 The English High School
 Lynn, Massachusetts
 John W. Hutchins Chapter
 Malden High School
 Malden, Massachusetts
 Medford Chapter
 Medford High School
 Medford, Massachusetts
 Newton Chapter
 Newton High School
 Newtonville, Massachusetts
 Massasoit Chapter
 Plymouth High School
 Plymouth, Massachusetts
 Somerville Chapter
 Somerville High School
 Somerville, Massachusetts
 Webster Chapter
 Bartlett High School
 Webster, Massachusetts

MICHIGAN

Albion Chapter
 Albion High School
 Albion, Michigan
 Alpena Chapter
 Alpena Central High School
 Alpena, Michigan
 Battle Creek Chapter
 Battle Creek High School
 Battle Creek, Michigan
 Lakeview Chapter
 Lakeview High School
 Battle Creek, Michigan
 Agathos Chapter
 Central High School
 Bay City, Michigan

Bellevue Chapter
 Bellevue High School
 Bellevue, Michigan
 Birmingham Chapter
 Birmingham High School
 Birmingham, Michigan
 Dearborn Chapter
 Dearborn High School
 Dearborn, Michigan
 Southwestern Chapter
 Southwestern High School
 Detroit, Michigan
 East Lansing Honor Society
 East Lansing High School
 East Lansing, Michigan
 Ecorse Chapter
 Ecorse High School
 Ecorse, Michigan
 Escanaba Chapter
 Escanaba High School
 Escanaba, Michigan
 Lincoln Chapter
 Lincoln High School
 Ferndale, Michigan
 Sigma Chi Lambda
 Northern High School
 Flint, Michigan
 Fordson Chapter
 Fordson High School
 Fordson, Michigan
 Central High Chapter
 Central High School
 Grand Rapids, Michigan
 Mount Mercy Chapter
 Mount Mercy Academy
 Grand Rapids, Michigan
 Ottawa Hills Chapter
 Ottawa Hills High School
 Grand Rapids, Michigan
 South High School Chapter
 South High School
 Grand Rapids, Michigan
 Union High Chapter
 Union High School
 Grand Rapids, Michigan
 Cum Laude Chapter
 Grosse Pointe High School
 Grosse Pointe, Michigan
 Highland Park Chapter
 Highland Park High School
 Highland Park, Michigan
 Holland Chapter
 Holland High School
 Holland, Michigan
 Hudson Honorary Society
 Hudson High School
 Hudson, Michigan
 Iron Mountain Chapter
 Iron Mountain High School
 Iron Mountain, Michigan
 Ironwood Chapter
 Luther T. Wright High School
 Ironwood, Michigan
 Ishpeming Honor Society
 Ishpeming High School
 Ishpeming, Michigan
 Kalamazoo Chapter
 Central High School
 Kalamazoo, Michigan
 Western State Normal Chapter
 Western State Normal High School
 Kalamazoo, Michigan
 Eastern Chapter
 Eastern High School
 Lansing, Michigan

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Marine City Chapter Marine City High School Marine City, Michigan	MINNESOTA
Mount Clemens Chapter Mount Clemens High School Mount Clemens, Michigan	Aitkin Chapter The State High School Aitkin, Minnesota
William G. Mather Chapter Munising High School Munising, Michigan	Austin Chapter Austin High School Austin, Minnesota
Negaunee High School Honor Society Negaunee High School Negaunee, Michigan	Pro Merito Chapter Blue Earth High School Blue Earth, Minnesota
Newberry Chapter Newberry High School Newberry, Michigan	Brainerd Chapter Washington High School Brainerd, Minnesota
Paw Paw Chapter Paw Paw High School Paw Paw, Michigan	Canby Chapter Canby High School Canby, Minnesota
Petoskey Chapter Petoskey High School Petoskey, Michigan	Chisholm Chapter Chisholm Senior High School Chisholm, Minnesota
Pontiac Chapter Pontiac High School Pontiac, Michigan	Cloquet Chapter Cloquet High School Cloquet, Minnesota
Port Huron Chapter Port Huron High School Port Huron, Michigan	Arrowhead Chapter Ely Memorial High School Ely, Minnesota
River Rouge Chapter River Rouge High School River Rouge, Michigan	Alpha Lambda Delta Chapter Faribault High School Faribault, Minnesota
Rockford Chapter Rockford High School Rockford, Michigan	Fergus Falls Chapter Fergus Falls High School Fergus Falls, Minnesota
Rochester Chapter Rochester High School Rochester, Michigan	Gilbert Chapter Gilbert Senior High School Gilbert, Minnesota
Romeo Chapter Romeo High School Romeo, Michigan	Hibbing Chapter Lincoln High School Hibbing, Minnesota
Royal Oak Chapter Royal Oak High School Royal Oak, Michigan	Hopkins Chapter Hopkins High School Hopkins, Minnesota
Arthur Hill Chapter Arthur Hill High School Saginaw, Michigan	Falls Chapter Falls High School International Falls, Minnesota
Saginaw Chapter Saginaw High School Saginaw, Michigan	Jackson Chapter Jackson High School Jackson, Minnesota
Sault Ste. Marie Chapter Sault Ste. Marie High School Sault Ste. Marie, Michigan	Little Falls Chapter Little Falls High School Little Falls, Minnesota
E. P. Clarke Chapter St. Joseph High School St. Joseph, Michigan	Madison Chapter Madison High School Madison, Minnesota
Traverse City Chapter Traverse City Central High School Traverse City, Michigan	Mankato Chapter Mankato Senior High School Mankato, Minnesota
Wakefield Chapter Wakefield Township High School Wakefield, Michigan	Milaca Chapter Milaca High School Milaca, Minnesota
Watervliet Chapter Watervliet High School Watervliet, Michigan	Central High School Honor Society Central High School Minneapolis, Minnesota
Roosevelt Chapter Theodore Roosevelt High School Wyandotte, Michigan	Epsilon Chapter Edison High School Minneapolis, Minnesota
Ypsilanti Chapter Central High School Ypsilanti, Michigan	Marshall High School Chapter Marshall High School Minneapolis, Minnesota
Roosevelt Chapter Roosevelt High School Ypsilanti, Michigan	Senior Honor Society Chapter Roosevelt High School Minneapolis, Minnesota
Zeeland Chapter Zeeland High School Zeeland, Michigan	The Minnesota Chapter University High School Minneapolis, Minnesota
	Washburn Chapter Washburn High School Minneapolis, Minnesota

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West High Chapter
West High School
Minneapolis, Minnesota
Moorhead Chapter
Moorhead High School
Moorhead, Minnesota
M. S. T. C. Chapter
Moorhead State Teachers' College High School
Moorhead, Minnesota
Mountain Iron Chapter
Mountain Iron High School
Mountain Iron, Minnesota
North St. Paul Chapter
North St. Paul High School
North St. Paul, Minnesota
Itasca Chapter
Park Rapids High School
Park Rapids, Minnesota
Red Wing High School Honor Society
Central High School
Red Wing, Minnesota
Rochester Chapter
Rochester High School
Rochester, Minnesota
Rushford Chapter
Rushford High School
Rushford, Minnesota
Sigma Sigma Chi Chapter
The Technical High School
Saint Cloud, Minnesota
Central High School Chapter
Central High School
St. Paul, Minnesota
Johnson Chapter
Johnson High School
St. Paul, Minnesota
Spring Valley Chapter
Spring Valley High School
Spring Valley, Minnesota
Stillwater Chapter
Stillwater High School
Stillwater, Minnesota
Tracy Chapter
Tracy High School
Tracy, Minnesota
Three River Falls Chapter
Three River Falls High School
Three River Falls, Minnesota
Virginia Chapter
The Senior High School
Virginia, Minnesota
Windom Chapter
Windom High School
Windom, Minnesota
Winona Chapter
Winona Senior High School
Winona, Minnesota
Worthington Chapter
Worthington High School
Worthington, Minnesota

MISSISSIPPI

Gulfport Chapter
Gulfport High School
Gulfport, Mississippi

MISSOURI

Aurora Chapter
Aurora High School
Aurora, Missouri
Girardeau Central Chapter
Central High School
Cape Girardeau, Missouri
Carrollton Chapter
Carrollton High School
Carrollton, Missouri

Carthage Chapter
Carthage High School
Carthage, Missouri
Chillicothe Chapter
Chillicothe High School
Chillicothe, Missouri
Clayton Chapter
Clayton High School
Clayton, Missouri
Columbia Chapter
Columbia High School
Columbia, Missouri
Fayette Chapter
Fayette High School
Fayette, Missouri
Hannibal Chapter
Hannibal High School
Hannibal, Missouri
William Chrisman Chapter
Wm. Chrisman High School
Independence, Missouri
Lincoln Chapter
Lincoln University High School
Jefferson City, Missouri
Jefferson City Chapter
Senior High School
Jefferson City, Missouri
Joplin Chapter
Joplin High School
Joplin, Missouri
Alpha Chapter of Missouri
Central High School
Kansas City, Missouri
East High Chapter
East High School
Kansas City, Missouri
Lincoln Chapter
Lincoln High School
Kansas City, Missouri
Manual Training High School Honor Society
Manual Training High School
Kansas City, Missouri
Northeast Chapter
Northeast High School
Kansas City, Missouri
Paseo Chapter
Paseo High School
Kansas City, Missouri
Southwest Chapter
Southwest High School
Kansas City, Missouri
Kirksville Chapter
Kirksville Senior High School
Kirksville, Missouri
Keystone Chapter
Kirkwood High School
Kirkwood, Missouri
Lexington Chapter
Lexington High School
Lexington, Missouri
Delta Sigma Chapter
Liberty High School
Liberty, Missouri
Macon Chapter
Macon High School
Macon, Missouri
Marshall High School Chapter
Marshall High School
Marshall, Missouri
Maryville Senior High School Chapter
Maryville High School
Maryville, Missouri
Memphis Chapter
Memphis High School
Memphis, Missouri

