

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

*Issued Five Times a Year  
January, March, April, May, and December*

**DECEMBER, 1934**

**Serial Number 53**

**BULLETIN NUMBER 53**

**Academic Training of High-School Principals**

**Development of the High-School Curriculum**

**National Junior Honor Society**

**Published by  
THE DEPARTMENT OF  
SECONDARY-SCHOOL PRINCIPALS  
OF THE NATIONAL EDUCATION ASSOCIATION  
5835 Kimbark Avenue, Chicago**

Entered as second-class matter November 15, 1934, at the post office at Chicago, Illinois, under the Act of August 12, 1912. Acceptance for mailing at special rate of postage, provided for in Section 1103, Act of February 23, 1925, authorized November 15, 1934.

**40 Cents**

**\$2.00 a Year**

# CONTENTS

## BULLETIN NUMBER 53

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

#### DECEMBER, 1934

### PART I

#### President Roosevelt's Proclamation

|                                         |   |
|-----------------------------------------|---|
| Officers .....                          | 1 |
| Notice of February (1935) Meeting.....  | 2 |
| Program of February (1935) Meeting..... | 3 |

---

### PART II

|                                                                                 |    |
|---------------------------------------------------------------------------------|----|
| Academic Training of Secondary-School Principals,<br><i>J. R. Shannon</i> ..... | 7  |
| Development of the High-School Curriculum,<br><i>Willard N. Van Slyck</i> ..... | 13 |

---

### PART III

#### NATIONAL JUNIOR HONOR SOCIETY

|                                                            |    |
|------------------------------------------------------------|----|
| Ritual, West Side Junior H. S., Little Rock, Arkansas..... | 35 |
| Letter, Hardy Junior High School, Chattanooga, Tenn.....   | 39 |

---

### PART IV

|                         |    |
|-------------------------|----|
| Department Matters..... | 42 |
| Book Notices .....      | 45 |

#### President Roosevelt's Proclamation

*Gift*  
*Nat. Education Ass'n*  
*Jan. 18, 1935*



3

THE WHITE HOUSE  
WASHINGTON

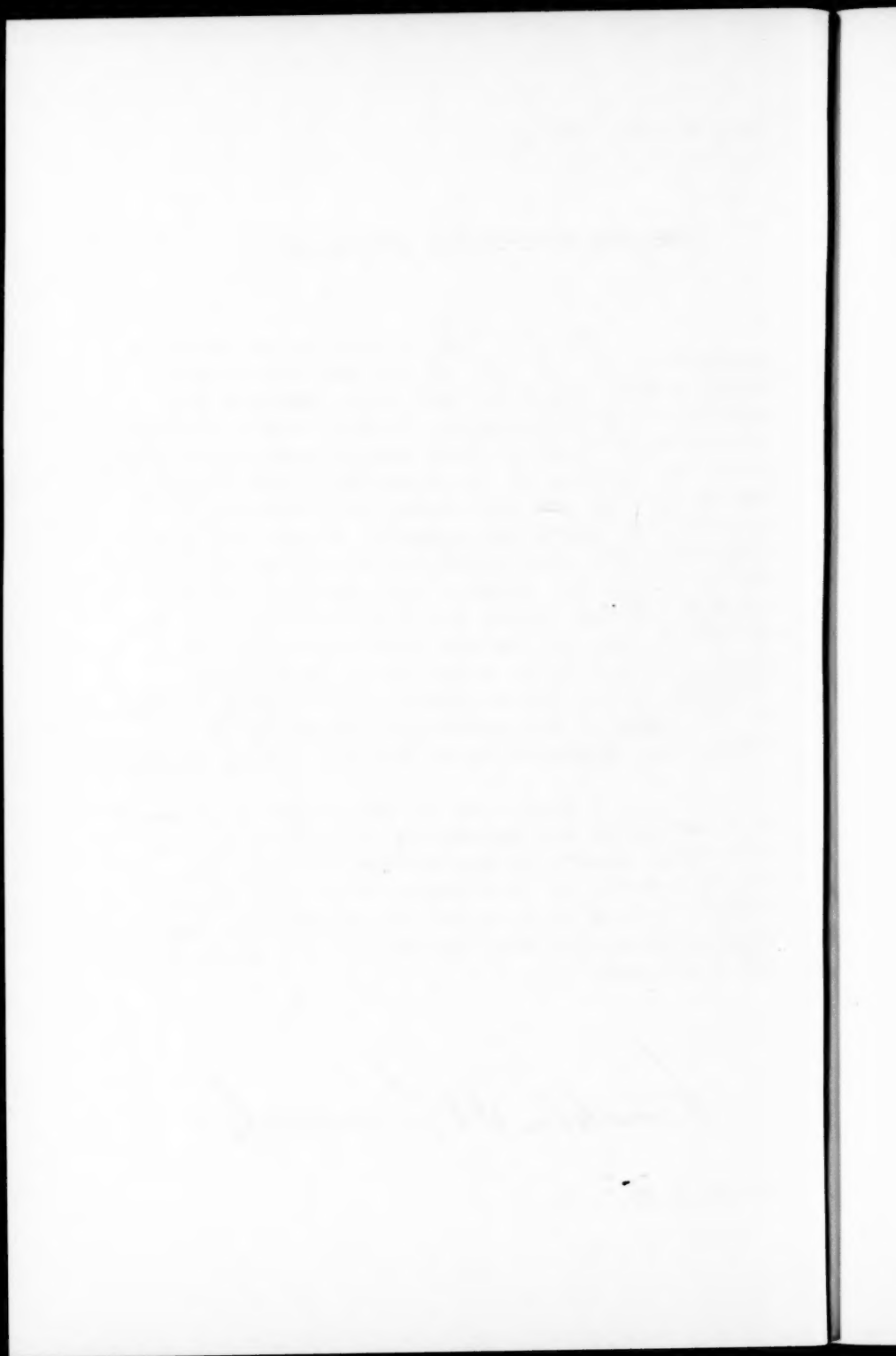
AMERICAN HIGH-SCHOOL ANNIVERSARY

The year 1935 ushers in an important anniversary in the life of the American people. Three hundred years ago the first American high school -- the Boston Latin School -- was founded. It was established in 1635 only fifteen short years after the landing of the Pilgrims. From a small beginning with one instructor and a handful of students has grown the splendid service now provided for more than 6,000,000 young Americans by 26,000 public and private high schools. These schools are developing the most precious resource of our nation, the latent intelligence of our young people. It is worth noting that social progress in the United States is following swiftly on the heels of the remarkable expansion of educational opportunity at the high school level.

I hope that the young people of every high school in the United States will celebrate this three hundredth anniversary. I hope they will celebrate it in a manner which will bring vividly before parents and fellow townsmen the significance, the contribution and the goals of their schools.

A handwritten signature in cursive script, reading "Franklin D. Roosevelt". The signature is written in dark ink and is positioned below the main body of text.

November 20, 1934.



DEPARTMENT OF  
SECONDARY-SCHOOL PRINCIPALS  
NATIONAL EDUCATION ASSOCIATION  
OFFICERS

1934-1935

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Supervisor of Secondary Education, Little Rock, Arkansas

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State Supervisor of Secondary Education, Augusta, Maine

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5835 Kimbark Avenue, Chicago

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Principal of Rome Free Academy, Rome, New York

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Fullerton, California

ALICE BALL STRUTHERS  
Principal of Thomas Starr King Junior High School,  
Los Angeles, California

H. V. CHURCH, *Secretary*  
5835 Kimbark Avenue, Chicago

## SPECIAL NOTICE

For the annual meeting (see program on pages 3, 4, 5, and 6) of the Department of Secondary-School Principals, in February, 1935, the headquarters hotel will be Chalfonte-Haddon Hall. All sessions of the Department of Secondary-School Principals will be held in Chalfonte-Haddon Hall, Atlantic City, N. J., February 23-28, 1935.

### MAKE YOUR HOTEL RESERVATIONS AS SOON AS POSSIBLE

Whenever possible, arrangements should be made for occupancy of double rooms; only a limited number of single rooms are available.

MR. ARTHUR S. CHENOWETH, Chairman, Housing Bureau,  
Department of Superintendence, N. E. A.

16 Central Pier, Atlantic City, N. J.

Dear Sir: Please make the following sleeping room reservations at CHALFONTE-HADDON HALL, the headquarters of the Department of Secondary-School Principals:

Room with bath for \_\_\_\_\_ people, Room rate desired \$ \_\_\_\_\_ to \$ \_\_\_\_\_ (per day). Room without bath for \_\_\_\_\_ people, Room rate desired \$ \_\_\_\_\_ to \$ \_\_\_\_\_ (per day)

Arriving February \_\_\_\_\_ hour \_\_\_\_\_ A. M. \_\_\_\_\_ P. M. Leaving \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_

Room will be occupied by \_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Educational position \_\_\_\_\_ State \_\_\_\_\_

Mailing address \_\_\_\_\_ City \_\_\_\_\_

NOTE: All meetings of the Department of Secondary-School Principals will be held at CHALFONTE-HADDON HALL. Members desiring sleeping room accommodations elsewhere are requested to indicate plainly in the following space their choices of hotel.

First Choice \_\_\_\_\_

Second Choice \_\_\_\_\_

Excuse in detail and mail to—ARTHUR S. CHENOWETH, Chairman Housing Bureau, 16 Central Pier, Atlantic City, N. J.

PROGRAM, DEPARTMENT OF SECONDARY-  
SCHOOL PRINCIPALS

ATLANTIC CITY, NEW JERSEY

February 26 and 27, 1935

General Chairman, Presiding: Charles F. Allen, President of  
the Department of Secondary-School Principals, and  
Supervisor of Secondary Education,  
Little Rock, Arkansas.

GENERAL THEME: THE TRICENTENARY CELEBRA-  
TION OF SECONDARY EDUCATION IN AMERICA.

Tuesday, February 26, 9:30 A. M.

Presiding: C. O. Davis, Professor of Secondary Education,  
University of Michigan, Ann Arbor, Michigan.

THEME: SECONDARY EDUCATION IN RETROSPECT.

1. *The First American Secondary School.*

Joseph L. Powers, Head Master, Boston Public Latin  
School, Boston, Massachusetts.

2. *The Philosophies that Have Guided Secondary Education  
in the Past.*

George M. Wiley, Assistant Commissioner, University  
of the State of New York, Albany, New York.

3. *Great Leaders in Secondary Education in the Past.*

William J. Cooper, Professor of Education, George  
Washington University, Washington, D. C.

4. *Three Hundred Years of Education for Girls.*

Mrs. Lucy L. W. Wilson, Principal, South Philadelphia  
High School for Girls, Philadelphia, Pennsylvania.

Tuesday, February 26, 2:00 P. M.

(Joint Meeting with the Department of Supervisors and  
Directors of Instruction)

Presiding: Willard N. Van Slyck, Principal of High School,  
Topeka, Kansas, and Second Vice President, Department  
of Secondary-School Principals.

THEME: THE SECONDARY SCHOOLS AT WORK TO-  
DAY.

1. *The Unique Characteristics of Secondary Education To-  
day.*

William McAndrew, Editorial Department, *School and  
Society*, East Setauket, New York.

4 ACADEMIC TRAINING OF HIGH-SCHOOL PRINCIPALS

2. *What the Private Secondary Schools Are Contributing to American Life To-day.*

Burton P. Fowler, Head Master, Tower Hill School,  
Wilmington, Delaware.

3. *Responsibilities of Public Secondary Education in an Age of Leisure.*

R. D. Lindquist, Director of the University School, Ohio  
State University, Columbus, Ohio.

4. *Forces That Are Handicapping Secondary Education To-day.*

James B. Edmonson, Dean of School of Education, Uni-  
versity of Michigan, Ann Arbor, Michigan.

