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VOL. II, NO. 1

OCTOBER, 1922

BULLETIN
OF THE
**Department of Elementary
School Principals**

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OF THE
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BULLETIN
of the
DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

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One dollar of each membership fee is for a year's subscription to the Bulletin.

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1922-1923**

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THE WORK OUTLINED

To the Members of the Department of Elementary School Principals:

THE PRINCIPALSHIP is the most potential station in the school system. We realize this more and more as we unfold the possibilities of our work. It follows therefore that our young Department is one of great promise and that this promise will be realized only insofar as we are able to further and to hasten the unfolding.

That we have done this with some measure of success since our inception two years ago is evidenced by the rapid increase in our membership. During that time we have gained over 1100 members whose professional spirit has secured for us a reputation that is at once a triumph and a challenge. We have made a brilliant beginning, but the challenge will remain for us until the time comes when the principalship shall have reached its fullest capacity for service and the office of the principal has attained a dignity commensurate with its responsibilities. So much for generalities.

We are planning a definite program for this year. At the Boston meeting of the National Education Association our Department received an appropriation of \$2500 for the furtherance of our research work. This amount is additional to our own membership dues. It will be seen that the possibilities of our service to the principals of the country will thus be greatly increased by the confidence which the National Association has in us, as evidenced by this appropriation.

We shall issue our Second Year Book in time for the summer meeting next July, and the professional program at that time will be based upon the contents of the book. Principal John L. Bracken, U. S. Grant School, Duluth, Minnesota, who has been secretary of the Department for the past two years, has accepted the editorship. Mr. Bracken's statement appears elsewhere in this Bulletin. I need not enlarge upon it except to say that Mr. Bracken's energy and capacity will be a sufficient guarantee of the excellence of our publication. We are planning to spare no effort or reasonable expense to make this book comprehensive and practical.

We are inaugurating this year also an activity of the Department which has been provided for in the constitution but which our financial resources did not allow us to develop heretofore.

The Committee on Educational Progress will be headed by Ide G. Sargeant, of Paterson, New Jersey, and will prepare a report for the mid-year meeting of the Department. The function of this committee will be to act as a clearing-house of information relative to advances that have been made in the principalship throughout the country and will deal with such problems as principals' salaries, amount of clerical help furnished principals, and the like. All will agree that we are fortunate in securing Mr. Sargeant to head this important committee.

Secretary Longshore will issue three bulletins during the year, this being the first number. His statement relative to the contents of the Bulletin throughout the year is worthy of serious consideration.

Thus far, we have spoken about the responsibility of the Department only. There rests upon each of us as members an equal individual responsibility. It is unnecessary to argue with principals about the value of teamwork. One of the inspiring things about the work of this Department has been the ready and enthusiastic coöperation of all who have been called upon. It is this that has gained for us our reputation for accomplishment.

Plans are now going forward for a series of stimulating programs during our mid-year session with the Department of Superintendence at Cleveland. This is the big meeting of the year for school executives. It is held during the time when those who attend may have the privilege of seeing the progressive Cleveland system and those of other representative cities in operation. Make your arrangements to come and take part in the discussions of the principalship. You will always be glad of having made this pilgrimage.

Each member can help in two ways.

First, by inducing the live principals in his system to join forces with us. We are going to give you within the near future a statement of those cities whose principals have one hundred percent membership in the Department. You will be pleased to see how many of the leading cities are on this list. If your city is not one, get your friends to help you make it so. Remember the Department is not asking for donations. We have something practical to offer every principal who becomes a member and we can offer him also the opportunity to be of service to the profession throughout the country.

Second, let your Department officers and the chairmen of committees know the work that you are doing. One of the reasons that we have not been recognized sooner is that we have been too modest about our own work. We have thereby deprived each other of the stimulating effect that comes from a cordial exchange of ideas and constructive criticisms. If there is something that you have worked out well, do not fail to get in touch with the secretary, the editor of the Yearbook, the chairman of the Committee on Educational Progress, or the president of the Department, so that all the principals may have the benefit of your ideas.

