

course entitled Survey of Civilization formerly offered in the ninth grade. Economic Society, now given in the tenth grade, was formerly an elective course in the tenth and eleventh years; American Political Institutions, changed in several ways, retains its place in the last year of the high school."<sup>11</sup>

In its present form the social-studies curriculum is experimental and subject to change. Modification in detail are constantly made as experience indicates the needs for changes in content and procedure.

Edgar G. Johnston, Principal of the University High School at Ann Arbor, Michigan, read his paper, *Aptitude Testing*.

## APTITUDE TESTING AS UNDERTAKEN BY THE ROUND TABLE OF SOUTHEASTERN MICHIGAN

EDGAR G. JOHNSTON  
Principal, University High School  
Ann Arbor, Michigan

It seems especially appropriate that a report on one of the activities of the Southeastern Michigan Round Table, an organization composed of high-school principals and college professors of secondary education in the five counties surrounding Detroit, should be made at a meeting of which Professor Judd is chairman since it was he who started the Round Table on its present career.

A committee of our organization undertook to set up a program of scholastic aptitude testing for the area represented by the Round Table. The American Council Psychological Examination (series of 1932) was chosen for the experiment and forty-two high schools agreed to cooperate. The cooperation of the University of Michigan and of the Michigan State Normal College was secured both in financing the program and in analyzing results. Each cooperating high school agreed: first, to administer the chosen test during the week

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<sup>11</sup>Ibid. p. 192.

March 6-10 to all members of the June graduating class, to score the test according to instructions provided, and to forward the results to the Office of Educational Investigations of the University of Michigan; second, to have each pupil taking the test fill out an information blank covering certain data about his educational experience, interests, and plans, and to forward these blanks along with the test; third, to furnish a record of the scholastic success of each pupil taking the test. The tests were administered to a total of 7968 pupils in forty-two schools. Unfortunately, the pupil information blanks and the reports of scholastic rank were not complete for all of these pupils so that some of the findings to be reported here do not apply to all those taking the test. The findings, together with suggestions for their use, were reported back to the participating schools. The more important summaries from this report are reproduced on the sheets distributed to you.

A first table in the final report of the committee presents comparative scores on the American Council Examination for the 23,000 college freshmen who took the same test in colleges throughout the country, for college freshmen at the University of Michigan the preceding year, for the various grades in private secondary schools administering tests under the auspices of the Educational Records Bureau, and for 16,000 Wisconsin seniors. The complete report gave the distribution for these groups in terms of decile scores. The median score for the Round Table was 127.98 as compared with 138.00 for Wisconsin seniors and 166.00 for college freshmen. Although these comparative figures are perhaps not especially significant for individual high-school principals, they do present some idea—especially those of Wisconsin high schools, a comparable group—as to how high-school students of this area compare in academic promise with other groups for whom data are available.

Most significant to the individual high-school principal, however, is the next table in which the distribution of scores in ten point intervals is given for all schools combined and individually for each cooperating school. (In reporting this information, schools were identified by code numbers and the identification of his own school communicated to each principal.)

TABLE I  
Distributions of Scores in the American Council Psychological Examination

	A. C. on Ed. 1932 Ed.	U. of M. 1932 Ed.	College Freshmen	9th	Educational Records Bureau Private Secondary Schools 1931 Edition*	10th	Grade	11th	12th	Wisconsin 1929 Ed.*	S. E. Mich. 1932 Ed.
No. of Cases	23,387	1030	1306	1376	1514	1537	16,329	7968			
Q <sup>3</sup>	207.00	231.50	174.00	204.00	221.50	244.00	175.50	166.17			
Median	166.00	188.00	135.00	164.00	184.00	206.00	138.00	127.98			
Q <sup>1</sup>	125.00	145.50	97.00	120.50	144.00	161.00	104.50	95.16			

\*The scores of the 1931 and 1929 Editions have been equated to those of the 1932 Edition.

TABLE II.

Distribution of Scores in the American Council Psychological Examination (1932 Ed.) For Seniors in High Schools of the Southeastern Michigan Round Table.