**Tuesday Evening, February 26, 7:45 P. M.**

(Joint Meeting with the Department of Superintendence)

Presiding: Dr. E. E. Oberholtzer, Superintendent of Schools,  
Houston, Texas, and President, Department of  
Superintendence.

**THEME: SECONDARY EDUCATION AN ESSENTIAL  
FACTOR IN A NATION DEVELOPMENT PROGRAM.**

1. *The Historical Development of Secondary Education in America.*

Charles H. Judd, Chairman of the Department of Edu-  
cation, University of Chicago, Chicago, Illinois.

2. *The Philosophy Which Must Guide Secondary Education To-day.*

Thomas H. Briggs, Professor of Secondary Education,  
Teachers College, Columbia University, New York  
City.

3. *The Financial Policies Which Must Be Worked Out for Secondary Education.*

Sidney B. Hall, State Superintendent of Public Instruc-  
tion, Richmond, Virginia.

4. *The Public and the Program of Secondary Education.*

George F. Zook, Director, American Council of Educa-  
tion, Washington, D. C.

**Wednesday, February 27, 9:15 A. M.**

(Joint Meeting with the Department of Secondary Education)

Presiding: Harrison C. Lyseth, State Supervisor of Secondary Education, Augusta, Maine, and First Vice President,  
Department of Secondary-School Principals.

**THEME: SPECIAL ASPECTS OF SECONDARY EDUCATION.**

1. *Secondary-School Curriculum Changes During the Past Three Hundred Years.*

George S. Counts, Associate Director, International Institute, Columbia University, New York City.

2. *Changes in Methods of Teaching in Secondary Schools During the Past Three Hundred Years.*

Harl R. Douglass, Professor of Secondary Education, University of Minnesota, Minneapolis, Minnesota.

3. *Three Hundred Years of Changes in Teacher Training for Secondary Schools.*

William Wetzol, Principal Emeritus, Central High School, Trenton, New Jersey.

4. *A Teacher in the High School, Then and Now.*

Annie C. Woodward, Teacher in the High School, Somerville, Massachusetts.

**Wednesday, February 27, 12:15 P. M.**

**Luncheon and Business Meeting**

Presiding: H. P. Miller, Principal of the High School, Atlantic City, New Jersey.

1. *The School and Democratic Society.*

Elbert K. Fretwell, Professor of Education, Teachers College, Columbia University, New York City.

2. *Third Annual Report of the Committee on Orientation of Secondary Education.*

Thomas H. Briggs, Teachers College, Columbia University, New York City.

3. Election of Officers.

RESEARCH DIVISION  
DEPARTMENT OF SECONDARY-SCHOOL  
PRINCIPALS

Wednesday, February 27, 2:30 P. M.

Presiding: Charles H. Judd, Chairman of Department of Education, University of Chicago, Chicago, Illinois.

THEME: APPLYING AND EXTENDING THE NATIONAL SURVEY OF SECONDARY EDUCATION.

1. *The Investigation of Horizontal Organization.*

Grayson N. Kefauver, Dean of the School of Education, Stanford University, California.

2. *The Investigation of Vertical Reorganization.*

Francis T. Spaulding, Professor of Secondary Education, Graduate School of Education, Harvard University, Cambridge, Massachusetts.

3. *The Investigation of Provisions for Industrial Differences.*

Roy O. Billett, Associate Professor of Education, School of Education, Boston University, Boston, Massachusetts.

4. *The Investigation of the Program of Studies.*

Arthur K. Loomis, Principal of the University High School and Associate Professor of Education, Department of Education, University of Chicago, Chicago, Illinois.

5. *The Investigations of Guidance and the Extra-Curriculum.*

William C. Reavis, Professor of Education, Department of Education, University of Chicago, Chicago, Illinois.

## PART II

### ACADEMIC TRAINING OF SECONDARY-SCHOOL PRINCIPALS IN THE UNITED STATES

J. R. SHANNON

Indiana State Teachers College  
Terre Haute, Indiana

Every profession needs to survey itself from time to time to determine the status of training of its personnel. A survey of the training of high-school principals of the United States was made in 1923 by Eikenberry,\* and surveys in a number of the individual states have been made by various investigators. The present report is of a survey of the academic training of secondary-school principals of the United States brought up to date and showing tendencies over a period of years.

The most convenient and most commonly-used method for obtaining data on training of principals is that of the questionnaire. Such device was employed in gathering data for the present report, but the questionnaires were not sent out by the present writer. These data are gathered by the Department of Secondary-School Principals of the National Education Association from its own membership. Since the membership of this Department has grown to thousands, more cases are included in the recent years of the present study than were included in the questionnaire returns to the Bureau of Education in 1923. Also, many more are included than in the rather meager sampling of the recent National Survey of Secondary Education.†

Educational data of the members of the Department are found in membership lists which are published approximately once a year. Since the manner of obtaining and presenting the data employed by the Department has not been uniform,

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\*Dan Harrison Eikenberry, *Status of the High School Principal*, Bureau of Education *Bulletin*, 1925, No. 24. The survey covers 1,510 principals.

†Office of Education *Bulletin*, 1932, No. 17, Monograph No. 11, p. 39. The survey covers 438 principals.

and since discriminating care had to be exercised, therefore, in appropriating the data for the present report, the steps employed in compiling the data for this report need to be outlined. They are as follows:

1. Membership lists appear in the first to ninth *Yearbooks* of the Department, and in *Bulletins* 11, 16, 33, 38, 44, and 49. The first membership list, that in the *First Yearbook*, does not give academic degrees so no report is available for that school-year, 1917-1918.
2. The membership lists have not been published at regular intervals. In identifying the data of each list with specific school-years, it became apparent that the list in the *Ninth Yearbook* and that in *Bulletin* 11 were both for 1925-1926. Since the latter list is more recent and more comprehensive, it was used and the other dropped from consideration.
3. There are no membership lists for 1927-1928, 1928-1929 and 1929-1930. In Figure 1 of this report, therefore, there is a break indicated between 1926-1927 and 1930-1931.
4. The lists for 1930-1931 and later are much more accurate than the earlier ones. The earlier lists contained inordinate numbers of principals with no degree indicated. There is no way of knowing in the earlier lists whether a man had no degree or whether he had one but failed to indicate the fact. Therefore, every name found in the earlier lists with no degree, but with the address of a secondary school, was classified as that of a principal with no degree. There is a good means for checking the uncertainty concerning a member with no degree indicated in the later lists. The data for the lists of 1930-1931 and later were obtained by the Secretary of the Department on blanks which asked, among other things, for the year a member went to his present position, and the printed lists for the later years included the year since a member has been in his position. Therefore, if a name in a later list had the "date since" and did not have any degrees, it was assumed that the person had no degree, for he evidently had filled out a blank calling for the same. If a member in the later lists was not credited with a degree and the "since" datum was not given, the case was not counted, the assumption being that the member had not filled one of the regular forms. This practice kept several hundred names out of the

tabulations, but it tended to purify the tabulations made. Without doubt, this entire procedure gave erratic tabulations for the years before 1930. The fluctuations before 1930 unquestionably are due to this inaccuracy.

5. Only the head administrative officers of individual secondary schools are included in the present tabulations. This included principals, headmasters, supervising principals, preceptresses, etc., and, in some cases, superintendents. It did not include assistant-principals or vice-principals.

6. Both junior and senior secondary schools, public and private, are counted in the tabulations.

7. Each principal is classified according to his highest earned degree. Strange and unusual degrees were verified in Robertson before being classified.\*

8. All principals were classified according to geographical sections of the United States. The classification used is the same as that followed in the Department of Superintendence, *First Yearbook*, pages 11-12, in E. S. Evenden's *Teachers' Salaries and Salary Schedules in the United States*, page 9, and in the writer's own "Academic Training of City and Town Superintendents," *School Executives Magazine*, January, 1931, pages 214-216, 248. The classification of states is as follows:

**Eastern:** Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont.

**Southern:** Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, West Virginia.

**Great Lakes:** Illinois, Indiana, Michigan, Ohio, Wisconsin.

**Great Plains:** Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, Oklahoma, South Dakota.

**Western:** Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming.

The complete distribution for all the years covered by the survey, by geographical sections, and showing frequencies and percentages, is shown in Table I.

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\*David Allen Robertson, *American Universities and Colleges*. New York: Scribner's, 1928.