And finally, our slogan is *Coöperative Service*. By coöperation we shall truly make the principalship, to use the words of a leading superintendent at Boston last July, "the keystone of the educational arch."

WORTH MCCLURE,

President.

THE SECOND YEARBOOK

JOHN L. BRACKEN, *Editor*

Principal, U. S. Grant School, Duluth, Minnesota

TWO THOUSAND COPIES of our first departmental Yearbook were printed in May. At this time—November first—the edition is practically exhausted.

The Second Yearbook is expected to reach an even larger circle of readers. The high standard of the first volume has attracted a great amount of attention to the publications of the department and a considerable demand for the second volume is already evident. These conditions make it necessary that the Second Yearbook shall represent the elementary school people of the entire country in an outstanding series of highly informative and practical articles.

The Second Yearbook is to deal with the elementary school curriculum, giving considerable space to the adaptations which have occurred as a result of testing programs. The material of the volume will be directed especially toward the erection of courses of study in reading and language, although material along other lines will be included. This Yearbook will bear a title similar to the following: *The Elementary School Curriculum; Its Development in the Light of the Testing Movement.*

A tentative outline of the contents of the proposed book is presented herewith. It will be noted that it is intended to include material which will acquaint the reader with the salient points of intelligence and achievement testing as well as with the curricular developments which have ensued. Members of the department and others interested are invited to scan this working outline closely.

This outline is presented here for three reasons: 1. Criticisms and suggestions leading to the improvement of the book are desired; 2. Contributions are invited; 3. Information is sought concerning people who may be able to report work that has been done along these lines.

If you find that it is possible for you to contribute to this volume will you not get in touch with the editor as soon as possible? He will greatly appreciate your preparing a statement of the work about which you wish to write and it will be very helpful if you will indicate the treatment which you feel that the material could be given. If the work which you have done does not happen to be along the line which the Yearbook is taking, the editor will appreciate your helping him to get in touch with other people who may be in a position to make a valuable contribution.

Letters criticising or extending the following preliminary outline will be gladly received and carefully considered. It is the desire of those concerned with the making of this book to make it as representative and as helpful as possible. Your criticisms and suggestions can be acted upon much more easily while the book is in its preparatory stages and the value which the Second Yearbook will eventually possess will come almost entirely from your coöperation in its preparation.

Preliminary Working Outline of the Second Yearbook

Section 1. A comprehensive statement of the relation of the elementary school curriculum to the testing movement. An historical statement and also a statement of present trends. One article.

Section 2. Intelligence testing in the elementary school. An evaluation and recommendation of the group and individual tests of intelligence which have proved in actual school work to be the most useful. One article. The difficulties incident to a testing program and the general principles which govern. One or two articles.

Section 3. Achievement testing in the elementary school. Same presentation as in Section 2.

Section 4. Reclassification and the formation of mentally homogeneous groups. The administrative side of the problem. Two articles.

Section 5. Presentation of typical after-testing and other variations in the elementary school curriculum. The core of the book. Curriculum development in reading and language will be emphasized, although material along other lines may be used. Transcripts of tests, standards and course of study material to be included. Ten or twelve articles.

Section 6. Curriculum adaptations for individual remedial work. This section to emphasize reading and language. Two articles.

Section 7. A selected bibliography of after-testing work. Not a bibliography of making and administering tests. A statement of the published material which deals most informatively with the work which begins after the tests have been scored.

Section 8. The implications of the testing movement and the resulting adaptations in the elementary school curriculum. A statement of the importance of this work in relation to the entire field of education.

Appendix. Statements of membership and a brief account of the departmental activities during the year.

It is expected that articles will run from ten to fifteen pages in length and that the Second Yearbook will contain perhaps 300 pages. The department is receiving the liberal support of the National Education Association both in money and assistance and it is felt that a book of this length will be possible without sacrificing in any way its quality or appearance.