Code Numbers for Individual Schools		Totals for Schools	Q <sup>3</sup>	Median	Q <sup>1</sup>
Total	All Schools	7968	166.17	127.98	95.16
	1	18	235.00	190.00	151.67
	2	68	204.38	184.00	156.00
	3	72	210.00	176.67	146.00
	4	98	190.83	158.57	121.87
	5	271	187.66	149.50	111.03
	6	145	193.93	148.12	115.25
	7	410	199.77	147.75	114.32
	8	51	177.08	145.00	118.21
	9	17	166.87	145.00	96.25
	10	472	180.38	144.59	111.71
	11	48	165.00	130.00	93.33
	12	40	157.50	128.00	100.00
	13	169	157.83	127.75	98.91
	14	40	150.00	126.67	96.00
	15	107	163.21	125.00	91.87
	16	31	155.62	125.00	95.83
	17	60	156.00	125.00	91.43
	18	367	166.03	124.72	89.39
	19	333	157.98	124.43	94.40
	20	167	160.42	123.75	84.79
	21	19	144.17	123.75	88.75
	22	308	160.00	122.86	93.93
	23	234	162.50	122.50	94.32
	24	36	155.00	120.00	97.50
	25	35	144.50	118.33	72.50
	26	45	136.87	118.12	98.50
	27	233	148.64	117.95	86.25
	28	126	147.22	116.15	91.78
	29	69	145.50	115.83	90.42
	30	29	138.75	113.57	86.25

Code Numbers for Individual Schools	Totals for Schools	Q <sup>3</sup>	Median	Q <sup>1</sup>
31	88	140.00	113.00	86.67
32	64	150.00	111.67	93.75
33	199	138.04	109.35	85.12
34	319	140.66	108.96	83.89
35	105	154.75	108.75	82.04
36	278	135.83	106.33	78.79
37	11	182.50	105.00	67.50
38	294	139.50	102.59	83.03
39	33	139.37	101.67	80.83
40	32	128.33	100.00	80.00
41	57	124.69	99.17	70.62
42	172	138.18	93.85	66.67

Several points about these results are interesting. While schools vary considerably in size (graduating classes range from 11 to 472), the size of the school bears no relation to showing on the test. This, of course, should be expected. The variations from school to school, however, are greater than might have been anticipated. Median scores range from 93.85 to 190.00, an average more than double that of the lowest ranking school. The first quartile for the three schools which head the list exceeds the score achieved by 75% of the pupils in 15 schools from the 42; in other words, for these first three schools only 25% made scores as low as those obtained by three-fourths of the graduating classes in one-third of the schools represented. Such facts as these are certainly of value to conscientious administrators and college admission officers in determining what percentage of the various student bodies are likely to profit from a college education as now conceived. On the basis of a disparity such as this among schools of the same geographic area it seems evident that admission policies which are based largely upon the proportionate standing within a graduating class are open to very considerable error. A rule admitting the upper 50% of any graduating class would exclude 28 pupils with scores above the average for the area in school No. 2, while admitting 18 pupils with scores below the

average from school No. 41—a school of almost the same enrollment.

In the information blank pupils were asked to indicate whether they planned to continue education beyond high school. The replies to this question were tabulated in relation to scores made on the test. The results seem quite significant.

TABLE IV.

Distribution of Scores in the American Council Psychological Examination (1932 Edition) by Intention to Continue Education.

	Continuing	Not Continuing	Uncertain	No Answer
Total	4812	2771	294	91
Q <sup>3</sup>	176.8613	144.6387	158.3333	161.2500
Median	139.1566	112.6305	124.7619	125.5000
Q <sup>1</sup>	103.5385	85.6076	90.7500	89.5833

