

# Fundamental Laws of School Success

The high school occupies a period of life in which the individual is rapidly forming habits of mind, social habits, work, thrift, moral and ethical habits, which to a very great extent, will dominate all the years that are to follow.

Like every venture in life, there are certain fundamental elements that must be observed, if success is to be assured. It would be practically possible in the high school to guarantee a success commensurate with native ability to every pupil who enters the institution, could the high school in turn be guaranteed that the fundamentals of success would be observed by those pupils and by their parents.

Public education is a matter of public co-operation. The school can only do its part when the pupil and the home do their parts in maintaining the atmosphere, the out-of-school environment and the attitude of mind that are necessary to insure high school efficiency.

At the outset, there are fundamentals which parents should be in a position to maintain if they expect a guarantee of their child's success. Briefly, these fundamentals are as follows:

■ Health of body and health of mind. Where either body or mind are diseased or the creatures of malicious habits, the school of itself cannot overcome the handicap.

■ A large percentage of pupils fail in their high school career because of their attempt to substitute bluff for honest, personal effort. Bluff will not last long. The honest, plain-spoken, dependable pupil is the one who ultimately succeeds. He may not be so brilliant or so resourceful as the bluffing pupil, but his honest effort, his work and his character will guarantee his final success.

■ To do the work of the high school is a real job. It is as much of a job to the high school pupil as is the adult's business—job. The work of the high school

cannot be done successfully during the hours of school alone. It demands, at the minimum, two hours of honest, everyday work at home. The parents whose child is not giving from an hour and a half to two hours or even two and a half hours to effective high school study each school day in the home, may be assured that their child is not efficiently doing the work of the high school course.

■ A predominant high school vice is inattention. The child who is inattentive at school is usually inattentive at home and in his general surroundings. When results show lack of alertness, the pupil needs to be checked up through the home.

■ Success in the daily affairs of life, in any sort of business or vocation, is dependent upon the regularity of one's efforts. The world soon ceases to bother with a man who is not dependable. Hours of service must be maintained. This is true of the high school. Success depends upon every-day attendance, upon punctuality, and upon dependability. The class room recitations missed, means the breaking of the chain of thought.

■ The interests of the high school are and should be as varied as the legitimate interests of society. Music, art, debate, athletics, club work, dramatics, literary work and, within certain limits, legitimate social activities; these and other activities are all of value, within a high school. They are maintained to a reasonable degree and for legitimate educational purposes. No pupil can carry all of these activities, but each pupil should choose and co-operate in some one of two of them. These activities in the high school maintain the same value as do those outside interests which, to the adult, lift life above the sordid.

■ No man can live efficiently entirely within his business. An avocation is as important as a vocation. The high school offers opportunities through which the child's interests can be turned into legitimate avocations.

**Frederick M. Lash**  
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