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McMillan Chapter
 McMillan High School
 Mexico, Missouri
 Moberly Chapter
 Moberly High School
 Moberly, Missouri
 Monett Chapter
 Monett High School
 Monett, Missouri
 Nevada Chapter
 Nevada Junior-Senior High School
 Nevada, Missouri
 Ritenour Chapter
 Ritenour High School
 Overland, Missouri
 Richmond Chapter
 Richmond High School
 Richmond, Missouri
 St. Charles Chapter
 St. Charles High School
 St. Charles, Missouri
 Benton Chapter
 Benton High School
 St. Joseph, Missouri
 Central High School Chapter
 Central High School
 St. Joseph, Missouri
 Lafayette Chapter
 Lafayette High School
 St. Joseph, Missouri
 Beaumont Chapter
 Beaumont High School
 St. Louis, Missouri
 Grover Cleveland Chapter
 Cleveland High School
 St. Louis, Missouri
 Roosevelt Chapter
 Roosevelt High School
 St. Louis, Missouri
 Soldan High School Chapter
 Soldan High School
 St. Louis, Missouri
 Sumner Chapter
 Sumner High School
 St. Louis, Missouri
 Phi Kappa Chapter
 Tarkio High School
 Tarkio, Missouri
 University City Chapter
 University City Senior High School
 University City, Missouri
 Washington Chapter
 Washington High School
 Washington, Missouri
 Webb City Chapter
 Webb City High School
 Webb City, Missouri
 West Plains Chapter
 West Plains High School
 West Plains, Missouri

MONTANA

Sweet Grass County Chapter
 Sweet Grass County High School
 Big Timber, Montana
 Billings Chapter
 Billings High School
 Billings, Montana
 Butte Chapter
 Butte Public High School
 Butte, Montana
 Chinook Chapter
 Chinook High School
 Chinook, Montana
 Honor Society
 Teton County High School
 Choteau, Montana

Deer Lodge Chapter
 Powell County High School
 Deer Lodge, Montana
 Glasgow Chapter
 Glasgow High School
 Glasgow, Montana
 Havre Chapter
 Havre High School
 Havre, Montana
 Mount St. Charles Chapter
 Mount St. Charles High School
 Helena, Montana
 Appinowis Chapter
 Flathead County High School
 Kalispell, Montana
 Lewistown Fergus County Chapter
 Fergus County High School
 Lewistown, Montana
 Custer County Chapter
 Custer County High School
 Miles City, Montana
 Missoula Chapter
 Missoula County High School
 Missoula, Montana

NEBRASKA

Newberry-Pate Chapter
 Alliance High School
 Alliance, Nebraska
 Chimney Rock Chapter
 Bayard High School
 Bayard, Nebraska
 Beatrice Chapter
 The Senior High School
 Beatrice, Nebraska
 Courthouse Rock Chapter
 Bridgeport High School
 Bridgeport, Nebraska
 Broken Bow Chapter
 Broken Bow High School
 Broken Bow, Nebraska
 Central City Chapter
 Central City High School
 Central City, Nebraska
 Columbus Chapter
 Kramer High School
 Columbus, Nebraska
 Crete Chapter
 Crete High School
 Crete, Nebraska
 Fremont Chapter
 Fremont High School
 Fremont, Nebraska
 Geneva Chapter
 Geneva High School
 Geneva, Nebraska
 Gering Chapter
 Gering High School
 Gering, Nebraska
 Gordon Chapter
 Gordon High School
 Gordon, Nebraska
 Gothenberg Nebraska Chapter
 Gothenberg Nebraska High School
 Gothenberg, Nebraska
 Grand Island Chapter
 Grand Island High School
 Grand Island, Nebraska
 Hastings Chapter
 Hastings High School
 Hastings, Nebraska
 Kearney Chapter
 Kearney High School
 Kearney, Nebraska

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Lexington Chapter
 Lexington High School
 Lexington, Nebraska
 Jackson Chapter
 Jackson High School
 Lincoln, Nebraska
 Lincoln Chapter
 Lincoln High School
 Lincoln, Nebraska
 Madison Chapter
 Madison High School
 Madison, Nebraska
 Nebraska City Chapter
 Nebraska City High School
 Nebraska City, Nebraska
 Neligh Chapter
 Senior High School
 Neligh, Nebraska
 Newman Grove Chapter
 Newman Grove High School
 Newman Grove, Nebraska
 Norfolk Chapter
 Norfolk Senior High School
 Norfolk, Nebraska
 North Bend Chapter
 North Bend High School
 North Bend, Nebraska
 North Platte Chapter
 North Platte High School
 North Platte, Nebraska
 Central High Chapter
 Central High School
 Omaha, Nebraska
 North High Chapter
 North High School
 Omaha, Nebraska
 South High Chapter
 South High School
 Omaha, Nebraska
 Peru Demonstration High School Chapter
 Peru Demonstration High School
 Peru, Nebraska
 Plattsmouth Chapter
 Plattsmouth High School
 Plattsmouth, Nebraska
 Schuyler Chapter
 Schuyler High School
 Schuyler, Nebraska
 Scottabluff Chapter
 Scottabluff High School
 Scottabluff, Nebraska
 Scribner Chapter
 Scribner High School
 Scribner, Nebraska
 Sigma Chapter
 Stanton High School
 Stanton, Nebraska
 Superior Chapter
 Superior High School
 Superior, Nebraska
 Tecumseh Chapter
 Tecumseh High School
 Tecumseh, Nebraska
 Tekamah Chapter
 Tekamah High School
 Tekamah, Nebraska
 Valentine Chapter
 Valentine High School
 Valentine, Nebraska
 York Chapter
 York High School
 York, Nebraska

NEVADA

Wa-Ka-Po-Ya Chapter
 Clark County High School
 Las Vegas, Nevada

NEW HAMPSHIRE

Berlin Chapter
 Berlin Senior High School
 Berlin, New Hampshire
 Lancaster Chapter
 Lancaster High School
 Lancaster, New Hampshire
 Laconia Chapter
 Laconia High School
 Laconia, New Hampshire
 Alpha Chapter of New Hampshire
 Plymouth High School
 Plymouth, New Hampshire

NEW JERSEY

Le Master Chapter
 Le Master Institute
 Asbury Park, New Jersey
 Boonton Chapter
 Boonton High School
 Boonton, New Jersey
 Cranford Chapter
 Cranford High School
 Cranford, New Jersey
 Battin Chapter
 Battin High School
 Elizabeth, New Jersey
 Fort Lee Chapter
 Fort Lee High School
 Fort Lee, New Jersey
 Cliffside Park Chapter
 Cliffside Park High School
 Grantwood, New Jersey
 Haddon Heights Chapter
 Haddon Heights High School
 Haddon Heights, New Jersey
 Franklin Chapter
 Hasbrouck Heights High School
 Hasbrouck Heights, New Jersey
 Hillside Chapter
 Hillside High School
 Hillside, New Jersey
 Kearney Chapter
 Kearney High School
 Kearney, New Jersey
 Lakewood Chapter
 Lakewood High School
 Lakewood, New Jersey
 Chattle Chapter
 Chattle High School
 Long Branch, New Jersey
 Lyndhurst Chapter
 Lyndhurst High School
 Lyndhurst, New Jersey
 Barringer Chapter
 Barringer High School
 Newark, New Jersey
 South Side Chapter
 South Side High School
 Newark, New Jersey
 New Brunswick Chapter
 Senior High School
 New Brunswick, New Jersey
 North Plainfield Chapter
 North Plainfield High School
 North Plainfield, New Jersey
 Trident Chapter
 Neptune High School
 Ocean Grove, New Jersey
 Phillipsburg Chapter
 Phillipsburg High School
 Phillipsburg, New Jersey
 Red Bank Chapter
 Red Bank Senior High School
 Red Bank, New Jersey

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Rutherford Chapter
Rutherford High School
Rutherford, New Jersey
South River Chapter
South River High School
South River, New Jersey
Swedesboro Chapter
Swedesboro High School
Swedesboro, New Jersey
Teaneck Chapter
Teaneck High School
Teaneck, New Jersey
Tenafly Chapter
Tenafly High School
Tenafly, New Jersey
Trenton Chapter
Trenton Senior High School
Trenton, New Jersey

NEW MEXICO

Carlsbad Chapter
Carlsbad High School
Carlsbad, New Mexico
Hurley Chapter
Hurley High School
Hurley, New Mexico
Raton Chapter
Raton Senior High School
Raton, New Mexico
A. L. L. Chapter
Santa Fe High School
Santa Fe, New Mexico
Teachers' College Chapter
Teachers' College High School
Silver City, New Mexico
Sodalitis Honoris Chapter
Tucumcari High School
Tucumcari, New Mexico