Of the 7,968 taking the test, 4,812 (or 60.4%) plan to go on to higher institutions; 2,771 are not planning to continue education, 294 are uncertain, and 91 did not reply to the question. On the whole there seems to be here some recognition of personal limitations, as the median score for the group continuing is 139.1566, for those not continuing 112.6305. But median scores do not tell the whole story. The distribution for the group planning to go to college covers as wide a range as that for pupils concluding their education with the high-school course. The fact that 802 (16 $\frac{2}{3}$ %) of the group planning to continue education achieved scores placing them in the lowest 25% of the whole group would seem to be an indication of misdirected ambition which probably spells trouble for them, the colleges they attend, and the high schools from which they come. More significant, however, from a social standpoint is the number of pupils of superior ability who have given up hope of future education. Of the group not continuing education or uncertain of continuance 561 (14.6%) are pupils in the upper fourth of the entire group in ability; 1161 (36.8%) are above the average of the

group. Furthermore, one of the two scores between 330 and 339 recorded for pupils in this testing program was made by a pupil who did not plan to continue his education. No civilization can afford to neglect its best minds. The social waste represented here cannot be lightly disregarded.

Pupils were asked to suggest their reasons for not continuing education beyond high school. In order of frequency the reasons advanced are: 1. Financial inability 2. Preference for earning money 3. Lack of vocational decision 4. A poor scholastic record in high school 5. A lack of interest 6. Unwillingness of parents. It may occasion no surprise to find that in more than half the cases the obstacle to higher education is a financial one, but the fact deserves careful consideration when weighing the arguments of those who would reduce the proportion of state support for colleges and universities and restrict these opportunities more largely to those who can afford to pay for them. No community can afford not to give an opportunity for advanced training to those best equipped to profit from it.

A comparison which is of significance in the guidance of pupils to the various higher institutions within the state is that which shows the distribution of scores on the test in relation to the higher institutions indicated as the pupils' first choice.

TABLE VI.

Distribution of Scores in the American Council Psychological Examination (1932 Ed.) by Higher Institutions of First Choice

Institution	Total	Q <sup>3</sup>	Median	Q <sup>1</sup>
In State				
A	944	205.56	165.78	127.46
B	569	185.86	147.50	111.09
C	214	178.21	143.33	105.63
D	200	165.00	136.79	110.63
E	171	179.06	137.92	109.11
F	78	182.50	128.75	98.13
G	245	165.97	136.14	108.47
H	118	189.17	145.56	109.17
I	104	173.75	140.00	97.50
J	250	143.00	109.67	87.59
K	632	146.60	116.86	88.86
L	165	156.25	123.57	84.72
Out of State	611	184.54	148.41	105.81

Median scores range from 109.67 to 165.78. In terms of the competition which he will meet a student may well be guided out of one type of institution and into another. The largest number of those replying indicated a choice of the state university and the median intelligence score for this group was highest. It is further significant (as I found from records in the registrar's office) that the median score of those who actually were admitted to the University was another 13 points higher and furthermore that there were distinct differences in median test scores among those entering the various schools within the University. These data should certainly be taken into account in any guidance procedure affecting pupils, both on the part of the high-school administration and of college personnel officers.

The next analyses presented in the committee's report show the distribution of scores in relation first, to the high-school subject liked least and second, in relation to those liked best.

TABLE VII  
Distribution of Scores in the American Council Psychological Examination (1932 Ed.) by High-School Subject Liked Best

	English Courses	Mathematics Courses	Science Courses	Social Science Courses	Language Courses	Commercial Courses	Music and Art Courses	Industrial Courses
Total .....	1503	899	1091	1240	416	1565	419	416
Q <sup>3</sup> .....	173.52	186.34	184.46	161.75	194.58	137.00	156.42	149.31
Median .....	133.93	148.19	143.85	126.44	155.31	108.52	127.68	118.00
Q <sup>1</sup> .....	98.73	113.24	107.34	95.98	117.65	83.22	93.07	85.67

In terms of the ability of those preferring them, types of courses rank in order: language, mathematics, science. The commercial courses showed the largest number of preferences, but the lowest group in ability. Lest teachers of language, science, and mathematics become unduly puffed up and consider their fields to be par excellence the food of best minds, it is well to turn to the table of courses liked least where we find the ranking in order of the ability of those disliking them to be language courses, science courses, and mathematics courses.