# 10 ACADEMIC TRAINING OF HIGH-SCHOOL PRINCIPALS

## TABLE 1

DISTRIBUTION OF PRINCIPALS BY DEGREES AND BY GEOGRAPHICAL SECTIONS OF THE UNITED STATES

| Degrees and Years | Frequencies and Percentages by Geographical Sections |          |          |          |       |          |        |          |         |          |       |          |
|-------------------|------------------------------------------------------|----------|----------|----------|-------|----------|--------|----------|---------|----------|-------|----------|
|                   | Eastern                                              |          | Southern |          | Lakes |          | Plains |          | Western |          | Total |          |
|                   | F                                                    | Per Cent | F        | Per Cent | F     | Per Cent | F      | Per Cent | F       | Per Cent | F     | Per Cent |
| 1918-19           |                                                      |          |          |          |       |          |        |          |         |          |       |          |
| None              | 3                                                    | 8.58     |          |          | 4     | 4.26     | 6      | 11.54    |         |          | 13    | 6.37     |
| Bachelor          | 7                                                    | 20.00    | 1        | 25.00    | 49    | 52.13    | 30     | 57.69    | 12      | 63.16    | 99    | 48.53    |
| Master            | 20                                                   | 57.14    | 2        | 50.00    | 38    | 40.43    | 14     | 26.92    | 5       | 26.32    | 79    | 38.73    |
| Doctor            | 5                                                    | 14.29    | 1        | 25.00    | 3     | 3.17     | 2      | 3.85     | 2       | 10.53    | 13    | 6.37     |
| Total             | 35                                                   | 100.01   | 4        | 100.00   | 94    | 99.99    | 52     | 100.00   | 19      | 100.01   | 204   | 100.00   |
| 1919-20           |                                                      |          |          |          |       |          |        |          |         |          |       |          |
| None              | 12                                                   | 21.05    | 6        | 42.86    | 20    | 14.08    | 8      | 14.04    | 1       | 5.00     | 47    | 16.21    |
| Bachelor          | 17                                                   | 29.82    | 3        | 21.43    | 67    | 47.18    | 28     | 49.11    | 12      | 60.00    | 127   | 43.79    |
| Master            | 23                                                   | 40.35    | 3        | 21.43    | 51    | 35.92    | 19     | 33.33    | 5       | 25.00    | 101   | 34.83    |
| Doctor            | 5                                                    | 8.77     | 2        | 14.28    | 4     | 2.82     | 2      | 3.51     | 2       | 10.00    | 15    | 5.17     |
| Total             | 57                                                   | 99.99    | 14       | 100.00   | 142   | 100.00   | 57     | 99.99    | 20      | 100.00   | 290   | 100.00   |
| 1920-21           |                                                      |          |          |          |       |          |        |          |         |          |       |          |
| None              | 7                                                    | 14.58    | 6        | 40.00    | 17    | 12.70    | 5      | 10.20    | 1       | 6.25     | 36    | 13.74    |
| Bachelor          | 16                                                   | 33.33    | 3        | 20.00    | 66    | 49.25    | 26     | 53.06    | 9       | 56.25    | 120   | 45.80    |
| Master            | 19                                                   | 39.58    | 3        | 20.00    | 47    | 35.07    | 17     | 34.69    | 4       | 25.00    | 90    | 35.35    |
| Doctor            | 6                                                    | 12.50    | 3        | 20.00    | 4     | 2.98     | 1      | 2.04     | 2       | 12.50    | 16    | 6.11     |
| Total             | 48                                                   | 99.99    | 15       | 100.00   | 134   | 100.00   | 49     | 99.99    | 16      | 100.00   | 262   | 100.00   |
| 1921-22           |                                                      |          |          |          |       |          |        |          |         |          |       |          |
| None              | 29                                                   | 37.18    | 4        | 26.67    | 28    | 18.79    | 10     | 12.50    | 4       | 17.39    | 75    | 21.74    |
| Bachelor          | 20                                                   | 25.64    | 5        | 33.33    | 66    | 44.30    | 51     | 63.75    | 9       | 39.13    | 151   | 43.77    |
| Master            | 25                                                   | 32.05    | 4        | 26.67    | 51    | 34.23    | 18     | 22.50    | 8       | 34.78    | 106   | 30.72    |
| Doctor            | 4                                                    | 5.13     | 2        | 13.33    | 4     | 2.68     | 1      | 1.25     | 2       | 8.70     | 13    | 3.77     |
| Total             | 78                                                   | 100.00   | 15       | 100.00   | 149   | 100.00   | 80     | 100.00   | 23      | 100.00   | 345   | 100.00   |
| 1922-23           |                                                      |          |          |          |       |          |        |          |         |          |       |          |
| None              | 32                                                   | 38.55    | 3        | 27.27    | 67    | 33.84    | 15     | 17.44    | 4       | 21.05    | 121   | 30.48    |
| Bachelor          | 19                                                   | 22.89    | 4        | 36.36    | 77    | 38.89    | 53     | 61.63    | 4       | 21.05    | 157   | 39.55    |
| Master            | 23                                                   | 27.71    | 2        | 18.18    | 51    | 25.76    | 18     | 20.93    | 9       | 47.37    | 103   | 25.94    |
| Doctor            | 9                                                    | 10.84    | 2        | 18.18    | 3     | 1.51     |        | 1.25     | 2       | 10.53    | 16    | 4.03     |
| Total             | 83                                                   | 99.99    | 11       | 99.99    | 198   | 100.00   | 86     | 100.00   | 19      | 100.00   | 397   | 100.00   |
| 1923-24           |                                                      |          |          |          |       |          |        |          |         |          |       |          |
| None              | 46                                                   | 48.42    | 8        | 53.33    | 59    | 30.89    | 11     | 14.67    | 11      | 36.67    | 135   | 33.25    |
| Bachelor          | 21                                                   | 22.11    | 4        | 26.67    | 83    | 43.45    | 50     | 66.67    | 10      | 33.33    | 168   | 41.38    |
| Master            | 19                                                   | 20.00    | 2        | 13.33    | 44    | 23.07    | 14     | 18.67    | 8       | 26.67    | 87    | 21.43    |
| Doctor            | 9                                                    | 9.47     | 1        | 6.67     | 5     | 2.62     |        |          | 1       | 3.33     | 16    | 3.94     |
| Total             | 95                                                   | 100.00   | 15       | 100.00   | 191   | 100.00   | 75     | 100.01   | 30      | 100.00   | 406   | 100.00   |
| 1924-25           |                                                      |          |          |          |       |          |        |          |         |          |       |          |
| None              | 40                                                   | 27.78    | 5        | 23.81    | 41    | 15.24    | 15     | 11.72    | 7       | 14.00    | 108   | 17.65    |
| Bachelor          | 51                                                   | 35.42    | 7        | 33.33    | 151   | 56.13    | 80     | 62.50    | 23      | 46.00    | 312   | 50.98    |
| Master            | 42                                                   | 29.17    | 8        | 38.10    | 73    | 27.14    | 33     | 25.78    | 16      | 32.00    | 172   | 28.10    |
| Doctor            | 11                                                   | 7.64     | 1        | 4.76     | 4     | 1.49     |        |          | 4       | 8.00     | 20    | 3.27     |
| Total             | 144                                                  | 100.01   | 21       | 100.00   | 269   | 100.00   | 128    | 100.00   | 50      | 100.00   | 612   | 100.00   |
| 1925-26           |                                                      |          |          |          |       |          |        |          |         |          |       |          |
| None              | 130                                                  | 31.78    | 21       | 29.58    | 245   | 45.04    | 42     | 14.05    | 45      | 49.45    | 483   | 34.16    |
| Bachelor          | 187                                                  | 45.72    | 24       | 33.80    | 188   | 34.56    | 189    | 63.21    | 24      | 26.37    | 612   | 43.28    |
| Master            | 85                                                   | 20.78    | 25       | 35.21    | 105   | 19.30    | 67     | 22.41    | 19      | 20.88    | 301   | 21.29    |
| Doctor            | 7                                                    | 1.71     | 1        | 1.41     | 6     | 1.10     | 1      | .33      | 3       | 3.30     | 18    | 1.27     |
| Total             | 409                                                  | 99.99    | 71       | 100.00   | 544   | 100.00   | 299    | 100.00   | 91      | 100.00   | 1414  | 100.00   |
| 1926-27           |                                                      |          |          |          |       |          |        |          |         |          |       |          |
| None              | 111                                                  | 24.29    | 83       | 57.24    | 140   | 27.08    | 81     | 19.47    | 23      | 26.44    | 438   | 27.00    |
| Bachelor          | 222                                                  | 48.58    | 25       | 17.24    | 224   | 43.33    | 247    | 59.38    | 31      | 35.63    | 749   | 46.18    |
| Master            | 106                                                  | 23.85    | 36       | 24.83    | 148   | 28.63    | 87     | 20.91    | 30      | 34.48    | 410   | 25.28    |
| Doctor            | 15                                                   | 3.28     | 1        | .69      | 5     | .97      | 1      | .24      | 3       | 3.45     | 25    | 1.54     |
| Total             | 457                                                  | 100.00   | 145      | 100.00   | 517   | 100.01   | 416    | 100.00   | 87      | 100.00   | 1622  | 100.00   |

TABLE 1 —Continued

| Frequencies and Percentages by Geographical Sections |         |             |          |             |       |             |        |             |         |             |       |             |
|------------------------------------------------------|---------|-------------|----------|-------------|-------|-------------|--------|-------------|---------|-------------|-------|-------------|
| Degrees<br>and Years                                 | Eastern |             | Southern |             | Lakes |             | Plains |             | Western |             | Total |             |
|                                                      | F       | Per<br>Cent | F        | Per<br>Cent | F     | Per<br>Cent | F      | Per<br>Cent | F       | Per<br>Cent | F     | Per<br>Cent |
| 1931-32                                              |         |             |          |             |       |             |        |             |         |             |       |             |
| None.....                                            | 22      | 4.62        | 6        | 5.36        | 27    | 6.08        | 13     | 4.00        | 7       | 3.02        | 75    | 4.72        |
| Bachelor.....                                        | 226     | 47.37       | 48       | 42.86       | 192   | 43.24       | 175    | 53.85       | 107     | 46.12       | 748   | 47.04       |
| Master.....                                          | 209     | 43.82       | 56       | 50.00       | 218   | 49.10       | 136    | 41.85       | 113     | 48.70       | 732   | 46.04       |
| Doctor.....                                          | 20      | 4.19        | 2        | 1.79        | 7     | 1.58        | 1      | .30         | 5       | 2.16        | 35    | 2.20        |
| Total.....                                           | 477     | 100.00      | 112      | 100.01      | 444   | 100.00      | 325    | 100.00      | 232     | 100.00      | 1590  | 100.00      |
| 1931-32                                              |         |             |          |             |       |             |        |             |         |             |       |             |
| None.....                                            | 28      | 5.71        | 6        | 3.70        | 21    | 4.41        | 7      | 2.51        | 9       | 2.57        | 71    | 4.04        |
| Bachelor.....                                        | 212     | 43.26       | 68       | 41.97       | 174   | 36.55       | 137    | 49.11       | 150     | 42.86       | 741   | 42.17       |
| Master.....                                          | 225     | 45.92       | 83       | 51.23       | 275   | 57.77       | 133    | 47.67       | 183     | 52.28       | 899   | 51.17       |
| Doctor.....                                          | 25      | 5.10        | 5        | 3.00        | 6     | 1.28        | 2      | .72         | 8       | 2.28        | 46    | 2.62        |
| Total.....                                           | 490     | 99.99       | 162      | 99.99       | 476   | 100.01      | 279    | 100.01      | 350     | 99.99       | 1757  | 100.00      |
| 1932-33                                              |         |             |          |             |       |             |        |             |         |             |       |             |
| None.....                                            | 40      | 6.42        | 4        | 1.69        | 11    | 2.24        | 8      | 2.68        | 5       | 1.69        | 68    | 3.50        |
| Bachelor.....                                        | 279     | 44.78       | 93       | 39.24       | 170   | 34.69       | 139    | 46.64       | 116     | 39.04       | 797   | 40.98       |
| Master.....                                          | 276     | 44.30       | 135      | 56.96       | 302   | 61.63       | 147    | 49.33       | 170     | 57.24       | 1030  | 52.96       |
| Doctor.....                                          | 28      | 4.49        | 5        | 2.11        | 7     | 1.43        | 4      | 1.34        | 6       | 2.02        | 50    | 2.57        |
| Total.....                                           | 623     | 99.99       | 237      | 100.00      | 490   | 99.99       | 298    | 99.99       | 297     | 99.99       | 1945  | 100.01      |
| 1933-34                                              |         |             |          |             |       |             |        |             |         |             |       |             |
| None.....                                            | 44      | 6.50        | 11       | 4.07        | 16    | 3.47        | 10     | 2.92        | 7       | 2.16        | 88    | 4.24        |
| Bachelor.....                                        | 294     | 43.43       | 118      | 43.70       | 181   | 39.26       | 154    | 44.90       | 131     | 40.43       | 878   | 42.31       |
| Master.....                                          | 310     | 45.79       | 135      | 50.00       | 262   | 56.83       | 177    | 51.60       | 175     | 54.01       | 1059  | 51.04       |
| Doctor.....                                          | 29      | 4.28        | 6        | 2.22        | 2     | .43         | 2      | .58         | 11      | 3.39        | 50    | 2.41        |
| Total.....                                           | 677     | 100.00      | 270      | 99.99       | 461   | 99.99       | 343    | 100.00      | 324     | 99.99       | 2075  | 100.00      |

An analysis of the table does not reveal any distinct tendencies in the training of principals in the different geographical sections. The chief comparison to be made from the data of this investigation is that of the extent of training of principals in the United States as a whole from one year to another. Two definite tendencies are unmistakable: (1) The proportion of principals with only bachelors' degrees is consistently higher than the proportion with masters' degrees for the first nine years covered by this investigation. By the school-year of 1930-1931 the percentage of masters almost equaled that of bachelor, and in more recent years it has been distinctly higher. (2) The percentage of principals with doctors' degrees is consistently low.

A similar study of city and town superintendents reported by the writer in 1931 shows very similar results.\* The percentages of bachelors, masters, and doctors among the superintendents from year to year are shown to be much the same

\*J. R. Shannon, "Academic Training of City and Town Superintendents," *School Executives Magazine*, L (January 1931), 214-216, 248.

as the present study has found to be the case among secondary-school principals. But there is one great difference: The upward shoot of the masters' line came earlier. The percentage of superintendents with masters' degrees surpassed that of men with only bachelors' degrees as early as the school-year of 1928-1929. This is an advance in point of time over the principals of three years.

The present survey shows a distinct recent advance in training of secondary-school principals over that reported by Eikenberry for 1922-1923.† In that year the Federal report showed 67.2 per cent bachelors, 18.0 per cent masters and 1.4 per cent doctors. The recent advance in proportion of principals with masters' degrees, which the present report indicates, is also ahead of that reported in the National Survey of Secondary Education.‡ These most recent Federal figures are 44 per cent bachelors, 42 per cent masters and 1 per cent doctors. The present report, therefore, presents a more favorable picture than earlier ones comparable to it.

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†Dan Harrison Eikenberry, *op. cit.*, p. 15.

‡Office of Education, *op. cit.*, p. 39.