NEW YORK

Batavia Chapter
Batavia High School
Batavia, New York
Camden Chapter
Camden High School
Camden, New York
East Aurora Chapter
East Aurora High School
East Aurora, New York
Freeport Chapter
Freeport High School
Freeport, Long Island, New York
Great Neck Chapter
Great Neck High School
Great Neck, New York
Hamburg Chapter
Hamburg High School
Hamburg, New York
Ilion Chapter
Ilion High School
Ilion, New York
Jamestown Chapter
Jamestown High School
Jamestown, New York
Lansingburgh Chapter
Lansingburgh High School
Lansingburgh, New York
Lowville Chapter
Lowville Academy
Lowville, New York
Mamaroneck Chapter
Mamaroneck High School
Mamaroneck, New York
Mount Vernon Chapter
Mount Vernon High School
Mount Vernon, New York

Nyack Chapter
Nyack High School
Nyack, New York
Astra Chapter
Ossining High School
Ossining, New York
Peekskill Chapter
Peekskill High School
Peekskill, New York
Charlotte Chapter
Charlotte High School
Rochester, New York
Benjamin Franklin Chapter
Benjamin Franklin Junior-Senior High School
Rochester, New York
John Marshall Chapter
John Marshall High School
Rochester, New York
Monroe Chapter
Monroe High School
Rochester, New York
Rochester West High Chapter
West High School
Rochester, New York
Schenectady Chapter
Schenectady High School
Schenectady, New York
Scotia Chapter
Scotia High School
Scotia, New York
Highland Manor Chapter
Highland Manor School
Tarrytown-on-Hudson, New York
Washington Irving Chapter
Washington Irving High School
Tarrytown, New York
Watertown Chapter
Watertown High School
Watertown, New York
Wellsville Chapter
Wellsville High School
Wellsville, New York
Charles E. Gorton Chapter
Charles E. Gorton High School
Yonkers, New York

NORTH CAROLINA

Torchlight Chapter
Asheville High School
Asheville, North Carolina
Hall Fletcher Chapter
Hall Fletcher High School
Asheville, North Carolina
Burlington Chapter
Burlington High School
Burlington, North Carolina
Charlotte Chapter
Central High School
Charlotte, North Carolina
Invictus Chapter
Concord High School
Concord, North Carolina
Key Chapter
Durham High School
Durham, North Carolina
Goldsboro Chapter
Goldsboro High School
Goldsboro, North Carolina
Greensboro Chapter
Greensboro High School
Greensboro, North Carolina
Hendersonville City Chapter
Hendersonville Senior High School
Hendersonville, North Carolina

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High Point Chapter
 High Point High School
 High Point, North Carolina
 Lenoir Chapter
 Lenoir High School
 Lenoir, North Carolina
 Lincolnton Chapter
 Lincolnton High School
 Lincolnton, North Carolina
 Marion Chapter
 Marion High School
 Marion, North Carolina
 New Bern Chapter
 New Bern High School
 New Bern, North Carolina
 John A. Holmes Chapter
 Raleigh High School
 Raleigh, North Carolina
 Rocky Mount Chapter
 Rocky Mount High School
 Rocky Mount, North Carolina
 Salisbury Chapter
 Salisbury High School
 Salisbury, North Carolina
 Shelby Chapter
 Shelby High School
 Shelby, North Carolina
 Robert E. Lee Chapter
 Spencer High School
 Spencer, North Carolina
 Wadesboro Chapter
 Wadesboro High School
 Wadesboro, North Carolina
 New Hanover Chapter
 New Hanover High School
 Wilmington, North Carolina
 Honor Society
 Winston-Salem High School
 Winston-Salem, North Carolina

NORTH DAKOTA

Beach Chapter
 Beach High School
 Beach, North Dakota
 Carrington Chapter
 Carrington High School
 Carrington, North Dakota
 Lincoln Chapter
 Lincoln High School
 Casselton, North Dakota
 Ellendale Chapter
 Ellendale High School
 Ellendale, North Dakota
 Fargo Chapter
 Central High School
 Fargo, North Dakota
 Jamestown Chapter
 Jamestown High School
 Jamestown, North Dakota
 Lisbon Chapter
 Lisbon High School
 Lisbon, North Dakota
 Oakes Chapter
 Oakes High School
 Oakes, North Dakota
 Agricultural and Training School Chapter
 Walsh County Agricultural and Training School
 Park River, North Dakota
 Excelsior Chapter
 Rolla High School
 Rolla, North Dakota
 I. T. Simley Chapter
 Rugby High School
 Rugby, North Dakota

OHIO

Ada Chapter
 Ada High School
 Ada, Ohio
 John R. Buchtel Chapter
 John R. Buchtel High School
 Akron, Ohio
 The Akron Central High School Society
 Central High School
 Akron, Ohio
 Akron East Chapter
 East High School
 Akron, Ohio
 Garfield Chapter
 Garfield High School
 Akron, Ohio
 Akron North Chapter
 North High School
 Akron, Ohio
 South High Chapter
 South High School
 Akron, Ohio
 The Akron West High Chapter
 West High School
 Akron, Ohio
 Alliance Chapter
 Alliance High School
 Alliance, Ohio
 Amherst Chapter
 Amherst High School
 Amherst, Ohio
 Ashland Chapter
 Ashland High School
 Ashland, Ohio
 Ashtabula Chapter
 Ashtabula High School
 Ashtabula, Ohio
 Harbor Chapter
 Harbor High School
 Ashtabula, Ohio
 Athens Chapter
 Central High School
 Athens, Ohio
 Barberton Chapter
 Barberton High School
 Barberton, Ohio
 Senior Honor Society
 Barnesville High School
 Barnesville, Ohio
 Bellaire Chapter
 Bellaire High School
 Bellaire, Ohio
 Bellevue Chapter
 Bellevue High School
 Bellevue, Ohio
 Bucyrus Chapter
 Bucyrus High School
 Bucyrus, Ohio
 McKinley High School Chapter
 McKinley High School
 Canton, Ohio
 Margaretta Chapter
 Margaretta High School
 Castalia, Ohio
 Tower Chapter
 Withrow High School
 Cincinnati, Ohio
 Rookwood Chapter
 University High School
 Cincinnati, Ohio
 Withrow Chapter
 Withrow High School
 Cincinnati, Ohio
 John Adams Chapter
 John Adams High School
 Cleveland, Ohio

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- Collinwood Chapter
 Collinwood High School
 Cleveland, Ohio
 East High Chapter
 East High School
 Cleveland, Ohio
 Lincoln Chapter
 Lincoln High School
 Cleveland, Ohio
 East Technical Chapter
 East Technical High School
 Cleveland, Ohio
 Notre Dame Chapter
 Notre Dame Senior High School
 Cleveland, Ohio
 Shaker Chapter
 Shaker High School
 Cleveland, Ohio
 West High School Chapter
 West High School
 Cleveland, Ohio
 Cleveland Heights Chapter
 Heights High School
 Cleveland Heights, Ohio
 Bexley Chapter
 Bexley High School
 Columbus, Ohio
 Alpha Chapter
 Central High School
 Columbus, Ohio
 Charles D. Everett Chapter
 North High School
 Columbus, Ohio
 South High Chapter
 South High School
 Columbus, Ohio
 U-Alpha Chapter
 Upper Arlington High School
 Columbus, Ohio
 Otto H. Magly Chapter
 West High School
 Columbus, Ohio
 Conneaut Chapter
 Conneaut High School
 Conneaut, Ohio
 Coshocton Chapter
 Coshocton High School
 Coshocton, Ohio
 Fairview Chapter
 Fairview High School
 Dayton, Ohio
 Kisar Chapter
 Kisar High School
 Dayton, Ohio
 Laurus Chapter
 Roosevelt High School
 Dayton, Ohio
 Ace Chapter
 Stivers High School
 Dayton, Ohio
 Shaw High School Chapter
 Shaw High School
 East Cleveland, Ohio
 Elyria Chapter
 Elyria High School
 Elyria, Ohio
 Euclid Chapter
 Euclid High School
 Euclid, Ohio
 Shore High Chapter
 Shore High School
 Euclid, Ohio
 Fairport Chapter
 Fairport High School
 Fairport Harbor, Ohio
 Blue and Gold Chapter
 Findlay High School
 Findlay, Ohio
 Fremont Chapter
 Fremont High School
 Fremont, Ohio
 The Vernon Chapter
 Gallia Academy High School
 Gallipolis, Ohio
 Granville Chapter
 Granville High School
 Granville, Ohio
 McClain Chapter
 Edward Lee McClain High School
 Greenfield, Ohio
 Hudson Chapter
 Hudson High School
 Hudson, Ohio
 Ironton Chapter
 Ironton High School
 Ironton, Ohio
 Kent State Chapter
 Kent State High School
 Kent, Ohio
 Roosevelt Chapter
 Roosevelt High School
 Kent, Ohio
 Lakewood Chapter
 Lakewood High School
 Lakewood, Ohio
 St. Augustine Academy Chapter
 The St. Augustine Academy
 Lakewood, Ohio
 Leavittsburg Chapter
 Leavittsburg High School
 Leavittsburg, Ohio
 Lisbon Chapter
 David Anderson High School
 Lisbon, Ohio
 London Chapter
 London High School
 London, Ohio
 Lorain Chapter
 Lorain High School
 Lorain, Ohio
 Mansfield Chapter
 Mansfield High School
 Mansfield, Ohio
 Marietta Chapter
 Marietta High School
 Marietta, Ohio
 Harding Chapter
 Harding High School
 Marion, Ohio
 Martin's Ferry Chapter
 Martin's Ferry High School
 Martin's Ferry, Ohio
 Massillon Chapter
 Massillon High School
 Massillon, Ohio
 Malcata Chapter
 Malta-McConnelsville High School
 Massillon, Ohio
 McDonald Chapter
 McDonald High School
 McDonald, Ohio
 Miamisburg Chapter
 Miamisburg High School
 Miamisburg, Ohio
 Mount Vernon Chapter
 Mount Vernon High School
 Mount Vernon, Ohio
 Nelsonville Chapter
 Nelsonville High School
 Nelsonville, Ohio