TABLE VIII  
Distribution of Scores in the American Council Psychological Examination (1932 Ed.) by High-School Subjects Liked Best

	English Courses	Mathematics Courses	Science Courses	Social Science Courses	Language Courses	Commercial Courses	Music and Art Courses	Industrial Courses
Total	1210	1642	690	2217	1030	476	39	44
Q <sup>3</sup>	162.25	163.35	169.00	158.84	182.67	153.93	182.50	152.00
Median	125.25	128.69	130.19	120.55	148.29	115.96	117.00	108.00
Q <sup>1</sup>	91.58	99.05	96.82	90.13	112.85	86.92	83.75	86.25

Incidentally, mathematics is second on the list in terms of the number who show a distaste for it. Perhaps the only conclusion to be drawn from these two tables is that students of greater ability have more decided likes and dislikes.

TABLE IX  
Distribution of Scores in the American Council Psychological Examination (1932 Ed.) by High-School Curriculum

	College Prep. Classical	College Prep. Scientific	General College Prep.	General Non-College Prep.	Commercial	Industrial	Agricultural	Other	No Answer
Total	2523	797	272	1579	2177	283	27	125	185
Q <sup>3</sup>	191.31	191.99	179.50	142.10	141.83	147.36	142.50	153.06	147.83
Median	153.19	149.91	142.92	111.48	111.78	115.25	121.25	115.00	114.69
Q <sup>1</sup>	117.45	114.66	101.11	84.18	86.70	83.56	83.50	83.25	84.17

Table IX shows comparative test scores in relation to the high-school curriculum. A noticeable difference is to be observed between the average scores of those taking classical, scientific, and general college preparatory courses, and those in commercial, industrial, or general courses. The difference between medians for the general college preparatory and the general non-college preparatory curricula is more than thirty points. It would seem that either as a result of personal choice or of guidance in the high-school pupils of better ability have in general been entering the curricula which make greater demands on scholastic ability. Here, however, as in previous tables, the spread of distribution may be as significant as the central tendency. The fact that 378 pupils with scores below 100 were enrolled in the classical curriculum is distinctly food for thought.

TABLE X  
Distribution of Scores in the American Council Psychological Examination (1932 Ed.) by Average High-School Grade

	0-49	.5-99	1-1.49	Average High School Grade	2-2.49	2.5-2.99	3-3.49	3.5-3.99	4
Total .....	7	24	330	681	967	487	389	144	12
Q <sup>3</sup> .....	122.50	110.00	124.57	138.90	154.96	182.34	203.50	250.00	285.00
Median ....	85.00	75.00	94.12	110.24	121.33	152.40	171.17	214.44	270.00
Q <sup>1</sup> .....	53.75	61.67	68.75	83.19	91.64	121.57	135.92	175.00	190.00

The final analysis presents the distribution of scores in terms of the average of marks in high school. A scatter-diagram depicting this relationship shows some agreement between relative scores on the test and achievement as recorded in high-school grades. The correlation between the two is  $+.53$ . It is equally noticeable, however, that there are significant divergencies. Four hundred eight pupils with averages of C or better are in the lowest 25% of the group in ability as measured by this test, and 30 pupils with averages better than B are in this lowest fourth of the group. Scholastic rank in high school and scholastic ability as measured by a test such as the American Council Psychological Examination would seem to represent somewhat distinct factors.

Forty-two schools from a membership of 60 participated in this testing program. While data are not available as to the extent of its use by individual schools—a crucial consideration—it proved of sufficient interest to the membership that the organization voted to continue the project for the current year and to expand the program to include an aptitude test at the sophomore level as well as the American Council Test to be administered to all seniors. Furthermore, following a report on the Round Table program at its December meeting the Michigan High-School Principals Association voted to participate in the current year's testing.

It may be worth while to point out certain recognized shortcomings of the program as administered last year and certain uses which the results might reasonably be expected to serve both to participating high schools and to personnel divisions of higher institutions in the area. Among deficiencies in the program may be mentioned: (1) Lack of complete participation by member schools. The results would have been more convincing and the influence of the experiment more effective had it been possible to obtain participation by all schools within the area.

(2) The incompleteness of returns. It is unfortunate that returns on the pupil information blank were in some

cases not complete and that scholastic averages in high school were available for only 38% of those taking the test.