Several articles are now being written. The Yearbook is a going concern. We hope to hear from you in regard to the composition of the book or in regard to a contribution from your pen or from that of another.

**DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
OF THE NATIONAL EDUCATION ASSOCIATION**

Minutes of annual business meeting, held at Boston, Mass., July 7, 1922.

In the absence of the president, the meeting was called to order at 2.15 p. m., in the Assembly room of the Girls' Latin High School, by Miss Katherine Blake, of New York, vice-president. In the absence of the secretary, Miss Sara L. Rhodes, of New York, was appointed secretary pro tem.

The chairman asked for a list of the States present. They were comprised of Alabama, California, Louisiana, Massachusetts, Michigan, Minnesota, Missouri, New York, Pennsylvania, Rhode Island, Washington, Vermont.

The subject of a program for the succeeding year was introduced. Miss Olive Jones, of New York, referred to letters received by the president, Mr. Power, which indicated several lines of interest. Mr. Longshore, of Kansas City, moved that the classification of studies in schools be a subject of study, suggesting that consideration be given to the relation, simplification, and correlation of subjects. Motion seconded and carried.

Mrs. Peixotto, of New York, stated that the Boy Scouts are seeking to secure coöperation with the schools, and that the Department of Elementary School Principals would be the appropriate channel through which the matter could be handled.

Mr. Severson, of Minneapolis, suggested that the subject of visual education be taken, with the study of scientific data, to determine its value and application. Miss Jones added that Dr. Seerley, in investigating, had discovered that no less than three affiliated associations had the matter in hand, and suggested that a committee be appointed to bring together these three groups and all other interested groups. Such an effort would be certain to be approved by the Executive Committee.

The treasurer, Mr. Courtland Davis, presented a brief report, not complete because not all outstanding bills had been met. The report of the treasurer was accepted unanimously.

The report of the nominating committee was the next business called for. A discussion ensued regarding the present constitutional provision that the committee present two names for each office.

In the absence of the chairman and two other members of the nominating committee, the following report was presented by Mr. Kottinger, of Oakland, Calif.

For President.....	Mr. Leonard Power, Port Arthur, Texas.
	Mr. Worth McClure, Seattle, Wash.
1st vice-president...	Miss Katherine Blake, New York, N. Y.
	Mr. Thomas Agnew, Bayonne, N. J.
2d vice-president...	Mr. W. T. Longshore, Kansas City, Mo.
	Miss Mary Morris, Denver, Col.
3d vice-president...	Mrs. Jessie M. Fink, Grand Rapids, Mich.
	Mr. S. O. Severson, Minneapolis, Minn.
Rec. secretary.....	Miss Mary V. Reisse, Phila., Penn.
	Mr. A. B. Collins, Boston, Mass.
Cor. secretary.....	Mr. Julius Dorsey, Dallas, Texas.
	Miss Florence Holbrook, Chicago, Ill.
Treasurer.....	Mr. Courtland V. Davis, Norfolk, Va.
Director.....	Mr. John W. Anthony, Pittsburgh, Penn.

The following action was taken by the meeting regarding the above report of the nominating committee:

It was moved, seconded, and unanimously carried that the report presented by Mr. Kottinger for the rest of the committee be accepted and filed, and that, in the absence of several members of the committee, the vacancies be filled by the appointment of three other members, and that the committee retire, and after consideration, report one name of a candidate for each office to be acted upon as the committee report for the election.

The three members added to the committee were Miss Grace C. Swan, Mr. Worth McClure, and Miss Abby Porter Leland.

The committee then reported the following list of candidates, who were unanimously elected as the officers for the ensuing year.