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Niles Chapter
 McKinley High School
 Niles, Ohio
 Norwood Chapter
 Norwood High School
 Norwood, Ohio
 Norwalk High School Chapter
 Norwalk High School
 Norwalk, Ohio
 Oberlin Chapter
 Oberlin High School
 Oberlin, Ohio
 Harvey High School Chapter
 Thomas W. Harvey High School
 Painesville, Ohio
 Perrysburg Chapter
 Perrysburg High School
 Perrysburg, Ohio
 Piqua Chapter
 Piqua High School
 Piqua, Ohio
 Portsmouth Chapter
 Portsmouth High School
 Portsmouth, Ohio
 Ravenna Chapter
 Ravenna High School
 Ravenna, Ohio
 Rocky River Chapter
 Rocky River High School
 Rocky River, Ohio
 Rossford Chapter
 Rossford High School
 Rossford, Ohio
 Liberty Chapter
 Liberty High School
 Rudolph, Ohio
 Sidney Chapter
 Sidney High School
 Sidney, Ohio
 Steubenville Chapter
 Steubenville High School
 Steubenville, Ohio
 St. Clairville Chapter
 St. Clairville High School
 St. Clairville, Ohio
 Struthers Chapter
 Struthers High School
 Struthers, Ohio
 Stryker Chapter
 Stryker High School
 Stryker, Ohio
 Tiffin Chapter
 Columbian High School
 Tiffin, Ohio
 Scott Chapter
 Scott High School
 Toledo, Ohio
 Morrison R. Waite Chapter
 Morrison R. Waite High School
 Toledo, Ohio
 Troy Chapter
 Troy High School
 Troy, Ohio
 Urbana Chapter
 Urbana High School
 Urbana, Ohio
 Van Wert Chapter
 Van Wert High School
 Van Wert, Ohio
 Vermillion Chapter
 Vermillion High School
 Vermillion, Ohio
 Wadsworth Chapter
 Wadsworth High School
 Wadsworth, Ohio

West Carrollton Chapter
 West Carrollton High School
 West Carrollton, Ohio
 Wilmington Chapter
 Wilmington High School
 Wilmington, Ohio
 Chaney Chapter
 Chaney High School
 Youngstown, Ohio
 Sigma Chapter
 East High School
 Youngstown, Ohio
 Zanesville Chapter
 Zanesville Senior High School
 Zanesville, Ohio

OKLAHOMA

Alva High School Honor Society
 Alva High School
 Alva, Oklahoma
 Ardmore Chapter
 Ardmore High School
 Ardmore, Oklahoma
 Bartlesville Chapter
 Bartlesville Senior High School
 Bartlesville, Oklahoma
 Bristow Chapter
 Bristow High School
 Bristow, Oklahoma
 Cherokee Chapter
 Cherokee High School
 Cherokee, Oklahoma
 Drumright Chapter
 Drumright High School
 Drumright, Oklahoma
 Durant Chapter
 Durant High School
 Durant, Oklahoma
 Duncan Chapter
 Duncan High School
 Duncan, Oklahoma
 Enid Chapter
 Enid High School
 Enid, Oklahoma
 Hamilton Chapter
 Hamilton High School
 Hamilton, Oklahoma
 Hugo Chapter
 Hugo High School
 Hugo, Oklahoma
 Cum Laude of Oklahoma Chapter
 Idabel High School
 Idabel, Oklahoma
 Mangum Chapter
 Mangum High School
 Mangum, Oklahoma
 McAlester Chapter
 McAlester High School
 McAlester, Oklahoma
 Muskogee Chapter
 Central High School
 Muskogee, Oklahoma
 Norman High School Chapter
 Norman High School
 Norman, Oklahoma
 University High School Chapter
 University High School
 Norman, Oklahoma
 Capitol Hill Chapter
 Capitol Hill High School
 Oklahoma City, Oklahoma
 Oklahoma City Chapter
 Central High School
 Oklahoma City, Oklahoma

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Oklahoma City Classen Chapter
 Classen High School
 Oklahoma City, Oklahoma
 Okmulgee Chapter
 Okmulgee High School
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 Paula Valley Chapter
 Senior High School
 Paula Valley, Oklahoma
 Ponca Chapter
 Ponca City Junior-Senior High School
 Ponca City, Oklahoma
 Arena Pontes Chapter
 Sand Springs High School
 Sand Springs, Oklahoma
 Sapulpa Chapter
 Sapulpa High School
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 Shawnee Chapter
 Shawnee High School
 Shawnee, Oklahoma
 Stillwater Chapter
 Stillwater Senior High School
 Stillwater, Oklahoma
 Tulsa Chapter
 Central High School
 Tulsa, Oklahoma
 Wilson Chapter
 Wilson High School
 Wilson, Oklahoma
 Yale Chapter
 Yale High School
 Yale, Oklahoma

OREGON

Baker Chapter
 Baker High School
 Baker, Oregon
 Torch Chapter
 Corvallis High School
 Corvallis, Oregon
 Alpha Chapter
 Eugene High School
 Eugene, Oregon
 Zeta Tau Chapter
 University High School
 Eugene, Oregon
 Lebanon Chapter
 Lebanon High School
 Lebanon, Oregon
 Newberg Chapter
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 Newberg, Oregon
 Pendleton Chapter
 Pendleton High School
 Pendleton, Oregon
 Roseburg Chapter
 Roseburg High School
 Roseburg, Oregon
 Philokalon Chapter
 Tillamook High School
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 Wasco Chapter
 Wasco High School
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Ethnosthean Chapter
 Allentown High School
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 Altoona Chapter
 Altoona High School
 Altoona, Pennsylvania
 Ambridge Chapter
 Ambridge High School
 Ambridge, Pennsylvania

Lower Merion Chapter
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 Ardmore, Pennsylvania
 Arnold Chapter
 Arnold Borough High School
 Arnold, Pennsylvania
 Merit Chapter
 Barnesboro High School
 Barnesboro, Pennsylvania
 Beaver Falls Chapter
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 Bellevue High Chapter
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 Biglerville Chapter
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 Bridgeport Chapter
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 Brookville Chapter
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 Cum Laude Chapter
 Penn Hall School
 Chambersburg, Pennsylvania
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 East Stroudsburg, Pennsylvania
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- Ford City Chapter
Ford City High School
Ford City, Pennsylvania
- Freeland Chapter
Freeland High School
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- Freeport Chapter
Freeport High School
Freeport, Pennsylvania
- Gettysburg Chapter
Gettysburg High School
Gettysburg, Pennsylvania
- Hazleton High School Honor Society
Hazleton Senior High School
Hazleton, Pennsylvania
- Southmont Chapter
Southmont Senior High School
Johnstown, Pennsylvania
- Westmont-Upper Yoder Honor Society
Westmont-Upper Yoder High School
Johnstown, Pennsylvania
- Kingston Chapter
Soldiers' and Sailors' Memorial High School
Kingston, Pennsylvania
- Kittaning Chapter
Kittaning High School
Kittaning, Pennsylvania
- Lancaster Chapter
Boys' High School
Lancaster, Pennsylvania
- Stevens Chapter
Stevens High School
Lancaster, Pennsylvania
- Lansdowne Chapter
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- Lansford Chapter
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- Latrobe Chapter
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- Muhlenberg Chapter
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Laureldale, Pennsylvania
- Lehigh Chapter
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- Lewistown Chapter
Lewistown Senior High School
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- Manheim Chapter
Manheim Borough High School
Manheim, Pennsylvania
- Mansfield Chapter
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- Stowe Chapter
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- Meyersdale Chapter
Meyersdale High School
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- Middletown Chapter
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- Midland Chapter
Lincoln High School
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- Manor Chapter
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- Mount Pleasant Chapter
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- Albright Chapter
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- Nu Chapter
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- New Kensington Chapter
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- Norristown Chapter
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- Glen-Nor Chapter
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- Northampton Chapter
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- Northumberland Chapter
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- Palmerton Chapter
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- Haverford Chapter
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- Sophs Chapter
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- Torch Chapter
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- Phos Chapter
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- Phoenixville Chapter
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- Dormont Chapter
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 South High School
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 South Hills Chapter
 South Hills High School
 Pittsburgh, Pennsylvania
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 Taylor Allderdice High School
 Pittsburgh, Pennsylvania
 Westinghouse Chapter
 Westinghouse High School
 Pittsburgh, Pennsylvania
 Port Allegheny Chapter
 Port Allegheny High School
 Port Allegheny, Pennsylvania
 Reading Chapter
 High School for Boys
 Reading, Pennsylvania
 Mount Peru Chapter
 Mount Peru High School
 Reading, Pennsylvania
 Reading Chapter
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 Reading, Pennsylvania
 Leo Chapter
 Red Lion High School
 Red Lion, Pennsylvania
 Ridley Park Chapter
 Ridley Park High School
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 Rochester Senior High School Chapter
 Rochester Senior High School
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 Schuylkill Haven High School
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 Shillington Chapter
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 Shillington, Pennsylvania
 Keystone Chapter
 Shinglehouse High School
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 Slatington Chapter
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 Slatington, Pennsylvania
 Somerset Chapter
 Somerset Borough High School
 Somerset, Pennsylvania
 Del-Minsi Chapter
 Stroudsburg High School
 Stroudsburg, Pennsylvania
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 Sunbury, Pennsylvania
 Swarthmore Chapter
 Swarthmore High School
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 Sigma Chapter
 Washington High School
 Washington, Pennsylvania