(3) The date of administering the test. The date of testing was undoubtedly too late to make possible the fullest use of results in the guidance of graduating seniors.

(4) Insufficient follow-up. It is difficult to know to what extent the results of the testing program were used in individual schools, but it seems probable that their use in guidance programs was not as extensive as is desirable.

The advantages which may reasonably accrue from such a coöperative program affect the colleges, the high schools, and the community at large.

1. Of distinct advantage to higher institutions is the provision of a more realistic measure of fitness for the type of experience the college has to offer. Unquestionably, some of the traditional college offerings need revision and it is encouraging to note that colleges are increasingly aware of this fact and that many are modifying their curricula. Whatever changes shall be made in their program, however, it seems clear that colleges will be more, rather than less, interested in careful measurement of the abilities of those who propose to embark upon higher education. The advantages of such a measure are obviously increased as data are available over a wide area. I am not suggesting that the results of the scholastic aptitude testing program alone should be used in determining college entrance. However, in conjunction with other data available from high-school records and interviews with prospective candidates, comparable test scores make possible increased precision in estimating the fitness of applicants.

2. For the high school the objective nature of this measuring instrument and the comparisons available for an entire area make possible more intelligent educational guidance—a responsibility which the modern high school cannot escape. One of the chief advantages of the coöperative program from the principal's standpoint lies in its support for other judgments. Because of the social prestige of a college education parents frequently bring pressure upon the school for a rec-

ommendation which is out of keeping with a student's best interests and the most effective use of the resources of the college. A tactful use of the comparative data provided by a testing program involving all the graduating seniors of a state or of a geographical unit may frequently be helpful in making sound guidance possible. As the Wisconsin committee says in the report\* previously referred to, "Parents have a blind faith in education. They seem to labor under two unfortunate fallacies. The first fallacy is a belief that anyone can learn anything. The second is that they seem to feel that a college diploma is some sort of casualty insurance against failure. The committee realizes that high-school administrators and college admission officers want to be perfectly frank with parents; but the committee also realizes that a program of frankness requires a basis of objective data." The fact that the same test is given to students of a large number of schools at the same time and (if such is the case) that a comparable test is given at the same time each year makes possible a comparison by the principal of succeeding classes within a school or of the scholastic promise of the student body of his own school with that of others within the area. This type of comparison is helpful to a high-school staff wishing to conceive its educational responsibility in realistic terms.

Most important of all, however, it makes possible determination of good college risks without hampering the high school in the performance of its primary function of providing education appropriate to all adolescents. To an extent not usually recognized, college entrance subject requirements determine the curriculum not only for the group who actually enter higher institutions but for the larger number whose educational experience will not extend beyond the high school. The paucity of offerings possible in the smaller schools results in their providing little more than a one-track curriculum and that curriculum set up in terms of the entrance requirements of the state university. Even in the larger schools where broad and flexible curricula are available, pupils will frequently persist in attempting courses entirely unsuited to

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\*Op. cit., p. 9.

their needs because these subjects are the open sesame to college doors. With the substitution of qualitative standards of admission it becomes possible to guide such pupils into appropriate activities with the assurance that admission to college is based upon evidence of fitness for college work and not upon conformity to an academic ritual.

It seems important in discussing a regional or state-wide testing program to distinguish between scholastic aptitude and achievement tests. The two types have frequently been confused. In so far as it is valid, an aptitude test measures what the pupil *can do* and not what he has done. Its showings are something for which the school is not responsible. The teachers need not feel disgraced if their pupils rank low on such a test and they have no incentive to narrow specialization in order to make high scores. The achievement test, on the other hand, serves an entirely different function. Its purpose is to measure the accomplishment of pupils and the efficiency of instruction. The increasing use of these tests on a state-wide comparative basis has been viewed with misgiving by some thoughtful students of secondary education who, while favoring the wise use of such tests by individual schools, see distinct hazards in their use on a competitive basis.