For President.....	Mr. Worth McClure, Seattle, Wash.
1st vice-president....	Miss Anna Force, Denver, Colo.
2d vice-president....	Mr. Thomas Agnew, Bayonne, N. J.
3d vice-president....	Miss Elizabeth Arlett, Oakland, Calif.
Rec. secretary.....	Mrs. Jessie M. Fink, Grand Rapids, Mich.
Cor. secretary.....	Mr. W. T. Longshore, Kansas City, Mo.
Treasurer.....	Mr. Courtland V. Davis, Norfolk, Va.
Directors.....	Mr. John W. Anthony, Pittsburgh, Pa. (term unexpired).
	Mr. Leonard Power, Port Arthur, Texas.
	Miss Mary McSkimmon, Boston, Mass.

It was moved, seconded, and unanimously carried that a committee be appointed by the president to take up immediately the matter of revision of the constitution for report at the next regular meeting.

A COURSE OF STUDY¹

Eighth Grade Arithmetic

Developed About a Major Project, "The Family Budget."

A. *Aims.*

In presenting this project-unit we have in mind the following processes:

- I. To provide a problem of real life value.
- II. To provide a problem the worth-whileness of which may be recognized by the pupil as satisfying a present felt need.
- III. To provide a problem that will bring to him the desired attitudes, habits, skills, and knowledge through his participation in situations approximating the actual activities of every day life as nearly as school conditions will permit.

¹ This is an attempt to make a course of study by a group. It is the work of the group and not of one or two members of the group. This work was done as part of the class work in a course for elementary school principals and supervisors—Professors F. M. McMurry and B. M. Hillegas, Teachers College, summer of 1922.

The group consisted of: Mr. George W. Diemer, Kansas City, Mo.; Miss Louise Dietz, Honolulu, Hawaii; Mr. Prentice H. Deffendall, Saint Louis, Mo.; Miss Mary L. Alexander, Detroit, Mich.; Mr. L. H. Strunk, Clayton, Mo.; Mr. Paul Walmsley, Buffalo, New York; Miss Maritta Palmer, New York City; Miss Minna Patterson, Detroit, Mich.; Miss Florence A. Goodwin, Portland, Me.; Miss Mylitta M. Morris, Santa Barbara, Calif.; Mr. Ray L. Carter, Genoa, Ohio.; Mr. Wm. T. Longshore, Kansas City, Mo.

- IV. To aim at 100% efficiency in those mathematical processes which will be most useful to him.
- V. To develop in the child:
 - a. Ability to recognize the occasion for applying his knowledge.
 - b. A disposition to apply his knowledge.
 - c. An *ability* to apply his knowledge.

Since most of his problems will arise in computing the values and measurements of food, shelter, and clothing or in connection with means of recreation, transportation, and savings, we believe budget-making to be a worth-while project.

B. Outcomes.

By means of this project we aim to develop the following:

I. Habits and skills.

- a. Accuracy in making estimates.
- b. A critical attitude toward hasty conclusions.
- c. Logical thinking such as will function in business, science and industry.
- d. Correct methods of study through experiment and discovery, the use of text-books and reference material.

II. Information and Knowledge.

- a. Fundamental, or primary.
 - 1. Arithmetical processes.
- b. Related knowledge.
 - 1. Process of budget making and of keeping records.
 - 2. Value, choice, and preservation of foods.
 - 3. Land values.
 - 4. Cost of furnishings.
 - 5. Methods of buying—cash, charge, installment, co-operative, etc.
 - 6. Methods of saving and investing.
 - 7. Value and cost of various forms of recreation.
 - 8. Health standards.
 - 9. Dress standards,
 - a. Care of clothing,
 - b. Textile values from the standpoint of durability, cost, etc.

III. Attitudes and Ideals.

- a. Thrift—the wise use of money.
- b. Sympathy for fellow workers and for workers in other fields.
- c. Right attitudes toward charity and benevolence.
- d. Appreciation of the value of coöperation as shown in group activity.
- e. An appreciation of the use and necessity for taxation, insurance, savings, and investments.
- f. Civic-pride.
- g. Self-reliance.