Radnor Chapter
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 Wayne, Pennsylvania
 Wellsboro Chapter
 Wellsboro High School
 Wellsboro, Pennsylvania
 Centerville Chapter
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 West Brownsville, Pennsylvania
 Wilkes-Barre Chapter
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 Wilkes-Barre, Pennsylvania
 Wilkinsburg Chapter
 Wilkinsburg High School
 Wilkinsburg, Pennsylvania
 Woodlawn Chapter
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 Mountain Chapter
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 Baguio, Philippine Islands
 Bukidnon Chapter
 Bukidnon Normal School
 Malaybalay, Philippine Islands
 Cagayan Chapter
 Cagayan High School
 Tuguegarao, Cagayan, Philippine Is.
 Ilocas Sur Normal School Chapter
 Ilocas Sur Normal School
 Vigau, Philippine Islands

SOUTH CAROLINA

Columbia Chapter
 Columbia High School
 Columbia, South Carolina
 St. John's Chapter
 St. John's High School
 Darlington, South Carolina
 Hartsville Chapter
 Hartsville High School
 Hartsville, South Carolina
 Crohon Chapter
 Union High School
 Union, South Carolina
 Walterboro Chapter
 Walterboro High School
 Walterboro, South Carolina

SOUTH DAKOTA

Keystone Chapter
 Aberdeen High School
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 Canton Chapter
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 Colome Chapter
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 Kingsport Chapter
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 Murfreesboro Chapter
 Central High School
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 Sigma Beta Pi Chapter
 Central High School
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 Grove Chapter
 Grove High School
 Paris, Tennessee
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 Shelbyville, Tennessee

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 Austin Chapter
 Austin Senior High School
 Austin, Texas
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 Beaumont, Texas
 Big Spring Chapter
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 Big Spring, Texas
 Bonham Chapter
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 Brownsville, Texas

Allen Chapter
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 Bryan High Chapter
 Bryan High School
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 North Dallas High School
 Dallas, Texas
 Oak Cliff Chapter
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 Woodrow Wilson Chapter
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 North Side Chapter
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 San Antonio, Texas
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 Harlandale Chapter
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 Thomas Jefferson Chapter
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 Maine Avenue Chapter
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 Southwest Texas Teachers College H. S.
 San Marcos, Texas
 Cum Laude Chapter
 Sweetwater High School
 Sweetwater, Texas
 Tyler Chapter
 Tyler High School
 Tyler, Texas
 Vernon Chapter
 Vernon Senior High School
 Vernon, Texas
 Wichita Falls Chapter
 Wichita Falls High School
 Wichita Falls, Texas

VERMONT

Rutland Chapter
 Rutland High School
 Rutland, Vermont

VIRGINIA

E. C. Glass Chapter
 E. C. Glass High School
 Lynchburg, Virginia
 Huntington Chapter
 Huntington High School
 Newport News, Virginia
 Newport News Chapter
 Newport News High School
 Newport News, Virginia
 Booker T. Washington Chapter
 Booker T. Washington High School
 Norfolk, Virginia

WASHINGTON

Mount Vernon Honor Society
 Union High School
 Mount Vernon, Washington
 Pasco Chapter
 Pasco High School
 Pasco, Washington

Puyallup Chapter
 Puyallup High School
 Puyallup, Washington
 Spokane Alpha Chapter
 Hillyard High School
 Spokane, Washington
 Sunnyside Chapter
 Sunnyside High School
 Sunnyside, Washington
 Wa-Hi Chapter
 Walla Walla High School
 Walla Walla, Washington
 Yakima High School Chapter
 Yakima High School
 Yakima, Washington

WEST VIRGINIA

Benwood Chapter
 Union High School
 Benwood, West Virginia
 Bluefield Chapter
 Beaver High School
 Bluefield, West Virginia
 Kanawha Chapter
 Charleston High School
 Charleston, West Virginia
 Washington Irving Chapter
 Washington Irving High School
 Clarksburg, West Virginia
 Clendenin Chapter
 Clendenin High School
 Clendenin, West Virginia
 Elkhorn Chapter
 Elkhorn District Colored High School
 Elkhorn, West Virginia
 Ad Astra Chapter
 Fairmont High School
 Fairmont, West Virginia
 Grafton Chapter
 Grafton High School
 Grafton, West Virginia
 Torch Chapter
 Huntington High School
 Huntington, West Virginia
 Martinsburg Chapter
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 Moundsville Chapter
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 Mullens Chapter
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 Torch Chapter
 Parkersburg High School
 Parkersburg, West Virginia
 Excelsior Chapter
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 Pennsboro, West Virginia
 Hughson Chapter
 Princeton High School
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Welch, West Virginia

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Baraboo Chapter
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Beloit Chapter
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Beloit, Wisconsin
Old Abe Chapter
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Edgerton Chapter
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Hurley Chapter
Lincoln High School
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East Side Chapter
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Madison, Wisconsin
Madison West Chapter
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Madison, Wisconsin
Manitowoc Chapter
Lincoln High School
Manitowoc, Wisconsin
Marshfield Chapter
McKinley Senior High School
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Menasha Chapter
Menasha High School
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Boys' Technical High School Chapter
Boys' Technical High School
Milwaukee, Wisconsin
Lambda Chapter
Lincoln High School
Milwaukee, Wisconsin
Milwaukee University School Chapter
Milwaukee University School
Milwaukee, Wisconsin
Beta Chapter of Wisconsin
North Division High School
Milwaukee, Wisconsin
Milwaukee Riverside Chapter
Riverside High School
Milwaukee, Wisconsin
Shorewood Wisconsin Chapter
Shorewood Junior and Senior H. S.
Milwaukee, Wisconsin
Washington Chapter
Washington High School
Milwaukee, Wisconsin
Wisconsin Star Chapter
West Division High School
Milwaukee, Wisconsin

Oconomowoc Chapter
Oconomowoc High School
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Oshkosh Chapter
Oshkosh High School
Oshkosh, Wisconsin
Horlick Chapter
The William Horlick High School
Racine, Wisconsin
Racine Chapter
Washington Park High School
Racine, Wisconsin
Emerson High School Chapter
Emerson High School
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Stoughton Chapter
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Tomah Chapter
Tomah High School
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Two Rivers Chapter
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Two Rivers, Wisconsin
Waukesha Chapter
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Waukesha, Wisconsin
Wausau Chapter
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Wausau, Wisconsin
Wauwatosa Chapter
Wauwatosa High School
Wauwatosa, Wisconsin

WYOMING

Johnson County Chapter
Johnson County High School
Buffalo, Wyoming
Orange and Black Chapter
Natrona County High School
Casper, Wyoming
Cheyenne Chapter
Cheyenne High School
Cheyenne, Wyoming
Converse Chapter
Converse County High School
Douglas, Wyoming
Purple and White Chapter
Glenrock-Parkerton High School
Glenrock, Wyoming
Delta Chapter
The Greybull High School
Greybull, Wyoming
Secondary Training School Chapter
The Secondary Training School
Laramie, Wyoming
Laramie Chapter
Laramie High School
Laramie, Wyoming
Shoshoni Chapter
Powell High School
Powell, Wyoming
Gros Ventre Chapter
Rock Springs High School
Rock Springs, Wyoming
Sheridan Chapter
Sheridan High School
Sheridan, Wyoming
Thermopolis Chapter
Hot Springs County High School
Thermopolis, Wyoming

CHINA

Shanghai American School Chapter
Shanghai American School
Shanghai, China

ADDENDA

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University High School
Atlanta, Georgia
Mount Morris Chapter
Mount Morris High School
Mount Morris, Illinois
Equi Chapter
Olney Township High School
Olney, Illinois
Kingman Chapter
Kingman High School
Peoria, Illinois
Plains Chapter
The Plains High School
Plains, Kansas
Minervian Chapter
Barbourville High School
Barbourville, Kentucky
Creston Chapter
Creston High School
Grand Rapids, Michigan
Zeta Epsilon Chapter
Ortonville High School
Ortonville, Minnesota
Sedalia Chapter
Smith-Cotton High School
Sedalia, Missouri
Great Falls Chapter
Great Falls High School
Great Falls, Montana
Pierce Chapter
Pierce High School
Pierce, Nebraska

Hammonton Chapter
Hammonton High School
Hammonton, New Jersey
Rochester West High Chapter
West High School
Rochester, New York
John Marshall Chapter
John Marshall High School
Cleveland, Ohio
James Ford Rhodes Chapter
James Ford Rhodes High School
Cleveland, Ohio
Woodward Chapter
Woodward High School
Toledo, Ohio
A. B. Denniston Chapter
Slippery Rock High School
Slippery Rock, Pennsylvania
The Mathew Waley Chapter
The Mathew Waley High School
Williamsburg, Virginia
Ducas Chapter
Adkin District High School
Gary, West Virginia
Fairfax Chapter
Fairfax District High School
Thomas, West Virginia
Big Creek Chapter
Big Creek High School
War, West Virginia

LIST OF CHAPTERS

of the

National Junior Honor Society

ARIZONA

Tempe Chapter
Tempe Union High School
Tempe, Arizona

ARKANSAS

Fort Smith Chapter
Fort Smith Junior High School
Fort Smith, Arkansas
East Side Chapter
East Side Junior High School
Little Rock, Arkansas
West Side Chapter
West Side Junior High School
Little Rock, Arkansas