## THE DEVELOPMENT OF THE HIGH-SCHOOL CURRICULUM IN THREE LARGE AMERICAN CITIES

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The three hundredth anniversary of the founding of secondary education in the United States will be marked this year by numerous celebrations and recognitions of this event. During the period of three hundred years the secondary school has grown to be an institution of tremendous importance in the educational life of our nation. Naturally problems have arisen in the course of time and especially has this been true the past three decades during which enrollment on this level has increased so rapidly. When considered in light of the history of the development of the secondary school, however, these problems assume new meaning.

The development of the curriculum in secondary education furnishes a source of interesting and illuminating material explanatory of much that has occurred and which is misunderstood by many in these days of criticism directed toward our system of education. The curricula used in three large American cities, which I shall designate as City A, City B, and City C, are representative of those in use in the secondary schools throughout the country.

The proceedings of the board of education in each of these cities reveal at least four periods of development, viz., 1. The pre-civil war period prior to 1860, characterized by the influence of the academy on the curricula of all secondary schools; 2. The period from 1860 to 1890, during which time the academic and classical high schools were dominated by college preparatory and technical education; 3. The period from 1890 to 1910. The Report of the Committee of Ten was easily the most dominating influence of this era; 4. The period from 1910 to date, which gave birth to the junior high-school movement and the general reorganization in the structure of the secondary school.

The first secondary school in this country was organized in 1635, in City A. Enrollment in the school was limited to boys and it was known as a Latin school. In the beginning

both elementary and secondary work was probably included. With the establishment of Harvard College in 1638 it became a preparatory school for entrance to that institution. In 1821 the English Classical School for boys was organized, the name being changed later to the English High School.

"The two purposes of the English Classical School were: first, Intellectual discipline, and second, Positive knowledge which will enable them to engage with advantage in their chosen occupation for life."

Considerable emphasis was placed upon English literature in the original course of study of the English Classical School. This course extended over a period of three years and consisted of the following subjects:

"First year—Composition, Reading, Exercises in Criticism, comprising critical analysis of the language, grammar, and style, of the best English authors, their errors and beauties, Declamation, Arithmetic continued, Algebra.

"Second year—Composition continued, Reading continued, Declamation continued, Algebra continued, Exercises in criticism continued, Ancient and Modern History and Chronology, Logic, Geometry, Plane Trigonometry and its applications to mensurations of heights and distances, Navigation, Surveying, Mensuration of Superfices and Solids, Forensic Discussion.

"Third Year—Composition, Mathematics, Exercises in Criticism, Logic, Declamation, History, particularly that of the United States, all these continued, Natural Philosophy, including Astronomy, Moral and Political Philosophy."

Drawing was introduced as a "permitted study" in the English High School in 1827. It was made "obligatory" in 1836 but a teacher was not appointed until 1853.

By 1853 and 1854 comments appear in the reports of the Board of Education which reveal a conviction that the English High School has become too exclusively scientific and urge that more attention be given to the English language, its literature, and history. According to the report, this was accomplished by the principal, "without neglecting the prescribed studies, by oral instruction, lectures, and the use of such books as the limited library of the school affords."

In 1826 an attempt was made in City A to establish a high school for girls. The demand for entrance was so tremendous

that it was found impossible to care for it and the experiment was given up in 1828. The next attempt to provide high-school courses for girls of this city was in 1854 when courses were introduced in the Normal School and the name of the school changed to "The Girl's High and Normal School".

In City B the first high-school work was started in a room of one of the elementary schools in 1853 and not until 1856 was there a high-school building devoted entirely to that level of instruction.

A single outstanding characteristic difference between City A and City B during this period and, in fact to the present time, was the development of different curricula within the same school in City B as compared with a different school for various courses. During this period City B developed two courses of study, general and classical with the following departments of work: English language and literature, history, ancient language, modern language, mathematics and astronomy, chemistry and natural history, mental and moral philosophy, and, linear and perspective drawing.

The following statement concerning the early history of secondary education in City C presents some interesting data:

"The public high-school system dates from 1856. In that year, when the population of the city was approximately 85,000, the Central High School was established and enrolled 114 pupils who were given instruction by four teachers. This school came into existence as the result of an ordinance passed by the City Council in 1854, which read as follows:

'Ordinance to Establish Public High Schools for Males and Females in the City:

Be it ordained by the Common Council of the City: That, for the improvement of the system of public schools now existing in this city, and the elevation of the Grammar and Primary Schools, a high school shall be established, and a building for the same erected. . . .

Free instruction shall be given to all pupils who may attend said high school, subject to rules and regulations prescribed by the Board of School Inspectors'."

This action is significant for it reveals two new and very important tendencies: (1) The opening of the doors of the new high school to girls as well as boys, and (2) Announcing the maintenance of a high school at public expense, the legal right of which had not been established at that time.

City C began with a two-year curriculum for prospective teachers, a three-year English curriculum and a four-year English classical curriculum. Within these three courses were forty-one subjects. The English department offered thirty-two separate courses, the Normal department added to this list the theory and practice of teaching and the classical department added Latin grammar, Latin prose composition, Caesar, Cicero, Virgil, Greek composition, Xenophon's *Anabasis*, and Homer's *Iliad*.

—TO 1860—

The pre-civil war period produced two types of schools. In City B and City C different curricula were established in the same school. In City A new schools were established for different types of courses, Latin School, English School, and Girls' High and Normal School. In most other respects, however, the high schools of that period were quite similar. Points of similarity which were most significant are as follows: (1) The influence of the academy on all curricula, (2) Formal discipline was a dominating purpose in all educational procedure, (3) There was very little emphasis on laboratory science but considerable emphasis on mathematics. This was particularly true in the general courses. (4) The high-school movement was characterized by a desire to set up training for the masses, of a more general and practical nature than had been true in the academics and the Latin Grammar School, and (5) There was a meager curriculum in all schools.

—1860-1890—

The classical content of the curriculum was minimized during this period and the so-called "practical" was emphasized for purposes of cultural development. In the reports of all the cities during this period one finds a great deal of material written for the purpose of justifying the high school as a valuable part of the free public-school system. Agitation in opposition to free tuition for high-school education was responsible for this defense.

In his annual report for 1867-68 the high-school principal in City B makes this suggestion concerning the course of study:

"While the course of study as prescribed by the Board of Education justifies itself by experience, there are two or three minor points in which it seems as if change were desirable. As the work is now distributed the third year is disproportionately difficult. I therefore recommend that the physiology be transferred to the second year, being allowed two recitations per week; that the astronomy instead of occupying but two quarters as now, be carried through the whole of the year, with two recitations per week; that the French be allowed five recitations per week instead of three, and the German three recitations per week instead of two as at present. These changes, not affecting the course, will more fairly distribute the labor, and in addition to this, will admit of many studying French who do not care to pursue German—an accommodation which seems to be much needed."

The official high-school course of study for the year 1867-68 in City B is found in the following rule of the Board of Education:

"The Studies of the high school shall constitute a General and Classical Course. The Classical Course (as at present arranged) shall occupy four years and shall include the studies required for admission to the best American colleges; and may be continued by longer attendance through all the studies requisite for a good classical education. The General Course shall occupy four years and shall embrace the mathematics and drawing necessary for an accomplished engineer; the Latin language, so far as it is possible and desirable for general culture, for more thorough acquaintance with general grammar, and with our own language, and to facilitate the acquisition of modern languages; the reading and speaking of German and French; and such studies in science and literature as shall best fit pupils for different departments of business, and make them generally intelligent.

"Rule 54—Where studies are given as optional, it is meant that the pupil, with the approval of the principal, may choose which he will pursue. No change in studies shall be afterwards admissible, unless it shall be regarded by the principal as expedient or necessary."

In 1868-69 intermediate schools were introduced for the use of children in the extreme northern and southern parts of the city. These were started at the request of numerous German residents who had settled in those sections of the city. This opportunity encouraged them to continue their schooling and enter institutions of higher education in the city.

There appears to have been a very decided feeling on the part of the superintendent of schools against making the high school into a trade school. He says:

"Thus high-school studies follow the channels begun in the lower schools, and have in view the plan of giving to the youth the command of himself. Having this, the youth can safely be left to select his own avocation. Our national ideal and the interests of humanity alike protest against a one-sided education that shall predestine the youth to some special art or trade."

In the annual report for 1870-71, the following time apportionment for the subjects in the high school is given: language, 4 years; natural science, 3 years; culture studies, 1 year; mathematics, 4 years; drawing and rhetoricals, 4 years, and history, 1 year.

"The same course is open to all, but the girls have a somewhat greater latitude in rejecting some of the studies.

"The classical course is taken by those only who intend to enter college, and is marked by the substitution of Greek for Natural Science, and of a review of Arithmetic, Algebra and Geometry, instead of the study of Higher Mathematics. A preparation for college usually consists merely of Latin and Greek, together with a skimming of Mathematics. Our course is more liberal and has proved its excellence by the rank taken by our pupils throughout the country, and by the changes of study which are gradually being introduced into preparatory schools. Only a few select the classical course; this is as it should be, but the value of these to the school and to the community is not to be estimated by their number."

In 1874 the eight grade system was adopted for the schools of City B for grades below the high-school level. This had the effect of bringing about a closer articulation between the elementary and high-school courses of study. It also rather definitely did away with the old medieval idea of the elementary school being for the general public and the secondary school for the more privileged upper class.

The course of study in the high school underwent a change in 1874. A summary of the changes which were made in the revision were:

Junior year, physical geography transferred to grammar school. German and analysis made elective, all pupils taking either the one or the other. The pupil who elected German was required to pass an examination on the complete course of study in German in the district schools.

Second year, chemistry and physiology transferred to third year. Art added as an elective study. Natural philosophy carried throughout the year.

Third year, mineralogy and geology transferred to senior year, and replaced by chemistry and physiology. Bookkeeping introduced from previous year. Manual of art transferred to second year. In this year Anglo-American classes in German were formed and the German-Americans replace German by the elective studies.

Senior year, geology and zoölogy (elective) introduced from the third year. Chemistry (optional) added.

In commenting upon the high-school courses and the needs for change, the superintendent of schools in City B, an outstanding and able leader, had these significant things to say:

"The great practical difficulty with the high-school course lies in the adjustment of optional and elective studies so as to keep an even pressure upon all and allow none to lose their discipline through lack of proper amount of work; to arrange a program so that the pupil may be present at all his recitations; and to avoid the multiplication of small classes to such an extent as to require more teachers than there are rooms for recitations. To one who believes that the best practical course of study is likewise the best for culture and discipline, it is a source of regret that the high school should have two courses of study, or that it should admit of elective studies at all. That course which lays the best foundation in discipline and insight for a future liberal education is doubtless the best to give the pupil strength of mind and practical ability to grapple with the details of business.

"In the last revision of the course of study (quoted above) much was done to improve it. Latin is now required of all pupils for the first two years of the high school. This is, perhaps, the most important change that was needed. Whether

more should be done to extend the time required for algebra and geometry, future investigation must determine."

Very slight change is observed in the course of study of the Public Latin School and the high schools of City A until after the dedication of the new buildings in 1881. The opening of these new buildings provided a much more adequate school plant and enabled them to enlarge their programs. The high-school course was increased to four years in place of three years as it had been heretofore.

Considerable agitation occurs about this time for the introduction of a course in manual arts. In 1889 a report of a special committee appointed by the Board of Education recommended the establishment of a manual training high school on the same plane of excellence as other high schools already in existence in that city. In addition to the report of this special committee the superintendent of schools also proposes in his annual report, a plan for a Mechanic Arts High School.

In 1866 the course of study in the high school of City C consisted of three departments of work: general, classical, and normal. The general and classical courses were four years in length and the normal course was two years.

In his report of 1866 the superintendent of schools suggests the possibility of establishing a higher course of study in connection with the classical department, extending its advantages, especially to young men who are now turned aside to college and preparatory schools. The high school would then become a "Free Academy".