3. For the community there is distinct advantage in the increased economy both of educational resources and of human values which a soundly conceived testing program makes possible. There is distinct social waste involved in the futile pursuit of an education beyond their comprehension on the part of large numbers of young people who enter colleges with little conception of what higher education demands or of their own limitations. Democracy does not consist in encouraging every youth to essay the academic heights. What it does demand is the direction of the individual's energies into appropriate channels and an opportunity for him to develop his abilities to their fullest degree. Most important is the focussing of attention on pupils of unusual promise and encouraging them to continue education. A commendable practice is that followed in Wisconsin where letters of encouragement from President Glenn Frank were written to all pu-

pils with scores in the upper quartile on the American Council test, who did not plan to attend college.

The aptitude testing program of the Round Table is not presented as being original or unique. Its interest to this audience may be largely as an illustration of service a regional association of high-school principals may find it possible to perform. Such a group may frequently provide a laboratory for the state association for experiment in matters of school organization or policy. Its community of interest, the acquaintance of its members with each other, and the possibility of frequent meetings enable it to carry on an active and continuous program. The Judd Club of Chicago has long demonstrated the usefulness of such a regional group. At the present time there are frequent demands on the energies of school men and many organizations compete for their attention. It seems possible for any professional group to justify its existence only as it provides an opportunity for its members to pool their efforts and resources to make education more effective in the area it serves.

## PART II

### NATIONAL HONOR SOCIETY

#### Meeting of the National Council

The National Council met in Parlor E of the Hollenden Hotel in Cleveland on Sunday, February 25, 1934, at 1 P. M. Present: Members Allen, Brooks, Kepner, MacQuarrie, McDaniel, and Church. Absent: Cook,\* Plummer, Sieber, and Wagner.

On motion of Member Allen and a second by Member Brooks it was resolved that Section 3 of Article VI of the constitution of the National Honor Society be amended to read:

SECTION 2. Membership in any chapter shall be based on scholarship, service, leadership, and character. Or

SECTION 2. Membership in any chapter shall be based on scholarship, service, leadership, and character but the *initial*

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\*Deceased.

election of members to a newly installed chapter of the National Honor Society shall be from among the pupils who rank in the upper ten per cent in scholarship. The level of scholastic achievement at or above which the upper ten per cent of the pupils are found shall become for the pupils of that school the required scholastic achievement for admission to candidacy for membership in the society. The scholastic achievement standard of that school thereafter remains constant and all students who can rise in scholarship to or above the initial upper ten per cent scholastic level of that school are to be admitted to candidacy for election to membership as to scholarship. On vote the motion prevailed.

It was moved by Member Kepner with a second by Member Brooks that the Secretary be empowered to devise and put on sale diploma seals for the National Junior Honor Society. The motion was carried.

On motion of Member MacQuarrie and the second of Member Brooks the following resolution of condolence was ordered transmitted to the wife of deceased Member Cook: The National Council of the National Honor Society in deep regret must record the absence to-day of a member who has long been an unselfish worker for not only the National Honor Society but also the Department of Secondary-School Principals. These two groups recognize their great loss and lament the passing of a staunch supporter of the many projects of these organizations. In committee work and council conference, R. R. Cook gave sincere and intelligent aid. His high Christian character, his sincerity and devotion will be missed in commission and convention. Our labors are on a higher level because he lived and moved among us. A schoolman of the finest type has steadied our gaze on high ideals and sound principles. The members of the National Council of the National Honor Society speed their sincere sympathy to his sorrowing family.

The terms of the following members of the National Council expire: Allen, Baker, and Plummer. The nominations follow: John H. Adams, Perry High School, Pittsburgh;

Charles Forrest Allen, Supervisor of Secondary Education, Little Rock; Forrest G. Averill, Fordson High School, Dearborn, Mich.; George A. Chamberlain, Riverside High School, Milwaukee; K. J. Clark, Murphy High School, Mobile, Ala.; E. B. Comstock, North Dallas High School, Dallas; Paul E. Elicker, Newton High School, Newtonville, Mass.; W. E. Hawley, Monroe High School, Rochester, N. Y.; Neil D. Mathews, Lincoln High School, Cleveland; Harry C. McKown, Sullivan, Ill.; Emily P. Rockwood, Haddon Heights, New Jersey; Alice Ball Struthers, Thomas Starr King Junior High School, Los Angeles, Calif.