CALIFORNIA

Bancroft Chapter
Hubert Howe Bancroft Jun'r High School
Los Angeles, California
Starr King Chapter
Thomas Starr King Junior High School
Los Angeles, California

COLORADO

Cole Junior High School Chapter
Carlos M. Cole Junior High School
Denver, Colorado
Excelsi Chapter
Aaron Gove Junior High School
Denver, Colorado
Mile High Chapter
Grant Junior High School
Denver, Colorado
Spiritus Lacus Chapter
Lake Junior High School
Denver, Colorado
Sophos Chapter
Chester S. Morey Junior High School
Denver, Colorado
Alpha, Denver Chapter
Skinner Junior High School
Denver, Colorado
Smiley Chapter
Smiley Junior High School
Denver, Colorado

CONNECTICUT

Basick Chapter
Basick Junior High School
Bridgeport, Connecticut

DELAWARE

Newark Chapter
Newark Junior High School
Newark, Delaware
Harlan Chapter
David W. Harlan School
Wilmington, Delaware

S. R. Shaw Chapter
Emalea Pusey Warner Junior H. S.
Wilmington, Delaware
Local Chapter
Wilmington High School
Wilmington, Delaware

DISTRICT OF COLUMBIA

Garnet-Patterson Chapter
Garnet-Patterson Junior High School
Washington, D. C.

ILLINOIS

Sterling Chapter
J. Sterling Morton High School
Cicero, Illinois
Prairie Du Pont Chapter
Dupu Community High School
Dupu, Illinois
Cahokia Chapter
Rock Junior High School
East St. Louis, Illinois
Normal Chapter
Normal Community High School
Normal, Illinois
Peoria Chapter
Peoria High School
Peoria, Illinois

INDIANA

Athens Chapter
Crawfordsville Junior High School
Crawfordsville, Indiana
Reits Chapter
Francis Joseph Reits High School
Evansville, Indiana
Horace Mann Chapter
Horace Mann School
Gary, Indiana
Excelsior Chapter
East Pulaski High School
Gary, Indiana
Lew Wallace Chapter
Lew Wallace School
Gary, Indiana

IOWA

Clarinda Chapter
Clarinda Junior High School
Clarinda, Iowa

KANSAS

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Liberty Chapter
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Phi Chapter
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Kansas City, Kansas
Kanzan Chapter
Sterling Junior High School
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KENTUCKY

Southern Junior Chapter
Southern Junior High School
Louisville, Kentucky

MARYLAND

Marlboro Chapter
Marlboro High School
Upper Marlboro, Maryland

MASSACHUSETTS

Warren Chapter
Levi F. Warren Junior High School
West Newton, Massachusetts

MICHIGAN

Eklectos Chapter
T. L. Handy Junior High School
Bay City, Michigan
Fordson Chapter
Fordson Junior High School
Dearborn, Michigan
Laureates Chapter
Harvey H. Lowrey Junior High School
Dearborn, Michigan
Harry B. Hutchins Chapter
Hutchins Intermediate School
Detroit, Michigan
Edwin A. Strong Chapter
Central High School
Grand Rapids, Michigan
Jefferson Chapter
South High School
Grand Rapids, Michigan
Lansing Chapter
Walter H. French Junior High School
Lansing, Michigan
Rochester Chapter
Rochester Junior High School
Rochester, Michigan
Romeo Chapter
Romeo Junior High School
Romeo, Michigan
Washtenaw Chapter
Ypsilanti High School
Ypsilanti, Michigan

MINNESOTA

Austin Chapter
Austin Junior High School
Austin, Minnesota
Phillips Chapter
Wendell Phillips Junior High School
Minneapolis, Minnesota

MISSOURI

Athenean Chapter
Ernst Simonsen Junior High School
Jefferson City, Missouri
Lexington, Missouri Chapter
Lexington Junior-Senior High School
Lexington, Missouri
Nevada Chapter
Nevada Junior High School
Nevada, Missouri

Pipkin Chapter
Pipkin Junior High School
Springfield, Missouri
Benton Chapter
Benton Junior High School
St. Joseph, Missouri
Gleam Chapter
University City Junior High School
University City, Missouri
Webster Groves Junior H. S. Chapter
Junior High School Number Four
Webster Groves, Missouri

NEW JERSEY

Highland Park Chapter
Franklin Junior High School
Highland Park, New Jersey
Junior High School Number Four Chapter
Junior High School Number Four
Trenton, New Jersey

NEW MEXICO

Roswell Junior High School Chapter
Junior High School
Roswell, New Mexico
Alpha, New Mexico Chapter
Tucumcari Junior High School
Tucumcari, New Mexico

NEW YORK

Freeport Chapter
Freeport Junior High School
Freeport, New York
Gloversville Chapter
Estee Junior High School
Gloversville, New York
Albert Leonard Chapter
Central Junior High School
New Rochelle, New York
Zeta Theta Chapter
Hudson Park Junior High School
New York City, New York
Kingsford Park Chapter
Kingsford Park School
Oswego, New York
Peekskill Chapter
Drum Hill Junior High School
Peekskill, New York
Fort Stanwix Chapter
Rome Junior High School
Rome, New York
Washington Irving Chapter
Washington Irving High School
Tarrytown, New York
Stella Chapter
Valley Stream Central High School
Valley Stream, New York

NORTH CAROLINA

Alexander Graham Chapter
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Charlotte, North Carolina
Hendersonville Chapter
Hendersonville High School
Hendersonville, North Carolina

NORTH DAKOTA

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OHIO

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Alexander Hamilton Junior High School
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Lincoln Chapter
Lincoln Junior High School
Cleveland, Ohio
Schaaf Chapter
Henry J. Schaaf Junior High School
Cleveland, Ohio
St. Joseph Academy Chapter
St. Joseph Academy
Cleveland, Ohio
Dunatoi Chapter
Warren G. Harding Junior High School
Lakewood, Ohio

OKLAHOMA

Chickasaw Chapter
Ardmore Junior High School
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Eagle Chapter
West High School
Muskogee, Oklahoma
Athenian Chapter
Capitol Hill Junior High School
Oklahoma City, Oklahoma
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Ponca City Chapter
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Cleveland Chapter
Cleveland Junior High School
Tulsa, Oklahoma
Horace Mann Chapter
Horace Mann Junior High School
Tulsa, Oklahoma
Woodrow Wilson Chapter
Woodrow Wilson Junior High School
Tulsa, Oklahoma

PENNSYLVANIA

Clairton Chapter
Fifth Street Junior High School
Clairton, Pennsylvania
Donora Chapter
Donora Junior High School
Donora, Pennsylvania
Fidelis Chapter
Ingram Junior High School
Ingram, Pennsylvania

Gladstonian Chapter
Gladstone Junior High School
Pittsburgh, Pennsylvania
Reading Chapter
Douglass and Weiser Junior High School
Reading, Pennsylvania
Shillington Chapter
Shillington High School
Shillington, Pennsylvania
Haverford Chapter
Haverford Twp. Junior High School
Upper Darby, Pennsylvania
Junior Colonist's Chapter
Upper Darby Junior High School
Upper Darby, Pennsylvania
Alpha, Cheltenham Chapter
Thomas Williams Junior High School
Wyncote, Pennsylvania

TENNESSEE

Catherine Brown Chapter
Brainerd Junior High School
Chattanooga, Tennessee
John A. Shelton Chapter
Hardy Junior High School
Chattanooga, Tennessee
John Ross Chapter
North Chattanooga Junior High School
Chattanooga, Tennessee
Alpha Chapter
Park Junior High School
Knoxville, Tennessee

TEXAS

Buchanan Chapter
Buchanan Junior High School
Amarillo, Texas
Central Junior High School Chapter
Central Junior High School
Amarillo, Texas
Iran Chapter
Iran High School
Iran, Texas
Mirabeau B. Lamar Chapter
McAllen Junior High School
McAllen, Texas
Alpha, Texas Chapter
Port Arthur High School
Port Arthur, Texas

WISCONSIN

Steuben Chapter
Steuben Junior High School
Milwaukee, Wisconsin
Lincoln Chapter
Lincoln Junior High School
Waukesha, Wisconsin

ADDENDA

NATIONAL JUNIOR HONOR SOCIETIES

Jefferson Chapter
Jefferson Junior High School
Meriden, Connecticut
Theodore Roosevelt Chapter
Theodore Roosevelt Intermediate School
Wichita, Kansas
William Howard Taft Chapter
William Howard Taft Junior High School
Oklahoma City, Oklahoma

Bloomsburg Chapter
Bloomsburg Junior High School
Bloomsburg, Pennsylvania
Pentagon Chapter
Langley Junior High School
Washington, D. C.

DEPARTMENT MATTERS

NATIONAL HONOR SOCIETY

Over ten years ago the Department of Secondary-School Principals (then the National Association of Secondary-School Principals) organized the National Honor Society with the end in view of stimulating scholarship in the secondary schools of the United States. To-day there are over twelve hundred chapters and these are in the best high schools in the country. The four objectives of the society are: to create an enthusiasm for scholarship, to stimulate a desire to render service to promote worthy leadership, and to encourage the development of character. Every high-school principal who has a chapter is enthusiastic over the productive results of this organization in his school.

Direct all requests for literature to H. V. Church, 3129 Wenonah Avenue, Berwyn, Illinois.

