TURNER FALLS, OKLAHOMA
A two-toned woodblock by Edith Mahier. For article by Jeanne d'Ucel, turn to page 256, please.
THE articulation of higher institutions with secondary schools has always been a problem beset with difficulties. The articulation problems of today are, however, quite different from those of a generation ago. Our present difficulties are determined by the enormous increase in the number of students seeking higher education and their concentration in relatively few institutions, thereby overtaxing the available instructional facilities of such institutions. The widely varying abilities, previous training, and aptitudes of the continuously increasing flow of students to the university also complicates the articulation problems. Our public higher institutions in the face of propaganda for the reduction of public expenditures, have not been able to secure adequate legislative appropriation to increase and improve their instructional staffs and material equipment to provide for the needs of all who desire to enter. Privately supported institutions have experienced even greater difficulty in securing through voluntary contributions the needed educational facilities. Therefore, for an entirely new but compelling reason, many universities and colleges find themselves obliged to guard the entrance of students with added vigilance, even though they would prefer more liberal policies.

It is well known that the all too prevalent independent attitude of higher institutions regarding the admission of applicants, the educational prescriptions required of students after entering the university and the unscientific administration of such prescriptions, have long been unpopular with secondary school administrators. Chaotic irregularities in the entrance requirements of higher institutions have proved a serious check on the ordered and reasonable development of both higher and secondary education. If, however, irregularities in entrance and the administration of entering students may prove an incentive toward scientific experimentation and investigation of the vital factors that really should be observed in the determination of entrance requirements and the treatment of new students the existing irregularities will have made a helpful contribution to the problem of admission standards and university administration.

Leland Stanford University is convinced that it is not what the student took in high school, but what he brings with him to college in the way of mental ability, steadfastness of purpose, outlook on life and qualities of personality and leadership that determine how far he will go in life. Stanford has also found that students vocationally trained in high school do college work almost as well as those academically trained.

IGH schools believe that they are dominated by the colleges and the colleges in turn think that they are dominated by the high schools. A more sympathetic and intelligent co-operation on the part of the college and high school educators is the only satisfactory way out of the existing dilemma.

As a matter of fact, the ancient dominance of the college over the content of the high school curriculum is breaking down. In larger high schools, especially, that are able to offer parallel curriculums, the coercive power of college entrance requirements is no longer a hampering influence in the development of democratized secondary schools as a medium of service to all the children of all the people regardless of their capacities, aptitudes and ultimate life pursuits.

However, the difficulties of articulation between high school and college as the student faces them are not removed through amending and liberalizing entrance requirements. Articulation is now more complicated than before. The emphasis has merely been transferred. Although specific subject matter prescriptions have diminished, the colleges still ask for the fulfillment of formal subject requirements. They are also now quite as much concerned with other types of qualifications.

The commonest of the new criteria for selection are: first, relative standing in high school; second, comprehensive examinations; third, college qualifying examinations involving objective tests of information; fourth, psychological examinations; fifth, per-
Insuring Educational Co-operation

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A new type of university officer has appeared whose function is to study existing selective devices, to experiment with the new ones and to inventory the personal and scholastic factors that are significant for college success or failure.

The above discussion is not to imply that the recent trend in the development of entrance requirements is altogether in the direction of restricting college enrollments. Indeed, throughout the country, there is an honest difference of opinion as to whether the function of higher education should be to train up a race of intellectual leaders and as a consequence be highly selective and reserved for the superior minds, or whether at least the liberal arts colleges should in the interest of useful and intelligent citizenship train the largest possible number of young people and adjust their offerings according to all varieties of abilities and aptitudes. In 1926, before the North Central association, the former point of view was held by President James Rowland Angell of Yale university and a year later the latter point of view was enunciated by Chancellor E. H. Lindley of the University of Kansas.

The present critics of the college both among college and secondary school officers condemn the heavy mortality in the first two years of college quite as much as they condemn the alleged defects in college entrance. They contend that common justice demands that a higher institution having accepted a student has a responsibility to require of him only such work and under such instructional conditions as is within and provides for his mental capacity. In many cases the teaching in the senior year of the high school far surpasses that of the first year in college. High school graduates who have had well trained efficient teachers are turned over to student assistants and inexperienced untrained graduate students in the freshman class of the university. The results in such cases are sure to be disastrous. It is a legitimate function of the college to train for intelligent functioning citizenship, for efficient vocational service, to impart race heritages of culture, to instill ideals of trustworthy leadership, exemplary character and unselfish service. Some of the measures in the way of personal attention to students which have been introduced to cope with this problem are: first, special initiatory week for freshmen; second, freshmen deans; third, special groups of advisers for freshmen; fourth, orientation courses; fifth, and most significant of all, so called X, Y, Z ability grouping of students and the adaptation of curriculum content to the different groups.

Higher institutions are feeling their way toward effective educational guidance. In my opinion, the chief remedies for the existing defects of articulation will be found in an adequate program of curriculum construction, testing, experimentation and guidance in high school which is co-ordinated with a similar program in the university. As early as possible in his secondary school course, the capable student should be encouraged to go to college and be urged and guided in deciding for which college he expects to qualify and purposefully organize his preparatory course accordingly. R. A. Kent of Northwestern university says there is rank chaos in high schools, that pupils are unguided, that they ramble over an elective curriculum with the result that their education is without form and void. High school preparation which looks toward professional schools should be specific and sharply differentiated from preparation for arts colleges or pre-professional courses.