On motion of Member Brooks the Council adjourned to meet Wednesday, February 28.

## CONSTITUTION OF THE DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS

### ARTICLE I—NAME

The name of this Department shall be the Department of Secondary-School Principals of the National Education Association.

### ARTICLE II—AIM

The aim of this Department is to promote the interests of secondary education in America by giving a special consideration to the problems that arise in connection with the administration of secondary schools.

### ARTICLE III—MEMBERSHIP

SECTION 1—Membership in the Department of Secondary-School Principals shall consist of Active and Associate.

SEC. 2—All Principals of Secondary Schools, namely Junior High Schools, Senior High Schools, and Junior Colleges, their administrative and executive assistants, Heads of Schools of Education in Normal Schools, Colleges, and Universities, together with Professors teaching Secondary Education therein and Secondary-School Representatives of State Education Departments, who are also members of the N. E. A., shall be eligible to Active Membership upon payment to the Secretary of the annual fee of \$2.00. Active members shall have the privilege of voting.

SEC. 3—Members of State Organizations of Secondary-School Principals shall be eligible to Associate Membership of the Department of Secondary-School Principals, as a group, by the payment to the Secretary of the annual fee of \$1.00.\*

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\*Note: This clause shall become inoperative as soon as the respective state organizations can work out provisions for enlisting their membership as active members of this department.

SEC. 4—All others engaged in Secondary Education, who are members of the National Education Association, shall be eligible to Associate Membership upon payment to the Secretary, of the annual fee of \$1.00.

SEC. 5—All members both Active and Associate shall receive all publications of the Department.

#### ARTICLE IV—OFFICERS

SECTION 1—Officers of this Department shall be a President, First Vice-President, Second Vice-President, and Executive Secretary, who shall be the executive officer of the Executive Committee.

SEC. 2—The Executive Committee shall consist of these officers, the retiring President, and two members of the Department. The Executive Committee shall be representative of Junior High Schools, Senior High Schools and Junior Colleges.

#### ARTICLE V

SECTION 1—The president shall, in advance of the annual meeting, ask each of the state associations of the Department of Secondary-School Principals to name a representative who shall then be appointed by the president as a member of the nominating committee.

SEC. 2—The nominating committee so constituted shall meet at the annual meeting, elect a chairman, and prepare a list of candidates for the several offices.

SEC. 3—Eighteen members shall constitute a quorum with not less than three from each of the following regional associations of colleges and secondary schools: New England Association of Colleges and secondary Schools, the Association of Colleges and Secondary Schools of the Middle States and Maryland, the Association of Colleges and Secondary Schools of the Southern States, the North Central Association of Colleges and Secondary Schools, the Northwest Association of Secondary and Higher Schools, and the Western Association of Colleges and Secondary Schools. Any lack in the representation herein provided shall be filled by nomination from the floor.

SEC. 4—The executive secretary shall be appointed by the executive committee.

SEC. 5—The president shall appoint, subject to the approval of the executive committee, two members who shall with the executive secretary constitute a board of finance who shall act in the capacity of trustees, have custody of the funds of the Department, have same properly audited, and submit annually a report to the Department.

#### ARTICLE VI—MEETINGS

SECTION 1—The Department of Secondary-School Principals shall hold two meetings yearly. The regular annual meeting to be held at the time and place of the meetings of the Department of Superintendence of the National Education Association, unless arranged for otherwise by the Executive Committee of the National Education Association.

SEC. 2—The second meeting of the Department shall be held at the time and place of the annual summer meeting of the National Education Association.

#### ARTICLE VII—AMENDMENTS

The Constitution may be amended by a majority vote of those present and voting at the annual mid-winter meeting. A proposed amendment must be submitted in writing at the preceding annual meeting, or must be submitted in printed form to all members of the Department thirty days before the annual meeting. In case the latter method is used, such amendment must receive the approval of the Executive Committee before it can be printed and sent to the members of the Department.