THE NATIONAL JUNIOR HONOR SOCIETY

The National Junior Honor Society is patterned very closely after the Senior Honor Society. The Junior Society is designed for ninth and tenth grades in four year high schools, and for eighth, ninth, and tenth grades in junior high schools. This organization is now a going concern, and already there are a number of chapters, both in senior high schools and junior high schools. The national constitution, the model constitution, and booklet of information as well as the application blank will be sent on request.

Direct all applications to:

H. V. CHURCH, Executive Secretary,
3129 Wenonah Avenue, Berwyn, Illinois.

EMBLEMS

NATIONAL HONOR SOCIETY

This emblem is made in two sizes: a watch charm size, and a pin (smaller) size. All pins have 10k safety catch. The prices are as follows:

14k Charm.....	\$2.50	14k Pin.....	\$2.00
10k Charm.....	2.20	10k Pin.....	1.75
Gold Filled.....		1.25	

All Orders Must Have the Approval of the Principal and Will Be Sent C. O. D.
ADDRESS ORDERS TO

H. V. CHURCH 3129 Wenonah Avenue, Berwyn, Illinois

NATIONAL JUNIOR HONOR SOCIETY

The Junior Honor Society emblem is made in two grades: ten karat gold and gold filled. All pins have safety catch. The prices are as follows:

Ten Karat Pin.....	\$1.50
Gold Filled Pin.....	1.00

All orders must have the approval of the principal and will be sent C. O. D.

Address orders to H. V. CHURCH,

3129 Wenonah Avenue, Berwyn, Illinois

NATIONAL HONOR MEMBERSHIP CERTIFICATES

In response to repeated requests, the Department of Secondary-School Principals has prepared membership certificates 8½x11 for members of the National Honor Society. These certificates are lithographed on artificial parchment with the die of a facsimile of the emblem stamped in gold. They sell for ten cents apiece postpaid.

Address orders to H. V. Church, 3129 Wenonah Avenue, Berwyn, Illinois.

MEMBERSHIP CARDS

Since the organization of the National Honor Society there has been a growing demand for membership cards in the organization. Cards of membership both for members of the

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National Honor Society and for the members of the National Junior Honor Society are now on sale. The cards ($2\frac{1}{2}$ "x $3\frac{3}{4}$ ") are engrossed on a fine quality of cardboard, have the emblem of the Society embossed upon them, and require only the insertion of the name of the member.

The price of the cards is five cents apiece.

Send orders to H. V. Church, 3129 Wenonah Avenue, Berwyn, Illinois.

SEALS

The seal ($1\frac{1}{4}$ "x $1\frac{1}{2}$ ") is a gilt embossed sticker to be affixed on the diplomas of members of chapters. A replica of the emblem is embossed on the seal.

The price of the seals is five cents apiece.

Address orders to H. V. Church, 3129 Wenonah Avenue, Berwyn, Illinois.

PLAQUES

A bronze wall plaque has been designed and manufactured. Schools that have chapters of the National Honor Society will now have the opportunity of having this plaque. It consists of a solid bronze casting mounted on a walnut back. The size is thirteen by sixteen inches and the weight is ten pounds. A chain is furnished. All lettering, as well as the name of the school chapter and the emblem, is raised and polished above the bronze background.

The price is \$30:00, which includes transportation and packing.

Order only from:

H. V. Church,
3129 Wenonah Avenue, Berwyn, Illinois.

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PUBLICATIONS OF THE DEPARTMENT OF
SECONDARY-SCHOOL PRINCIPALS OF THE
NATIONAL EDUCATIONAL ASSOCIATION

The publications below are sent postpaid. In lots of ten or more of the same issue a reduction of ten per cent is granted, and the shipment is by express collect.

PUBLICATIONS

First Yearbook, 1917, Kansas City

Papers on Student Government, Cardinal Principles, Supervised Student Activities, Supervised Study, Measurement Tests, Credit for Quality, and Relations between High Schools and Colleges. (87 pp.)\$2.00

Second Yearbook, 1918, Atlantic City.

Papers on The All-Year Schools, Administration, Physical Education, Military Training, Social Life, Junior High-School Curriculum, and the Place of the Junior College (66 pp.)\$2.00

Third Yearbook, 1919, Chicago.

Papers on Student Government, Cardinal Principles, Democracy and High School, Social Science, Curriculums, Homogeneous Groupings, and the Social Recitation (87 pp.)\$2.00

Fourth Yearbook, 1920, Cleveland.

Papers on Training for Leadership, Technique in Teaching, Program of Small High School, Continuation Schools, Social Studies, High-School Principals, Homogeneous Grouping and Co-operative Courses. (114 pp.)\$2.00

Fifth Yearbook, 1921, Atlantic City.

Papers on Pupils with Less Than Average Ability, Moral Education, Character Education, the Principals' Duties and Intelligence Tests, (69 pp)\$2.00

*Figures show number of papers.

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Sixth Yearbook—(out of print)—

Seventh Yearbook, 1923, Cleveland.

Papers on Guidance, Rating of Pupils, Moral Training, Sex-Social Training, Finances (2)*, Curricula (4), Social Life, Platoon Plan, Student Activities, Cardinal Objectives, Physical Education, Deans of Girls (4), Compulsory Education, and Supervision. (150 pp.).....\$2.00

Eighth Yearbook, 1924, Chicago.

Papers on Retention, Student Activities, Adjustment of Curriculum to Pupils, Faculty Meetings, the Small High School, Teacher Development, Finances (3), Social Science (4), and Deans of Girls (5). *Junior High School*: Curriculum (4) and Guidance. *Junior College*: in California, Co-ordination of High School, and Place of. (221 pp.).....\$2.00

Ninth Yearbook, 1925, Cincinnati.

Papers Guidance (4), International Relations (3), Rural High Schools, Administration, College Relations, Curriculum (2), Physical Education, High-School Principals, Scholarship, Junior High School (3), Ability Grouping, and Teacher Training. (207 pp.).....\$2.00

Bulletin No. 10, January, 1926.

Abstract of Books and of Magazine articles on Administration and Supervision. (32 pp.).....\$.25

Bulletin No. 11, Tenth Yearbook, 1926, Washington.

Papers on Social studies (2), International Relations (2), Record Forms, Fraternities, Scholarship, Administration (5), Curriculum (3), Personnel Charts, Guidance, Marks (2), Principals, Student Activities (2), National Honor Society (5) and Culture. (259 pp.).....\$2.00

Bulletin No. 12, May, 1926.

Abstracts of Books and Magazine articles on Administration and Supervision. List of, and Rituals of Induction to Chapters of the National Honor Society. (46 pp.).....\$.25

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Bulletin No. 13, October, 1926.

Abstracts of Books and of Magazine articles on Administration and Supervision. (20 pp.).....\$.25

Bulletin No. 14, January, 1927.

Abstracts of Books and of Magazine articles on Administration and Supervision. (28 pp.).....\$.25

Bulletin No. 15, Proceedings of the St. Louis (1927) Meeting.

Papers on Modern Youth, Curriculum (4), School Achievement, Physical Training, Size of Class, Junior High School Curriculum (2), Six-Year High School, Chaos in Secondary Education, High-School Publications, Place of the Junior College, Improving Teachers in Service, Pupils of limited Ability, and Tests. (251 pp.).....\$2.00

Bulletin No. 16, April, 1927.

Directory of Members. (106 pp.).....\$.25

Bulletin No. 17, May, 1927.

Abstracts of Books and of Magazine articles on Administration and Supervision. (29 pp.).....\$.25

Bulletin No. 18, October, 1927.

Abstracts of Books and of Magazine articles on Administration and Supervision. (26 pp.).....\$.25

Bulletin No. 19, January, 1928.

Report of the Committee on Guidance in Secondary Schools. (94 pp.).....\$.60

Bulletin No. 20, Proceedings of the Boston (1928) Meeting.

Papers on Education in Russia, In India, Internationalism (3), Small High Schools, Character Training, Specialist in Secondary Education, the Visiting Teacher, Rating of Teachers, Curriculum (2), Business and High Schools, Supervision (4), and Guidance (2). (206 pp.).....\$2.00

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Bulletin No. 21, April, 1928.

Abstracts of Books and of Magazine Articles on Administration and Supervision. (31 pp.).....\$.25

Bulletin No. 22, May, 1928.

Abstracts of Books and of Magazine Articles on Administration and Supervision. (24 pp.).....\$.25

Bulletin No. 23, October, 1928.

Abstracts of Books and of Magazine Articles on Administration and Supervision. (16 pp.).....\$.25

Bulletin No. 24, January, 1929.

Abstracts of Unpublished Masters Theses in the Field of Secondary-School Administration, University of Chicago. Also a Directory of Members. (202 pp.).....\$1.00

Bulletin No. 25, Proceedings of the Cleveland (1929) Meeting.

Papers on Supervision (7), Curriculum, Articulation, Training Pupils to Study (2), Selection, Guidance, Use of the plant, Commercial Education, and Surplusage of Teachers. *Junior High School*: Schools of Ohio, Schedule Planning, Character Training, Teacher Training, Individual Differences, Electives, Short Unit Courses, Vocational Training, and Obligations of Junior to Senior High School. *Junior College*: Function of, Criteria for, Relation to University, Present Status, Service to Community, Orientation Program, Duplication of Courses, and Future of Junior Colleges (pp. 389).....\$2.00

Bulletin No. 26, April, 1929.