C. Unit: *The Family Budget.*

(Why should we keep a family budget? What should be included in the family budget? How should we keep a family budget?)

I. Personal Accounts.

Since many children of this grade receive more or less spending money, personal account keeping affords a problem of immediate interest to the pupils which, fortunately, is well adapted to introduce the larger problem, that of keeping a family budget.

Suggested Development.

1. What advantages may be derived from the habit of keeping personal accounts?
2. What must we know in order to keep personal accounts?
 - (a) What is the average weekly allowance of members of the class?
 - (b) What is the average amount earned weekly by members of the class?
 - (c) What is the average total income of members of the class?
 - (d) For what do we spend our income?
 - (e) Under what heads might we classify our personal expenditures?
 - (f) How may we use these headings in keeping personal accounts?
 - (g) Make up and submit samples of account forms.
 - (h) Estimate the amounts you may spend for each item. (This apportionment constitutes a budget.)
 - (i) Keep your personal accounts for a week. For the entire school term.

References:

U. S. Treasury Department Bulletins.
Household Arithmetic, Ball & West.
Students' Accounts, Edith C. Fleming.

II. The Family Budget.

1. Suggested Introductory Development.

- (a) What is the average income of a family in our community?
- (b) What is done with this money?
- (c) Under what headings may we group family expenditures?
- (d) Can most of the family heads in our community tell us the amounts spent for each division we have named? Investigate.
- (e) Should they be able to do so? Why?
- (f) Under what headings may we find any items for which money is spent needlessly and harmfully?
- (g) Make a list of these items.

- (h) Try to arrange a budget for a family of five in this community.

References:

U. S. Treasury Thrift Leaflets.
Sample Account Forms in this outline.

Suggestion: To insure neat, careful work, all written work in this course may profitably be kept in a notebook provided for this purpose.

2. Food.

- (a) What is the best way to select and purchase food? Quality, quantity, cash, charge accounts, danger in buying hastily.
- (b) What kinds of food are needed? Proteins, minerals, starch, sugar, fats.
- (c) What are the best ways to preserve foods? Arithmetical applications.
Cash discount, bills, weights and measures.

References:

Bulletins U. S. Department of the Interior "Food and Diet."
Food Value, Irving & Fisher.

A Possible Development of the Food Problem

(The lessons which follow are merely suggestive of a possible development of the study of foods.)

(On the board, a picture of a poorly nourished child, also one of a well nourished child and this statement: Children ranging from 4-12 years of age require from 1200-1600 calories per day. If children were of normal weight 500-534 calories would be sufficient. Children become interested in the question of food. Do not talk about the above work unless pupils mention it.)

This lesson is supposed to follow a lesson dealing with the duties of the various members of the family in the home. Hence at the end of that lesson the teacher may say "What did we consider was one of mother's most important duties?" "Planning and preparing meals." "Then what do you think should be our next problem for discussion?" "Food." "What do we want to discuss?" (1) "Kinds of food we should eat; (2) how we should buy foods; (3) how meals should be planned." "In dealing with the arithmetical problems that will arise, what will we need to have?" "A price list." "Who will volunteer to get this?" NEXT MORNING: Post the price lists with the above mentioned materials. "What is our problem today?" "What points were we to discuss?" "Kinds of foods." List on board, proteins, minerals, starch, sugar, fats. Call attention to the fact that these are studied in the domestic science class. Let girls explain the importance of each briefly; value of each in relation to meals. "How many have noticed pictures and charts on board (simple chart estimating number of calories of different foods as hamburg steak, 745 C., graham bread 1700 C., etc.)?" "Have these any connection with meals?" "Why? How shall we plan meals?"