The differences between secondary school authorities on the one hand and university officials on the other can best be reconciled through many contacts of intervisitation and conferences which bring about mutual understanding and co-operation. The interests of the high schools and the colleges are inseparable and college preparation is one of the high school's essential functions but not the only function. In the past each group has been entirely too unfamiliar with the problems, purposes, and efforts of the other. The high school authorities have an abundance of personnel information about their graduates entering college which is positively invaluable to the guidance organization of the university. Bancroft Beatley of Harvard, W. F. Dearborn of Wisconsin and others have found in studies made of college students that their high school records are a better index of college success than examinations. High school class rank is also an important basis of college examination. The universities likewise should report both in person and through publication their experiences with the products of the high school and offer fruitful suggestions to improve the preparatory efforts of the high schools.

Great waste exists today in the overlappings and duplications of the sub-

SPRING TIME
IS
PAINT-UP-TIME

IF IT'S PAINT
WE HAVE IT

Craftex
Ripolin Enamel
Barreled Sunlight
Campbell Quality
Paint

Jobbers Retail

UNITED
PLATE & WINDOW GLASS
COMPANY
314 West First St.
Oklahoma City, Okla.

Cab Lights Store Fronts
ject curricula of the high school and the junior college level of the university. Many colleges put freshmen who have had only three years of English in the same classes with students who have had four years. Students who have had chemistry, physics, and higher mathematics in high school are put in classes with students who have had none of these subjects in high school. Leonard V. Koos of the University of Minnesota in a study of 200 college students found that they had repeated one-fifth of their high school work or four-fifths of a high school year and that this disregard in college of what a student has done in high school is all too common.

Much interest is being evidenced to day in external administrative economies such as increase of the number of students per teacher, the number of daily classes for teachers, the use of buildings for a longer period of the day, of evenings and on Saturdays. But from the standpoint of educational economy for students, administrative officers and teachers must turn their attention to internal economies affecting the articulation of high school and college curricula. They must get together and work out their common curriculum problem or continue to stand adjudged before public opinion as contributing in this country to a disintegrated and defective system of public education.

Finally, we must look to the preparation and tested experience of teachers and to improved methods of teaching both in high school and college. Teachers and administrative officers of personality, vision, scholarship, broad social sympathies, sound leadership, inspiring character, and teaching ability at both the high school and university level are our greatest educational asset and are the intimate, humanizing means through which complete articulation between the university and the high school can eventually come about.

**China in Transition**

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central executive committee of the movement had two daughters in the school and most of the members on our Chinese advisory board had daughters boarding at McTyeire. Consequently, it was not strange that we followed Chinese advice and kept the school open. We received constant information as to the state of affairs politically and the relative danger.

The foreign press did its share to keep the excitement at a high pitch. One morning one of the leading papers announced in streamer headlines that all foreigners would probably be evacuated within twenty-four hours. That night about midnight the American consul called up to tell us where to report in case of an emergency call. The next morning the same newspaper which had carried the other exciting announcement carried these extraordinary headlines, "Gunboats Insufficient to Evacuate U.S. Citizens—Others Being Sent from Virginia." Is it any wonder that under such conditions the so-called "Shanghai mind" or fear complex should have developed?

The fact that we relied on Chinese advice was utterly incomprehensible to the officers of the British and American defense forces who coveted our buildings for military barracks. And when the school flew the Nationalist flag they knew that we were a bunch of red Bolsheviks.

The time Shanghai was taken by plain clothes gunmen and pandemonium reigned in the native city until the coming of Chiang Kai Shek and his army who in turn had to put down the unruly labor group, our classes were sometimes disturbed by the put-put-put of machine guns, rifle shots or cannon fire—but the students continued their work outwardly as complacent as if it were the most usual sound imaginable. Inside, I suspected they were not so calm.

I, myself, actually got to the point where I could be awakened in the night by the booming of cannon—turn over and go back to sleep with the feeling "I can do nothing about it—why lose sleep?"

And as to the emergency bags we were advised to have ready to take to the gunboat at a moment's notice—I decided that it was a useless preparation when we knew not whether we would land in Manila, Japan or the U.S.A. Winter clothes would be useless in Manila and summer clothes out of the question on the Pacific or in Japan in February, and both would be impossible to carry five miles to the gunboat—so that I just came to the conclusion that if worst came, pajamas or whatever happened to be apropos at that moment would suffice for the unknown future so far as I was concerned.

**Return for Commencement**

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Gordon Bierer, Guthrie
Fritz L. Aurin, Ponca City
Chester Westfall, Ponca City.

Earl Brown, Ardmore
J. M. Gentry, Enid.
Leon Phillips, Okemah (now in office)

District representatives:
First: Harry L. S. Halley, Tulsa, (now in office)
William L. Eagleton, Tulsa (now in office)
Floy V. Elliott, Tulsa (now in office)

Second: A. N. Boatman, Okmulgee (now in office)
David M. Logan, Okmulgee
Virgil E. Riddle, Okmulgee

Third: Rutherford H. Brett, Ardmore (now in office)
Mort Woods, Ardmore
Hiram Impson, Madill

Fourth: Earl Foster, Sapulpa (now in office)
Charlie Orr, Holdenville
Roscoe Cox, Chandler

Fifth: Robert W. Hutto, Norman (now in office)
Louis D. Abney, Oklahoma City.
James R. Tolbert, Oklahoma City.

Sixth: James F. Hatcher, Chickasha (now in office)
C. Ross Hume, Anadarko
Fred Shepler, Lawton

Seventh: Egbert J. Meacham, Clinton (now in office)
Hutton Bellah, Altus
Alta Loomis Carder, Cordell

Eighth: Glenn C. Clark, Ponca City (now in office)
Dr. Howard S. Browne, Ponca City
John M. Bell, Ponca City