Abstracts of Books and of Magazine Articles on Administration and Supervision. Constitution of National Junior Honor Society. (pp. 35).....\$.25

Bulletin No. 27, May, 1929.

Rituals of Induction for the National Honor Society (pp. 32)\$.25

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Bulletin No. 28, October, 1929.

Abstracts of Books and of Magazine Articles on Administration and Supervision. (pp. 28).....\$.25

Bulletin No. 29, January, 1930.

Reports on Studies in Class Size and on Failures, Bibliography on Relative Efficiency of Classes of Different Sizes. (pp. 44).....\$.25

Bulletin No. 30, Proceedings of the Atlantic City (1930) Meeting.

Papers on Curriculum, Guidance, Technical Courses, Graduation, Finances (4), Standards and Future of High Schools. *Junior High School*: Finances, Reading and Articulation, (4). *Junior College*: A State Institution (2), Standards, Articulation, Terminal Courses, Four-Year Junior College, in California, Curriculum, and Teacher load. Reports of Department Committee on Investigation of Secondary Education. (pp. 301).....\$2.00

Bulletin No. 31, April, 1930.

History and Organization of the National Honor Society. (pp. 26).....\$.25

Bulletin No. 32, May, 1930.

Diploma Practices in Secondary Schools. (pp. 31).....\$.25

Bulletin No. 33, October, 1930.

Abstracts of Books and of Magazine Articles on Administration and Supervision. Also a Directory of Members. (pp. 91)\$.50

Bulletin No. 34, January, 1931.

Abstracts of Unpublished Masters' Theses in the Field of Secondary-School Administration, University of Southern California. (116 pp.).....\$.50

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Bulletin No. 35, Proceedings of the Detroit (1931) Meeting.
(pp. 235).....\$2.00

Papers on Philosophy of Education (1), of Secondary Education (2); Guidance (2); Extra-Curriculum Activities (2); Teaching Methods (1); Curriculum (1); Dramatics (1); Teaching load (1); Department Heads (1); and Libraries (1). *Junior High School*: The Principal (1), Function of (1), Guidance in (1), Home room Program of (1), and Parent-Teacher Activities of (1). *Junior College*: Finances of (1), Defense of (3), Curriculum of (1).

Bulletin No. 36, April, 1931.

Abstracts of Unpublished Masters' Theses in the Field of Secondary-School Administration, University of Southern California, concluded. (pp. 68).....\$50

Bulletin No. 37, May, 1931.

A Study of the Influence of Departmental Specialization on the Professional Attitudes of High-School Teachers Toward Certain Administrative Problems. (pp. 70).....\$50

Bulletin No. 38, October, 1931.

Secondary-School Administration Abstracts, and Directory, (pp. 112).....\$50

Bulletin No. 39, January, 1932.

Abstracts of Unpublished Masters' Theses in the Field of Secondary School Administration, Ohio State University \$1.00

Bulletin No. 40, Proceedings of the Washington (1932) Meeting.

(pp. 330).....\$2.00

Papers on National Survey of Secondary Education (7) :

(a) Organization of Survey, (1). (b) Guidance (2); (c) Extra-curriculum Activities (1); (d) Organization of Junior High Schools (2); (e) Curriculum of High Schools (1). Philosophy of Secondary Education (1); Study Habits of Pupils (1); Class size (1); Teachers' salaries (1); Pupil Adjust-

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ment (2); Articulation of High School and College (1); Mental Hygiene (1); Technical Education in High Schools (2).

Junior College: 6-4-4 Organization (1); 6-3-2 Organization (1).

Bulletin No. 41, April, 1932.

Secondary-School Administration Abstracts.....\$1.50

Bulletin No. 42, May, 1932.

Handbook of National Honor Society and National Junior Honor Society.....\$1.00

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The Department of Secondary-School Principals has been distributing uniform certificates of recommendation for over ten years. At first they were sent out free to the members of the Department, but the demand for the certificates became so great that the printing and mailing charges became a burden to the treasury. Therefore was a change made.

The blanks are used in transferring pupils from one secondary school to another and particularly from high school to college. The certificates are sent postpaid at the following prices:

Mailing from	100	200	300	400	500	1000
Chicago						
1st zone.....	\$.80	\$1.50	\$2.20	\$2.80	\$3.40	\$6.00
2nd ".....	.80	1.50	2.20	2.80	3.45	6.10
3rd ".....	.85	1.55	2.25	2.85	3.50	6.20
4th ".....	.85	1.60	2.30	3.00	3.75	6.45
5th ".....	.90	1.65	2.40	3.05	3.90	6.60
6th ".....	.90	1.70	2.45	3.15	4.00	6.80
7th ".....	.95	1.75	2.55	3.25	4.15	7.00
8th ".....	1.00	1.80	2.60	3.35	4.25	7.20

The blanks will be mailed on receipt of price, or C. O. D.

Direct orders to:

H. V. Church, 3129 Wenonah Avenue, Berwyn, Illinois.

THE STANDARD HIGH-SCHOOL PERSONAL RECORD CARDS

The standard record forms (5x8) which were approved by the Department of Secondary-School Principals at the meeting at Boston are now printed on cardboard suitable for vertical filing systems. This card is especially designed for small and medium size high schools.

Space is provided on these blanks for scholarship records for five years. An extra year is included for pupils of four-year high schools who may desire to do graduate work. It is recommended that six year junior-senior schools use separate cards for the records of the junior and of the senior schools.

When the guidance information called for in the lower right hand corner seems to be of changeable nature, as would often be true of such items as "Vocational Preference," it is suggested that it be written in pencil so that it can be erased and changed when necessary.

The schedule of prices, postpaid, follows:

Zones	100	200	500	1000
1 and 2	\$1.35	\$2.65	\$4.85	\$ 8.85
3	1.38	2.70	4.95	9.00
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5	1.42	2.80	5.15	9.35
6	1.45	2.85	5.30	9.55
7	1.48	2.90	5.40	9.75
8	1.50	2.95	5.50	10.00

The cards will be shipped on receipt of price or C. O. D.

Direct orders to,
H. V. CHURCH,
3129 Wenonah Avenue,
Berwyn, Illinois.

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The Department offers to its members life insurance in its most inexpensive form. The salient features of the plan are:

1. *Low premium.* The premium is ten dollars a year a thousand for those insured for \$3,000. See table below for rates for those over forty-five years of age.
2. *No medical examination* (with exceptions).

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3. *Total and permanent disability benefits.* If an insured member becomes totally and permanently disabled, his insurance will be paid in monthly installments.
4. *Conversion privilege.* When an insured member leaves the profession to enter another professional or economic group, he may convert his group policy into any of the policies (except term insurance) customarily issued by the insurance company for the same amount at the current rates of the attained age.
5. *Age Limit is sixty-five years.*
6. *Individual policies.* These show rights of insured amount, and beneficiary.
7. *Current protection.* There are no savings, accumulation, or paid-up features. Insurance is for one year at a time, and is renewable each year, at the option of the insured member.
8. *Amounts offered:*
\$3,000 for all ages from 21 to 45 (nearest birthday) inclusive. Annual rates for those under 45 years are \$10 a year per \$1000, \$1,500 for all ages from 46 to 65 (nearest birthday) inclusive.

Annual Rates per \$1,000 for those 45 or older:

Age	Premium	Age	Premium	Age	Premium
45.....	\$11.10	52.....	\$16.90	59.....	\$28.15
46.....	11.65	53.....	18.15	60.....	30.40
47.....	12.30	54.....	19.50	61.....	32.90
48.....	13.05	55.....	20.90	62.....	35.50
49.....	13.90	56.....	22.50	63.....	38.40
50.....	14.80	57.....	24.25	64.....	41.50
51.....	15.80	58.....	26.10	65.....	44.90

Send for application blanks to H. V. Church, Executive Secretary,
3129 Wenonah Avenue, Berwyn, Illinois.

AUTOMOBILE INSURANCE

The Department of Secondary-School Principals is now prepared to offer to its members reduced rates for automobile insurance. If you are interested in protection for your car at a lower premium than you are now paying, fill out the blank on page 53, and send it to H. V. Church, 3129 Wenonah Ave-

nue, Berwyn, Illinois. Be sure to state clearly what coverage you now have, and particularly what you are now paying for this insurance.

If you will fill the application blank and send it to the Executive Secretary, the insurance company will quote their special rate to members. You will receive this quotation, and you can then decide if you can save money by accepting this special rate.

APPLICATION BLANK—AUTOMOBILE INSURANCE

Your name

Address

(Street)

(City)

(State)

Date of expiration of policy you now hold.....

(Policy expires on this date)

Annual premium you now pay. \$.....

Occupation

(Husband's occupation if married woman)

Description of car: Make.....

Type of body..... Year built.....

Factory number..... Engine number.....

List price..... Actual cost.....

New or second hand. Is car fully paid for?.....

(Cross out one)

Mortgage clause to.....

The car is for business or pleasure?

(Cross out one)

Car kept in public or private garage?

(Cross out one)

Address

(Where car is kept)

Coverage you carry

(Place cross in proper square)

☐ Fire ☐ Property: ☐ 500 ☐ 1,000 ☐ 1,500

(Amount)

☐ Theft ☐ Liability: ☐ 5-10,000 ☐ 10-20,000

☐ Extra equipment ☐ 20-30,000

☐ Tornado ☐ Collision: ☐ Full ☐ \$25 deduction

☐ Plate glass..... ☐ \$50 deduction

Mail this application blank to H. V. Church, J. Sterling Morton High School, Cicero, Illinois.

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