"Have you evidence that people do consider calories today?" (charts in restaurants, reports, magazines). "Could you plan a day's meals for a family of five as your problem for tomorrow?" "When that is finished, could you go a step further and make it more valuable?" "Yes, we could estimate cost of meals." "State your first problem for tomorrow." "There is another question that should be brought in here." "How are most food supplies bought and sold today?" "By the pound." "How did we formerly buy?" "Peck or quart." "Do you know whether it is better to buy by the pound or otherwise?" "Can you prove it to us?" "Yes, we have measures in school and someone will bring a scale. We also need something to measure. We will bring some potatoes."

SECOND DAY: Call for menus—see that meals are planned scientifically, have some put on board, discuss number of calories—see if they measure up to the standard required. Discuss costs; weight and measure, and estimate costs. Make conclusions.

THIRD DAY: "Suppose your mother has charged her groceries, what will she receive the first of the month?" "A statement." "What will she immediately do?" "Check up with family budget to see whether she has kept within the food allowance." "What if she hasn't?" "The money will have to come from the emergency or savings funds or she will have to lessen some other fund." **AS YOUR PROBLEM FOR TOMORROW** bring in a bill made out by a neighboring grocer estimating the cost of groceries for a week for your family." Thus one problem will suggest another. As a conclusion to this lesson call attention to some bills you have had on bulletin board.

FOURTH DAY: "What does this mean—10% discount if paid before August 15?" From that, call for volunteer to look for bills bearing discount notices. Let that be the problem for next day. Bills having discounts. From that develop time discount, cash discount, trade discount. At end of that lesson take time to look up the problem of making bills.

3. Clothing.

- (a) What must be considered in buying clothing?
Protection, durability, beauty, price, self-respect, textiles.
- (b) What kinds of clothing are needed?
Outerclimbing, underclimbing, accessories, care and findings.
Arithmetical applications: Cash and time discount, percentage.

Reference:

Thrift Leaflets 3, U. S. Treasury Department.
Clothing,—Choice, Care, Cost,—Mary Schenck Woolman.
Shelter and Clothing, Kinney & Cooley.

4. Household Expenses.

Light

- (a) How practice thrift in lighting?

Kinds of light:

Daylight, artificial, kerosene, candles, gas, acetylene, electricity.

- (b) Why pay light bills before the tenth of the month?

- (c) How read an electric meter?

Arithmetical applications: Discounts and bills.

References: U. S. Treasury Thrift Leaflet.

Fuel

- (d) What is the best type of heating apparatus?

Coal, gas, kerosene, electricity, distillate.

- (e) How economize in fuel?

Managing the fire, building the fire, banking fires, saving fuel in cooking.

- (f) How read a gas meter?

Arithmetical applications: Weights and measures.

(Water, telephone, personal tax, income tax, etc.)

References:

Household Arithmetic, Ball & West.

Family Expense Account, Beekman.

Household Accounts, Edith C. Fleming.

State University Publications.

U. S. Treasury Thrift Leaflets, Nos. 11 and 12.

5. Development.

Health

- (a) What is the money cost of a month of illness?

Time lost, doctor bills, inefficiency in industry.

Arithmetical applications: Estimates and costs.

Education

- (b) Finding the money value of a high school education.

Lifetime income on a basis of earning capacity of graduates and non-graduates.

- (c) Finding the cost of attending a high school for one year.

Individual estimates.

Arithmetical applications: Estimates, comparative costs, etc.

References:

National Child Welfare Bulletins.

Money Value of an Education, No. 22.

1917, U. S. Department of Interior.

Recreations

- (d) Finding the cost of a two day hike for a party of five boy scouts or girl scouts and their leader.

- (e) Finding the cost of attending a good show for the same party.

- (f) What values were received for the money spent in each case?
Arithmetical applications: Estimates, food costs.
- (g) Why subscribe for magazines?
- (h) What kinds of magazines should each home receive?
Arithmetical applications: Money orders, domestic exchange.

References:

New Agencies.
Detroit Recreation Survey.
Education Through Recreation.
Johnson Cleveland Foundation.