An expansion of the curriculum along more scientific lines, the better to prepare boys who wish to follow technical pursuits, is suggested by the superintendent in 1868, as follows:

"The number of male pupils who complete the classical course with the expectation of entering college, is comparatively small. The large majority take the studies of the general department, thinking not of professional life, but of business of some kind. Our course of study, as at present arranged, affords to these latter the rudiments of a scientific education, but leaves them with the necessity laid upon them of seeking some other schools in which to perfect their knowledge. The result is an early removal from the high school of many who would prefer to remain if they could there complete their studies. The high school owes it to itself—to furnish the

needed instruction to such as desire to make of themselves accountants, architects, draftsmen, civil engineers, navigators, chemists, etc. To this end our present course is well adapted, but it needs the addition of the studies of another year. These additional studies should be: Analytical Geometry, Civil Engineering, Mechanics, Industrial Physics, and Chemistry."

A disastrous fire occurred in October, 1871, which destroyed several school buildings. All courses of study were burned. This necessitated republication and made possible revision which was needed. The revision appeared in 1872.

In 1875 a rather significant expansion of the high-school system consisted in the establishment of division high schools. The president of the board of education at that time, comments as follows:

"A measure of the greatest possible good is the establishment of Division high schools, one in each division of the city, having a course of study of two years, complete in itself, of the most positive, direct, and lasting value. The topics are Natural Science, Language, Mathematics, History, and Civil Government. German, Music, and Drawing are optional.

"The regular course of four years at the high school is continued with some changes."

The high-school committee of the board of education also comments upon this expansion:

"Several important changes have been made in the high-school course of instruction, which we believe will result in very great good to the pupils, and will add materially to the elevation of the standards of scholarship in the school. . . . More prominence has been given the sciences, and their arrangement in the course is now such that each study taken up, will aid the pupil in mastering those that succeed it. . . . The establishment of an English High School in each division of the city, with a course of study extending through two years and embracing the more practical branches of higher instruction, forms an epoch in the educational history of the city. These schools supply a want long felt by a large and deserving class of pupils who had not the time to take a four years course of study after leaving the Grammar school. They will be of inestimable value to young men who wish early to engage in business or to enter the higher industries."

These division high schools should not be considered as intermediate schools. No such schools existed for many years to come.

The creation of division high schools was not entirely successful. Attempts made to expand the plan and rectify mistakes are recorded in annual reports in 1878, 1880, and 1881.

In 1877 the superintendent of schools in City C wrote quite an extensive statement in his annual report to which he gave the title, "Course of Study Suited to Popular Want". The schools were facing a new social situation, important factors of which were: Machinery was diminishing the necessity for hand power, there was need for skilled artisans, the increase in manufacturing and commerce had drawn many away from agricultural pursuits to urban life. He stated the following as fundamental in every course of study: (1) The acquisition of useful knowledge and of skill in its practical application to the pursuits of life; and (2) The development of a virtuous character which shall serve as a stimulus to acquisition of knowledge and as a guide to its practical applications."

An important change is noted in the course of study in 1884. Greek was dropped from the course and in its place a course in English was substituted. The omission of Greek was a disappointment to those who desired it for college entrance. There was a feeling however that the graduates were leaving with an inadequate knowledge of their own language and literature.

In adopting the new course in English the Board of Education set forth the books to be read with the following instructions:

"To be critically read in class with attention given to formation of words, construction of sentences, and expression of thought; characteristics of style and figures of rhetoric, as used by the author; the more important features of English prosody; biographical, historical, and classical allusions, oral and written discussions and analysis of subjects, characters, scenes, and events; frequent written exercises upon well considered topics; the life and writings of the author, and his more noted contemporaries."

For a considerable length of time there had been frequent agitation for the establishment of a school for manual training. Such a school was opened in 1887 with about seventy-five

pupils from the first year class in the high school attending in the afternoon five days per week from 1:30 to 3:45. They were in academic classes at the high school in the morning.

Significant developments during the period of 1860-1890 were: (1) Greater emphasis given modern languages, French, German, and to some extent Spanish, (2) The question of public high schools supported by the state was a matter of concern to school authorities and considerable time was spent in the annual reports justifying high-school education, (3) The graded school became a reality, (4) There was a growing tendency toward the enrichment of the curriculum by the introduction of practical subjects, largely for cultural purposes, and minimizing the importance of classical subjects, except for those who wished to attend college, (5) High-school courses which were three years of length during the early part of the period were increased to four years, thus giving greater opportunity in general education for the masses, (6) In all three cities manual training was brought up for consideration as a high-school course during the latter part of the period. There was a division of opinion as to the objective of the course, with the balance probably in favor of a cultural value, (7) There seemed to be a tendency to break away from mental discipline as an objective of education. At least it was not used with such emphasis by school authorities in their annual reports, (8) Cities B and C continued to develop general high schools with departments, while City A created new schools for the purpose of developing new curricula. The Normal School was a possible exception in City C.

#### —1890-1910—

The Committee of Ten made their report during the school year 1892-93, and it proved to be the dominating influence of this period.

City A early realized the importance of mechanical arts as a phase of secondary education. September 6, 1893, the Mechanic Arts High School was opened with 214 pupils in attendance, and a three-year course of study was offered.

An explanation of the general aim of the school is contained in the school report for that year:

"It should be fully understood that in the Mechanic Arts High School no particular trade will be taught, but great serv-

ice will be rendered to those who may finally become skilled artisans. The primary object will be to fit boys for the vast number of employments in which mechanical skill and intelligent appreciation of the principles which underlie mechanical processes are essential to the highest success. The training will be well calculated to reveal to boys their native aptitudes and possibilities and enable them to avoid disastrous mistakes in the choice of occupations. It is confidently believed that such a course will prove the best preparation for the higher scientific and technical schools, and will serve to encourage many boys to seek a thorough scientific education.

"In the academic work, special emphasis will be placed upon English, and the mathematical branches. The subject of studies will be: elementary algebra, plane and solid geometry, advanced algebra or the elements of trigonometry, physics, chemistry, history, civics, French, and English.

"The instruction in the shops will include carpentry, wood-turning, pattern making, forging, chipping, filing, and iron fitting, and the elements of machine shop practice."

Important changes affecting the course of study in the City A secondary schools also included the introduction of commercial courses in the high schools in 1898. In this year, also, manual training was made compulsory in both elementary and high school. In 1901 an elective system for studies in the high school was adopted. In 1906, heads of departments were established in high and Latin schools in order to secure uniformity of aim and greater effectiveness in teaching departmental subjects. A revision of the high-school course of study also occurred, which restricted somewhat the freedom of electives, and established certain required subjects. A full four years, or its equivalent, was required for a diploma.

The course of study for the high school was amended in 1904 by adding the subject of manual training to the elective studies. An additional year was also made available in the Mechanic Arts High School.

Prior to 1909 the objective of industrial courses had been for cultural values. The superintendent of schools in this year however restates the objective and announced new courses to be given:

"It is the purpose of education to prepare the younger generation for intelligent preparation in the civilization of its time. Education in its purpose, is, therefore, both vocational

and avocational. . . . Afternoon industrial classes in high schools are for the purpose of giving instruction of an industrial character. General preparation in manual training and drawing now given is basis for definite training in particular industries. Three such classes are to be offered: (1) Jewelry and silver smithing, (2) Commercial designing, (3) Electrical manufacturing."

About this time several new types of schools were organized in City A, viz., Girls' High School of Practical Arts, High School of Commerce, and Trade School for Girls.

The number of courses in the high school of City B was increased from two to five in 1890. It was said that this was done to care for the increased interests of the pupils. The courses offered were: classical, scientific, English, normal, and business. A significant statement which appears in connection with the report of the change in the course of study shows how they were thinking regarding curriculum values. It says, "The change in the course of study simplifies the work and reduces the number of studies required of any one pupil. . . . In the arrangement of the course of study the dominant idea is the thought that education should be training for power and for the cultivation of the will, not merely acquisition of knowledge."

After a decade we find an ever-increasing tendency on the part of school authorities to restrict the number of electives allowed pupils. This was done by the organization of numerous courses of study with required subjects for each course. In 1902 the number of courses was increased from five, as stated above for 1890, to nine. These courses were: (1) Art, (2) General, (3) Scientific, (4) Classical, (5) College classical, (6) College scientific, (7) Commercial, (8) Manual training, and (9) Preparatory to teacher's college.

The art, general, scientific, and classical courses offered a well rounded education, without reference to school work beyond the high school, and differed from each other, principally, in the number of hours given to mathematics, chemistry, physics, language, drawing, psychology, and ethics.

The college classical and college scientific courses prepared for college and schools of technology.

The commercial, manual training, and preparatory to teachers college courses offered, respectively, the work suggested by their names.

The superintendent and board of education recognized the need for short vocation courses and in February, 1910, adopted the following regulations: (1) A vocation course shall require a total minimum of twenty school periods per week in shop, drawing, laboratory, or commercial work; (2) Require five periods per week in English, (3) Require five periods per week in either of sciences including commercial geography, (4) Require five periods per week in one of the following: history, civics, algebra, geometry, German, French, Spanish, Latin, and (5) When election of studies is offered, choice must be approved by principal.

City C established The English High and Manual Training School in 1891 thus leading in the new concept of education as expressed in the introduction of industrial arts courses.

A committee of the board of education which had this expansion in charge, set forth the following as functions of the new school: (1) A three-year course in place of four to care for pupils from families of limited means, on whom the expense of educating their children was a burden, (2) To divide the time equally between the purely mental subjects and those which involve both the hand and the eye. Instead of translating Latin into English and English into Latin the pupil would learn to translate the drawing into the material object and the object back into the drawing. (3) The session was to be six and one-half hours in length instead of five due to their belief that it was a "less nerve straining type of work," and (4) The field of elective subjects was enlarged. The course for the first year was the same for all, but beyond that the student was permitted a great deal of latitude.

They believed in every boy having an opportunity for work as revealed in the following:

"Drawing is taught five hours a week throughout the entire course; and work, good, honest, solid work, two hours a day, for every boy, without exception or favor, is the textbook we prescribe to teach the rising generation the dignity of labor."

The superintendent of schools expressed his confidence of the course of study as it existed in 1893 as follows:

"The course of study in our high school is comprehensive enough to meet all requirements for admission to higher institutions of learning. In the recent recommendations of the

Committee of Ten and in the discussions which have followed, it has been gratifying to know that our high-school system is fully abreast of the demands for change and improvement, which that committee recommended. The demand for more practical work in the high school, especially in the sciences, induced the board of education to fit up laboratories and equip them with necessary apparatus and appliances.

"The results of laboratory practice, in connection with the study of the sciences, have been very satisfactory. There is a tendency to assume that all knowledge in science must be obtained along the lines of original investigation and through oral instruction, and to discard the use of good textbooks, which contain the results of the investigations of experts who have spent their lives in special research.

"The laboratory work should lead to the intelligent use of the textbook, which should be in the hands of the pupils, and to a greater use of the reference library."

In 1894 the board of education adopted a special college preparatory course of study in order to put into separate classes those who wished to make direct and specific preparation for admission to college.

By 1899 the superintendent reveals a disturbed mind concerning the high-school course.

"A wider differentiation of the high school is greatly needed and would be the key to many problems. The present courses are almost entirely professional and one supplying relatively too many graduates with professional aims. Sixty per cent of the graduates intend to become teachers, twenty-five per cent to enter college. City C is a commercial and manufacturing center, yet very small provision is made for the proper secondary training of our youth, ninety-five per cent of whom must follow these occupations. Of fourteen high schools, one is technical, thirteen are professional. Justice and wisdom would dictate an order something like the reverse of this. . . . Educational opinion upon this question has within the last few years rapidly crystallized, and is now practically unanimous. At a meeting of the North Central Association of Secondary Schools and Colleges in this city in March, but a single vote opposed the introduction of commercial courses into secondary schools. The Geo. Howland Club, composed of one hundred male principals of City C schools, recommended to the

educational committee the 'establishment of commercial courses in our high school, and of a greater number of high and manual training schools'. A similar resolution urging commercial courses passed the high-school council unanimously.

"Seventy per cent of the pupils in the high school are girls. We are educating our girls better than our boys, because we do not give our boys the opportunity to be trained for the occupations they will follow.

"As an educator, interested in the highest welfare of every pupil attending the secondary schools of the country,—the colleges of the people,—I am rejoiced to report that City C has taken a great step in advance by adopting, within conservative limitations, the so-called elective program of studies. Elective, is not a happy term, as it implies that pupils can study what they please, and this is not the fundamental idea of the elective scheme. The real plan is to suit the studies to the tastes and talents of the pupils, and the combined wisdom of the teacher, parent, and pupil should be exercised in ascertaining what these tastes and talents are."

During the last five years of this period City C high-school faculties were engaged in rewriting the courses for nearly all the subjects offered in their institutions. English, drawing, domestic science, and many other departments of work were revised as to content. In 1906 two new manual training high schools were established. The hope was expressed that within a short time two years of manual training and two years of domestic science would be offered in every high school in the city.

A summary of the characteristic features of the period from 1890-1910 in the three cities under study are: (1) Greatly increased attendance at high-school level, (2) Enriched curriculum—introduction of manual arts and household arts to many high schools, (3) Increased importance of commercial studies in all three cities, (4) Laboratory work in the sciences became so popular that some of the superintendents feared they were losing sight of the value of the textbook, (5) Spanish took its place as one of the elective modern languages on a par with German and French, (6) Greater election of courses and studies permitted in City C seemed to be more liberal in this respect than either City A or City B, (7) City B multiplied courses in order to direct election of courses, and (8)

Latin and Greek were replaced to a large extent, except in the classical courses, by modern languages.

#### —1910 TO PRESENT—

The decade from 1900 to 1910 was a notable period in educational history, not only in the United States, but also in Europe. A progressive group of educators were exceedingly active on behalf of their program which called for a complete reorganization of the educational system as related to the course of study as well as a new organization of administrative units. Out of the discussion thus aroused definitely emerged the six-three-three organization. This came into prominence about 1910 and has had a tremendous influence in the movement to reorganize the work, especially on the secondary level.

Early in this period City A followed the practice, which was characteristic of all the schools early in this period, of allowing considerable latitude in the election of studies. Industrial art and commercial courses also became very popular. In 1911 courses offered in the Continuation School were: Shoe and leather work, dry goods, banking, clothing, retail shoe salesmanship, business organization and salesmanship, preparatory salesmanship, English for non-English speaking people, household arts, Spanish, Italian, Portuguese, etc.

The aim of the trade schools had become very definitely one of giving the students the ability to earn a living wage after leaving the school.

In 1913 the annual report of the superintendent in City A sets forth the intermediate school plan. He also lists the fifteen high schools which were then in existence in that city. There were two classical high schools, the Public and the Girls'; two vocational, the High School of Commerce for boys and the High School of Practical Arts for girls; one manual training, the Mechanic Arts High School; and ten general high schools, all of which contained in addition to the academic work some vocational and semi-vocational courses.

In the report of 1914 is found a suggestion for the reorganization of the course of study in the Mechanic Arts High School by Dr. C. A. Prosser, Secretary of the National Society for the Promotion of Industrial Education, who had been asked to study the problem. In the same year a coöperative course was developed in one of the high schools which was a new ven-

ture in this type of educational procedure. It is explained as follows:

"Organized for those boys who desire to acquire their shop training in manufacturing establishments and at the same time continue their high-school education.

"The shop work in the first year is given in the school shop and is entirely of an industrial character. Beginning with the second year the boys work in the various shops three days each week. The instructor in the school shop visits them at their work and consults their foreman. In the school he gives them such supplementary work as is needed to help them in their particular trade. In the school they also receive training in shop mathematics, drawing, shop science, and English."

To meet the needs of girls who desired to enter office service the Clerical School was established in May, 1914. Two courses of study were offered as stated: "(1) For office service, available for girls who have completed two years of high school, the course to consist of bookkeeping, office practice, commercial arithmetic, commercial law, penmanship and business English, (2) For stenography and higher clerical work, available for girls who have completed three years of high school, the course to consist of shorthand, typewriting, penmanship, business arithmetic, English, bookkeeping, political geography, and office practice."

Pupils in this school were required to maintain an average of 90% in their grades. They were permitted to complete their work as rapidly as they could.

Opportunity was also provided for senior girls in nine of their high schools to take courses in salesmanship combined with actual shop practice in the stores of the city. The school course included salesmanship, textiles, design, commercial arithmetic, and English.

In the report of 1916 is found a strong suggestion that junior high schools should be organized. There is also a feeling expressed that there is too much freedom allowed pupils in the election of subjects.

In 1917 new courses of study for the high schools of the city were presented to the board of education, which were the result of the work of faculty committees.

Information concerning the high schools during the decade from 1920-1930 is meagre if one is to rely upon the school

documents, which are the official records of the board of education. The most important information is contained in the report of 1927 which sets forth the program of character education as conducted in the secondary schools of City A.

City B had five essential lines of study for every pupil in 1911-12: namely (1) English, four years; (2) Science, two years; (3) Mathematics, two years; (4) Language, two years; and (5) History, two years. In order to meet the varying needs of individual pupils, ten courses of study were provided which differed in the amount of work taken in science, mathematics, language, manual arts, domestic science, mechanical drawing, art drawing, and commercial branches.

An extensive reorganization of the courses of study and requirements was adopted by the Board of Education in 1917. Four year courses adopted were: (1) General, (2) Fine Arts, (3) Classical, (4) Home economics, and (5) Commercial. Short courses were manual training, two years; home economics, two years; commercial two years; bookkeeping, one year; and stenographic, one year.

Probably the most significant development in the school organization for the year 1917 however was the introduction of the junior high school.

During the next two years in the high schools of City B considerable emphasis was given to coöperation with the government in carrying on war activities. Some of the projects carried on in the high schools were: (1) Patriotic assemblies; (2) Many projects were made in the manual arts departments for use in army camps; (3) The sewing department made considerable clothing for the Belgian and French orphans; (4) Posters were made in the art departments for different patriotic organizations; (5) The English department devoted a great deal of time to the study of war addresses, and the preparation of patriotic speeches. Military training was introduced quite generally in the high schools and it flourished with large enrollments.

About 1920 auto mechanics was introduced in the high schools by using equipment which was originally purchased for the use of the night-school classes. It was emphasized that this subject was to be one of information rather than one in which elements of construction were taught by actual construction.

Numerous committees are listed in the annual report of 1924-1925 which are working on curriculum reconstruction for the high schools. This was typical of work going on throughout the country at that time largely done by teachers and those directly in charge of work in the secondary schools.

A statement appears in the report of 1927-1928 which is significant and shows the influence of the guidance departments. It reads:

"The courses outlining subjects were dispensed with when the new curriculum was introduced and each incoming pupil is to be assisted by the Guidance Department in making a proper selection of subjects. Restrictions on electives are: Two majors (three years), two minors (two years), three years of English, one year of history, two years of science."

In 1910 the superintendent of schools in City C referred to the agitation against college domination of the high-school curriculum and expressed the hope that the outcome would not be in an increase in the number of electives that might be presented by an applicant for admission, as a decrease in the number of subjects, not of credits, required for graduation from the high school. She felt that habits of dissipation instead of concentration of energy result from the custom of allowing pupils to carry so many subjects simultaneously.

Announcement was made at this time concerning the opening of two years courses in vocational subjects, a move which had been advocated for several years. An explanation of this new program follows:

"Because the work in vocational subjects, such as cabinet making, forge and foundry practice, stenography and typewriting, accounting and correspondence, follows the plan of the high-school outline in preparation for admission to college, it is not sufficiently intensive in the early years to make it possible for those who can spend only one or two years in the high school to avail themselves of the high-school course during those years, and consequently they withdraw in large numbers to the shops and business colleges. Two-year courses in which the aim is recognized to the extent of offering a fuller equipment than that given by the short course special schools outside, have been prepared and will be put into operation in September. . . . The nine courses are so planned that all work done successfully in them will receive credit for graduation for boys and girls who find at the end of two years that their interest is

so great, and that home conditions have become such that they can remain to complete a full four-years' course."

The following year as a result of the agitation of the high-school principals the following course revisions were made: (1) Two-year vocational courses in accounting, stenography, mechanical drawing, design, advanced carpentry, pattern making, machine shop work, electricity, household arts and printing; (2) Four-year vocational courses in business, manual training, building, household arts, art, architecture; (3) Four-year academic courses in English, foreign language, and science; (4) Teachers college preparation, and (5) A general course.

The opening of the Lucy L. Flower School for Girls was an outstanding event in the educational life of City C and occurred in September, 1911. Four types of girls were enrolled in this school: (1) High-school girls pursuing technical and related subjects, (2) Graduate students pursuing technical studies, (3) Elementary-school girls, fourteen years of age or over, pursuing intensified technical courses, and (4) Continuation-school girls attending part time and pursuing technical courses directly connected with their daily work.

The superintendent of schools in City C takes a very decided stand against the junior high-school movement in her report to the Board of Education in 1914. She says in closing:

"Without doubt upper elementary and lower high-school courses should be reorganized; the high school should so arrange its upper courses that, with the change in the lower courses, it would be possible to add to the high school the junior college, having for students young men and women not older than the majority of those now graduating from the high school. It is not the introduction of a forcing process that we need but a better insight, a clearer vision of education for young people between the ages of twelve and eighteen."

The objections which she raised to the junior school were: (1) Large increase in cost, and (2) Its opposition to the democratic theory which underlies the public-school organization.

During the years of the World War City C like City B reports considerable attention to activities related to war promotion. Military training was introduced in all the high schools of the city.

In 1924 a new superintendent of schools brought about the introduction of the junior high school and the seventh, eighth,

and ninth grades were accommodated in that unit with the opening of school in September.

Five tentative curricula for the junior high schools are reported: (1) General academic, (2) Technical, (3) Commercial, (4) Practical arts, and (5) Household arts.

All pupils were required to take the same subjects in the seventh grade. In the eighth and ninth grades differentiation was provided, but all pupils were required to take a core group of subjects consisting of health activities, social studies, English, science, mathematics, music, art, and shop or home economics. Each curriculum prepared for a similar curriculum in the senior high school. To provide for pupils who were out of harmony with their school environment special opportunity classes were formed by modifying the curriculum to suit the needs of the individual pupil.

Numerous two-year courses were organized in the high schools to care for boys who could not graduate. The aim of the course was to hold them in school as long as possible.

A study of the Constitution of the United States was introduced in 1926 as a result of the enactment of a statute by the legislature of Illinois.

The characteristic features of this period in Cities A, B, and C were: (1) The general reorganization of secondary education accompanied by the introduction of the junior high school, (2) The introduction of many vocational courses with emphasis not only on their cultural value but also upon the practical training for wage earning, (3) The introduction of many short courses consisting of one and two years, to care for those who were not interested or could not afford to attend a four year high school; (4) The tremendous increase in enrollment in the secondary school, accompanied by the problems incident to a heterogeneous group of pupils; (5) The work of reorganization of the curriculum was carried on to a large extent by the principals and teachers of the various subjects. This was a significant move on the part of those who were actually in the classroom and familiar with the problems at hand. It showed an attitude of alertness to the difficulties which demanded revision and the ability supported by training necessary to do a constructive piece of work, (6) The introduction of coöperative educational classes which provided for part time work in stores and factories and part time work in the classroom.

## PART III

### NATIONAL JUNIOR HONOR SOCIETY

#### Ritual Service

West Side Junior High School  
Little Rock, Arkansas.

For this service, the stage is decorated with flowers and one large United States flag. In the center is a table containing four candles: gold, blue, green, and white. Seats for old and new members are provided.

The assembly is called to order by the president of the chapter. The principal then explains briefly to the assembled students the history and purpose of the West Side Chapter of National Junior Honor Society and the requirements and method of election. As the principal concludes his speech, the processional moves down the center aisle of the auditorium to the accompaniment of piano and violin music played if possible by members of the society. In this march, are the officers, speakers, and members of the society. (The new members are seated in the auditorium and are called to stage later.) When these pupils are seated on stage, the president of the chapter speaks as follows:

"Since the West Side Chapter of the National Junior Honor Society received its charter, more than two hundred boys and girls have been accepted as members. These pupils have been deeply appreciative of the honor paid them. They have found that everywhere that they have gone the wearing of the National Junior Honor pin has been in itself a recommendation for them. Among all the honors that a pupil may attain at West Side, election to this society is the highest that this School can confer.

"Pupils elected to the National Junior Honor Society must measure up to certain standards, so that the honor that they receive represents attainments already made and the promise of continued excellence of achievement. It is prophetic of greater honors yet to come. The emblem of our Chapter is the flaming torch which is a symbol of light borne into dark places.

"Our school has had enrolled many boys and girls worthy of membership, many who nearly reached the goal. The society is now in session to hear recommendations for membership from the present student body."

The principal:

"Mr. President, will you please read the names of the pupils recommended for this honor and instruct them to come to the stage?"

(Soft music plays as the president reads the names of the new members who come to the stage from their places in the auditorium).

President:

"Four of our members will now instruct the candidates in the principles and ideals of the National Junior Honor Society."

Scholarship speaks: (Lights gold candle.)

"The National Junior Honor Society holds high scholarship as the first requirement for admission to membership. The candidates must be pupils who are outstanding in their scholastic records and who have maintained high standards of scholarship in their school work. This society endeavors to create enthusiasm for scholarship among its members and among others who may aspire to become members.

"Those who acquire high scholarship are boys and girls who believe that knowledge is necessary and useful, who work voluntarily and sincerely, and who desire to go ahead and make progress in the field of learning. They think as Abraham Lincoln once said, 'I shall study and get ready and some day my chance will come.' Such students take real joy in study, in acquaintance with good books, and in learning of the history and attainments of man. They seek ever to attain excellence in their work and earnestly endeavor to learn. Such pupils realize, however, that true learning is not easily acquired but is the result of diligent work and close application to one's task. A capacity for hard work is a requirement for those who seek the joys and benefits of true scholarship.

"Wisdom is the principal thing; therefore 'get wisdom, and with thy wisdom, get understanding'."

Service speaks: (Lights blue candle.)

"The National Junior Honor Society recognizes that service for others is essential to the highest development of char-

acter and desires members who are willing to express and develop their personalities through unselfish service. True service is not given for love of praise but for love of serving. It makes our lives beautiful and brings great happiness.

"A good student seeks opportunities for service and ways to serve his school; he performs small services at hand; he gives his help in the daily routine and makes the school more efficient; he lends his strength, his mind, his time, wherever needed and considers it a privilege and a responsibility to do so. He develops his talents and brings credit to his school. He encourages school activities. He respects and obeys the laws and regulations that are made for the conduct of his school and uses his influence to obtain a like respect and obedience from his fellow pupils. He does not seek personal rewards but receives them manifold. He serves to the best of his ability. He thinks:

'I am only one  
But I am one  
I cannot do everything;  
What I can do, I ought to do  
And I will do'."

Leadership speaks: (Lights the green candle.)

"The National Junior Honor Society strives to promote leadership among its members and to lead forward in all things that will make *West Side* grow better and greater. Individuals who become great leaders must have unselfish motives, strong characters, and well informed minds. A true leader is self-reliant and dependable; he is forceful and courageous; he has good judgment and a clear vision. He is marked by self-confidence and poise. He leads because he has experience, knowledge, and understanding.

"As students, we should remember that if one would lead others, he must be master of himself. He must have courage. Courage brings confidence, confidence brings poise, and the individual who masters himself may hope to lead others.

"In our high schools, leaders are recognized and trained. Some pupils are elected to responsible positions in the school. Some are recognized as leaders in athletics. Others lead in classroom discussions and influence the idea and opinions of their classmates.

"We cannot all be great leaders, but every member of *West Side Chapter* can, in his own way, influence his classmates to greater achievements and higher ambitions."

Character speaks: (Lights white candle.)

"The National Junior Honor Society recognizes that the development of good character is of supreme importance, that none can excel in scholarship, leadership, or service, without the essential qualities that make a good character. Our character is expressed through our individuality and our personality and makes one individual different from another. Every student should seek to acquire habits and attitudes that meet the high requirements of good character.

"Such a student will meet his obligations promptly, will be honest in his class work, will help to keep good influences at work in his school, and will be cordial and sincere at all times. He will develop habits of courage, coöperation, industry, honesty, and self-control. He will be eager to be helpful, will make the most of his opportunities, and will take pride in good work. He will be honest with himself and true to his knowledge of right and wrong. He will strive to overcome any weaknesses of which he becomes aware and will discipline and control all his faculties.

"West Side Junior High School strives ever to impress upon her students the meaning and value of the finest thing in the world—a good character.

Whatsoever things are true,  
Whatsoever things are honest,  
Whatsoever things are just,  
Whatsoever things are pure,  
Whatsoever things are lovely,  
Whatsoever things are of good report,  
Think on these things'."

President speaks:

"Mr. Principal, with great pleasure, I now present to you these candidates for membership in the National Junior Honor Society."

Principal speaks:

"Mr. President, if these candidates are willing to assume the responsibilities of membership in this society, I ask them to stand and pledge their allegiance."

(Candidates stand and come forward)

Principal speaks:

"Do you promise to work faithfully to maintain the high standards of scholarship, leadership, service, and character, which you have attained in junior high school and if possible, to raise these standards higher in senior high school?"

(Candidates answer, "I do.")

Principal speaks:

"On behalf of the faculty and the student body of West Side Junior High School, I hereby accept these candidates as members of the National Junior Honor Society. It is my privilege to present to each of them a membership card. May they keep it with pride and ever be found worthy."

(Principal presents cards and makes further congratulatory remarks. At end of his speech, a chord of music is heard and all stand and march off stage and through center aisle of auditorium in this order: officers, speakers, new members, old members.)

### Hardy Junior High School

Chattanooga, Tennessee

My dear Sir:

It might interest you to know of a new plan we are trying with our Honor Society this year. Our report cards go out each six weeks. All students carry at least four subjects, most of them carry more. Each six weeks we require the members of the Honor Society to make three A's, nothing below B—, and a very satisfactory conduct grade. If they do not meet these requirements they are temporarily dropped from membership for six weeks. At the end of that time, if they make the requirements, they are restored to full membership. If they remain dropped for three six week's periods their case is brought before the Faculty Committee, and they are permanently dropped from membership in the Chapter.

We find that this method helps keep not only the scholarship but also the character, leadership, and service of our members on a higher plane. So far we have only had temporarily to drop three members, and they are working like Trojans to regain their membership next six weeks!

We have twenty-three members in our Chapter this year. Others will be elected in the early spring.

Yours truly,

THERESA STANLEY, Sponsor.

## 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 fifteen 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, 5835 Kimbark Avenue, Chicago.

## 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 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.

## FOURTH PRICE LIST OF NATIONAL HONOR EMBLEMS

The prices of emblems were lowered during the summer of 1933, but the NRA code and the rising price of gold has made two subsequent increases necessary. The latest prices are below:

| Senior Emblems    |        |                 |        |
|-------------------|--------|-----------------|--------|
| 14K Charm         | \$3.63 | 14K Pin         | \$2.78 |
| 10K Charm         | 3.00   | 10K Pin         | 2.34   |
| Gold Filled Charm | 1.60   | Gold Filled Pin | 1.00   |

(Our Jewelers say gold filled emblems will wear twenty years.)

These are remittance-with-order prices, and are post-paid. Add ten cents an emblem to the above prices if C. O. D. handling is desired. Engraved letters 3c each additional; guard with chain one dollar additional. If a guard is ordered, be sure to state whether a numeral, as '33 or '34, or an initial, is desired. (The C. O. D. fee is 25c up to \$10.00; 30c up to \$50.00; and to this should be added 25c messenger service, besides the money order fee. It is too expensive to order C. O. D. Do not do it.)

Send All Orders to H. V. CHURCH, 5835 Kimbark Avenue, Chicago.

## SEALS AND MEMBERSHIP CARDS

**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 National Honor Society and for the members of the National Junior Honor Society are now on sale. The cards (2½"x2¾") 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.

**Seals**—The Seal (1¼"x1½") 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.

## NATIONAL HONOR MEMBERSHIP CERTIFICATES

In response to repeated demands, the Department of Secondary-School Principals has prepared membership certificates (8½"x11) 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 fifteen cents apiece post-paid. Direct orders to H. V. CHURCH, 5835 Kimbark Avenue, Chicago.

## ENGRAVED STATIONERY

So many requests for National Honor stationery have come in that a supply is now on hand to meet the demands. This writing material is designed for the use of members

## DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS 41

and sponsors of the chapters of the National Honor Society. The engraved letterheads with envelopes to match come in two sizes with prices as follows:

|                                                                     |        |
|---------------------------------------------------------------------|--------|
| 48 engraved sheets, $7\frac{1}{4} \times 10\frac{1}{4}$             | \$1.00 |
| 48 envelopes, $3\frac{3}{8} \times 7\frac{1}{2}$                    |        |
| 48 engraved folded note sheets, $6\frac{3}{4} \times 10\frac{5}{8}$ | \$1.00 |
| 48 envelopes, 3 9/16x5 9/16                                         |        |

These prices are post-paid. Remittance should accompany order, and orders must be approved by principal or by sponsor. Samples are sent on request.

Direct orders to H. V. CHURCH, 5835 Kimbark Avenue, Chicago.

### 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.

Correspondence in regard to plaques should be directed to H. V. CHURCH, 5835 Kimbark Avenue, Chicago.

### 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, 5835 Kimbark Avenue, Chicago.

### EMBLEM, NATIONAL JUNIOR HONOR SOCIETY

The emblem is made in two grades: ten karat gold and gold filled. All pins have safety catch. The prices are as follows:

|        |        |                 |        |
|--------|--------|-----------------|--------|
| 10KPin | \$1.65 | Gold Filled Pin | \$1.00 |
|--------|--------|-----------------|--------|

These are remittance-with-order prices, and are post-paid. Add ten cents an emblem to the above prices if C. O. D. handling is desired. Engraved letters 3c each additional; guard with chain one dollar additional. If a guard is ordered, be sure to state whether a numeral, as '33 or '34, or an initial, is desired. (The C. O. D. fee is 25c up to \$10.00; 30c up to \$50.00; and to this should be added 25c messenger service, besides the money order fee. It is too expensive to order C. O. D. Do not do it.)

Send All Orders to: H. V. CHURCH, 5835 Kimbark Avenue, Chicago.

### CERTIFICATES, NATIONAL JUNIOR HONOR SOCIETY

These certificates ( $7 \times 8\frac{1}{4}$ ) are engraved on artificial parchment with a die of a facsimile of the emblem embossed in gold. They sell for ten cents apiece post-paid. Send remittance with order. Address H. V. CHURCH, 5835 Kimbark Avenue, Chicago.

### PLAQUES, NATIONAL JUNIOR HONOR SOCIETY

A bronze wall plaque has been designed and manufactured. Schools that have chapters of the National Junior 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.

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## PART IV

### DEPARTMENT MATTERS

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

The publications of the Department are Bulletins 1-52, and were issued from 1917 to the present. These issues are sent post-paid on receipt of price. A price list, which contains a description of the contents of each Bulletin, will be sent on request. Dues-paying members may receive these publications at 50% off the list price. A descriptive list of recent issues is below:

**Bulletin No. 42, May, 1932.**

Fourth Handbook of the National Honor Society and National Junior Honor Society. This gives a history of the organization, rituals, and lists of chapters by states. (pp. 172) -----\$1.00

**Bulletin No. 43, December, 1932.**

Abstracts of Unpublished Masters' Theses in the Field of Secondary-School Administration. Peabody Teachers College. (pp. 127)-----\$0.50

**Bulletin No. 44, January, 1933.**

Secondary-School Abstracts, and Directory-----\$0.50

**Bulletin No. 45, March, 1934, Proceedings of the Minneapolis (1933) Meeting.**

Papers on Defense of American Secondary Schools, the State and Its High Schools (3), Curriculum (4), Economy (4), Directed Learning, Library (2), New Standards, Regional Agencies, Music, Art, Industrial Arts, Guidance, Cooperative Studies, Six-Four-Four Plan, Tests, Carnegie Commission: **Junior High School:** Curriculum, Learning Situation; **Junior College:** Taxes, Public Relations, Administration, Instruction-----\$2.00

**Bulletin No. 46, April, 1933.**

Meeting the Emergency in Education-----\$0.25

**Bulletin No. 47, May, 1933.**

Unpublished Masters' Theses, Minnesota-----\$0.50

**Bulletin No. 48, December, 1933.**

Economies in Secondary-School Administration, and an Objective Method of Selecting Members of the National Honor Society-----\$0.30

**Bulletin No. 49, January, 1934.**

Chapter Projects of a National Honor Society Directory for the Department of Secondary-School Principals-----\$1.00

**Bulletin No. 50, March, 1934, Proceedings of the Cleveland (1934) Meeting.**

Papers on the Technical High School (2), New Standards, Definitions of a Good High School (3), Standards Study Committee, Louisville Secondary Schools, English Course, Small High Schools, Guidance, Class Size, Attendance, Teaching Load, North Carolina Secondary Schools, Relation of School and College, Educational Imperatives, Pupil Welfare Needs, Economics, CCC Program, Social Studies, Aptitude Testing; **Junior High School,** Place of the Junior High School, Social Significance of the Junior High School, Curriculum for the Junior High School; **Junior College,** the Junior College Teacher, Problems of the Junior College-----\$2.00

**Bulletin No. 51, April, 1934.**

Papers given at the Washington (July, 1934) Meeting. A Method of Electing Members of the National Honor Society-----\$0.30

**Bulletin No. 52, May, 1934.**

Tercentenary Celebration Committee reports on: Purpose, Community Celebration Programs, Publicity, Commencement Programs, Service Club Participation, and Tercentenary Bibliography-----\$0.30

#### CERTIFICATES OF RECOMMENDATION

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, a change was 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 post-paid at the following prices:

## NEW PRICE LIST

| Mailing from | 100  | 200    | 500    | 1000    |
|--------------|------|--------|--------|---------|
| Chicago      | 1.60 | \$2.70 | \$6.10 | \$10.10 |
| 1st zone     | 1.60 | 2.70   | 6.15   | 10.15   |
| 2nd zone     | 1.65 | 2.75   | 6.25   | 10.25   |
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## STANDARD HIGH-SCHOOL PERSONAL RECORD BLANKS

The standard record forms 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, 5x8, is especially designed for small and medium size high schools.

Space is provided on these blanks for scholarship records for five years. The 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 high 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 a 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.

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| Zones | 100    | 200    | 500    | 1000    |
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| 1 & 2 | \$1.70 | \$3.00 | \$6.00 | \$11.00 |
| 3     | 1.75   | 3.05   | 6.10   | 11.15   |
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| 5     | 1.85   | 3.15   | 6.30   | 11.55   |
| 6     | 1.90   | 3.20   | 6.45   | 11.70   |
| 7     | 1.95   | 3.30   | 6.60   | 11.95   |
| 8     | 2.00   | 3.40   | 6.75   | 12.10   |

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The Department offers to its members life insurance in its most inexpensive form. The salient features of the plan are:

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2. **No medical examination** (with exceptions).
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 profession 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.**
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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. \$1,500 for all ages from 46 to 65 (nearest birthday) inclusive.

## AUTOMOBILE INSURANCE

The members of the Department who own motor cars may now procure complete, sound automobile insurance protection with efficient nation-wide service at annual savings to our members.

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If you will fill the application blank and send it to the Executive Secretary, he will quote the special rate to members. When you receive this quotation, you can then decide if you can save money by accepting this special rate.

**FIRE INSURANCE**

A new service, fire insurance, is now open with reduced rates to our members. If you are interested, send for a blank to the Executive Secretary, H. V. CHURCH, 5835 Kimbark Avenue, Chicago. The secretary will be glad to give you quotations.

**OTHER INSURANCE**

Perhaps the Department can effect you a saving in the following kinds of insurance: Accident, Earnings Replacement, Indemnity, Sickness, and any other type of coverage. Write for information to H. V. CHURCH, 5835 Kimbark Avenue, Chicago.

**DEPARTMENT COMBINATION OFFERS**

(All Subscription Rates Are for One Year)

|                                               |                          |      |
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| Junior-Senior High-School Clearing House..... | 3.00                     |      |
| Membership in Department.....                 | 2.00                     |      |
|                                               | <b>COMBINATION OFFER</b> | 3.00 |
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5835 KIMBARK AVENUE, CHICAGO

I enclose \$2.00, for one year's subscription for membership, whereby I shall be furnished with all the publications and granted all the privileges of the Department of Secondary-School Principals, to begin \_\_\_\_\_, 193\_\_\_\_.

(Month)

Name \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_  
(Family) (Given Name)

Degrees \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_  
(Bachelor's, year) (Master's, year) (Doctor's, year)

Position \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_  
(First year here) (Title) (Name of institution)

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## BOOK NOTICES

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Dewey, John. *A Common Faith*. New Haven: Yale University Press, 1934. Pp. 87.

(An abridgement.)

All religions involve specific intellectual beliefs, and they attach importance to assent to these doctrines as true in the intellectual sense. They have literatures held especially sacred, containing historical material with which the validity of the religions is connected. They have developed a doctrinal apparatus it is incumbent upon "believers" to accept. They also insist that there is some special and isolated channel of access to the truths they hold.

The growth of knowledge and of its methods and tests has been such as to make acceptance of these beliefs increasingly onerous and even impossible for large numbers of cultivated men and women. The crisis to-day has been caused by the change in the intellectual climate due to the increase of our knowledge and our means of understanding. This change is not fatal to the religious values in our common experience, however adverse its impact may be upon historic religions. Provided that the methods and results of intelligence at work are frankly adopted, the change is liberating.

The change clarifies our ideals, rendering them less subject to illusion and fantasy. It relieves us of the incubus of thinking of them as fixed. It discloses that our ideals develop in coherence and pertinency with increase of natural intelligence. The change gives aspiration for natural knowledge a definitely religious character, since growth in understanding of nature is seen to be organically related to the formation of ideal ends. In the degree in which we cease to depend upon belief in the supernatural, selection is enlightened and choice can be made in behalf of ideals whose inherent relations to conditions and consequences are understood. Were the naturalistic foundations and bearings of religion grasped, the religious element in life would emerge from the throes of the crisis in religion. Religion would then be found to have its natural place in every aspect of human experience that is concerned with estimate of possibilities as yet unrealized, and

with all action in behalf of their realization. All that is significant in human experience falls within this frame.

The ideal ends to which we attach our faith are not shadowy and wavering. They assume concrete form in our understanding of our relations to one another and the values contained in these relations. Ours is the responsibility of conserving, transmitting, rectifying, and expanding the heritage of values which we have received that those who come after us may receive it more solid and secure, more widely accessible, and more generously shared than we have received it. Here are all the elements for a religious faith that shall not be confined to sect, class, or race. Such a faith has always been implicitly the common faith of mankind. It remains to make it explicit and militant.

Fletcher, John Madison. *Psychology in Education*. New York: Doubleday, Doran and Co., Inc., 1934. Pp. 524.

This volume is published under the editorship of Professor Charles W. Knudsen, George Peabody College for Teachers. The claim is made that the materials presented in the volume are in no sense a duplication of the materials usually treated in the introductory course in psychology as is the case in many texts in educational psychology. Understanding of the principles of psychology by the students is assumed by the author and the emphasis in the text is placed on the application of the principles to the large task of educating youth.

The treatment is organized in two parts. Part I deals with the psychology of learning and the approach is historical. Part II centers attention on the problems of intellectual productivity and the purpose is (1) to point out hitherto overlooked psychological differences between reflective thinking and creative thinking; (2) to show that pedagogical as well as psychological attention has been centered almost exclusively on reflective thinking; and (3) to point out that teaching procedures and environmental conditions which may be conducive to the one kind of thinking may not necessarily be conducive to the other.

The author claims to have produced a book which deals with the psychological principles underlying sound teaching procedure.

Slavson, S. R., and Speer, Robert K. *Science in the New Education*. New York: Prentice-Hall, Inc., 1934. Pp. 396.

While this book is designed for those who work in the elementary field, it will be found to give an excellent view of the author's notion of the aim of education, which is the development of the total personality.

Weisinger, Nina Lee, and Johnston, Marjorie C. *Los Otros Americanos*. Garden City, New York: Doubleday, Doran and Co., Inc., 1934. Pp. 247.

This text is designed to follow *A First Reader in Spanish* with the hope that the study of this book will bring a better knowledge and a deeper sympathy for our Latin-American neighbors.

Brown, Robert M., and Thorp, Mary Tucker. *Directed Geography Study*. Book Three. Yonkers-on-Hudson: World Book Co., 1934. Pp. 124. (Flexible board covers.)

This manual is devised to develop the significance of World Independence, the place of the United States in the economy of nations, and the salient independent countries of the world.

Magenis, Alice. *Directed High-School History Study*. Book Three. The United States of America. Yonkers-on-Hudson: World Book Co., 1934. Pp. 202. (Flexible board cover.)

A basis for class study, a laboratory manual, a guide for supervised study, directive material for home study, are uses this study book may find.

Greenberg, Jacob. *Le François Vivant*. Garden City, New York: Doubleday, Doran and Co., Inc., 1934. Pp. 210.

This book is planned not only to develop skill in reading French but also to bring about comprehension of the spoken language. The many guignol plays will have an especial appeal to the juvenile reader.

Craig, Alice Evelyn. *The Junior Speech Arts*. New York: The Macmillan Co., 1934. Pp. 470.

This book is prepared for pupils of junior high-school age. The text should be used throughout this period. It has a wealth of material and suggestions.

## ADDRESSES

*of*PUBLISHERS WHO HAVE CONTRIBUTED TO  
THIS BULLETIN

Doubleday, Doran, and Company, Inc.  
Garden City, New York

The Macmillan Company  
60 Fifth Avenue  
New York City

Prentice-Hall Company, Inc.  
70 Fifth Avenue  
New York City

The World Book Company  
Yonkers-on-the-Hudson  
New York



THE WHITE HOUSE  
WASHINGTON

Dear

AMERICAN HIGH-SCHOOL ANNIVERSARY

The year 1935 ushers in an important anniversary in the life of the American people. Three hundred years ago the first American high school -- the Boston Latin School -- was founded. It was established in 1635 only fifteen short years after the landing of the Pilgrims. From a small beginning with one instructor and a handful of students has grown the splendid service now provided for more than 6,000,000 young Americans by 26,000 public and private high schools. These schools are developing the most precious resource of our nation, the latent intelligence of our young people. It is worth noting that social progress in the United States is following swiftly on the heels of the remarkable expansion of educational opportunity at the high school level.

I hope that the young people of every high school in the United States will celebrate this three hundredth anniversary. I hope they will celebrate it in a manner which will bring vividly before parents and fellow townsmen the significance, the contribution and the goals of their schools.

AUG 1935

Franklin D. Roosevelt

November 20, 1934.

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