6. Savings and Protection.

- (a) In what ways is money spent needlessly and harmfully?
Comparisons of the amounts spent in U. S. for candy, gum, cigarettes, soft-drinks, etc., with the amounts spent for school books, food, and other necessities.
Arithmetical applications: Percentage, Fundamentals.

References:

U. S. Treasury reports.
Get Your Money's Worth, Dept. of Weights and Measures, New Jersey.

- (b) What is the best way to invest savings?
Savings banks, stocks, bonds, U. S. securities.
Arithmetical applications: Interest, compounded interest.

References:

Local banking institutions.
The local postmaster
U. S. Treasury Department.
Thrift Bulletins.
Tables of Interest, O. M. Beach.

- (c) How open a bank account?
Arithmetical applications: Bank forms, interest, bank discounts, exchange, borrowing money.
References: local bank.
- (d) Why should a checking account be used in paying bills?
- (e) What type of life insurance should a young person buy?
(1) straight life; (2) twenty payment life; (3) endowment policy; (4) sick and accident policies.
- (f) Why is it better to invest in insurance than to put all savings in the bank?
Arithmetical applications: Life insurance.

References:

Local insurance agencies, any good recent arithmetic text.

7. Shelter.

- (a) How should we choose a house or flat?
Considerations: Environment, sanitation, etc.

(b) Is it cheaper to own or to rent a home?

Arithmetical applications: Interest on investments, interest on mortgages, repair bills, lumber measure, papering, painting, depreciation, property tax.

References:

Arithmetic text.

U. S. Treasury reports.

The Cost of Shelter, Ellen H. Richards.

Shelter and Clothing, Kinney and Cooley.

FORM FOR A FAMILY BUDGET

Date	Estimates for month			Savings and Protection			Shelter		
	Description	Income	Expenditure	Investment	Bank savings	Insurance	Rent or up-keep	Insurance	Taxes, etc.

HOUSEHOLD EXPENSES

Food	Clothing	Light	Fuel	Water	Telephone	Income tax	Miscellaneous

DEVELOPMENT

Church	Lodges	Education	Health	Recreation	Charity	Savings	Margin for unforeseen	Total

FORM FOR A PERSONAL BUDGET (Allowance)

Allowance	Recreation and amusement	Church and Sunday school	Savings	Gifts

The following is inserted to show how a weekly salary may be distributed.

INDIVIDUAL BUDGET¹

\$13 a week salary

(To Family) Housing and food	Dressing	Recreations	Church public service gifts	Investment and margin for unforeseen	Health (Doctor Dentist) If unused apply to vacation
Weekly: 5 Carfare 1	3.25	1	.50	1.50	.75
Monthly: \$26.00	\$14.08	\$4.35	\$2.16	\$6.50	\$3.25
Yearly 312.00	169.00	52.00	26.00	78.00	39.00

¹ Furnished by Key Cammack, Assistant Secretary The New York Trust Company.

COMBINING ACHIEVEMENT TESTS AND PROJECTS

LEONARD POWER

Principal of the Franklin School, Port Arthur, Texas

EVENTUALLY our schools will, in certain respects, resemble great manufacturing plants. The achievement tests will become accurate gauges of the educational (manufacturing) processes. In each subject the children will pass through a given number of steps in as definite and sequential an order as the steps in a manufacturing process. The standard tests will measure the accomplishments as the machine products are gauged. Each process within each subject will be mastered before an advance is made. Each process will be taught by an expert, automatic devices and machines being used where possible.

The achievement tests compel the child to aim each educational effort at one object where we are now aiming at a flock. For a certain definite and limited time, each child will attack his own specific difficulty after the application of the test has shown him what that difficulty is. The children will be grouped in such a manner that all who are overcoming a specific obstacle concentrate their efforts upon it at the same time.

How will the use of measurements affect the larger units of subject-matter known variously as projects, project-problems, and type studies? These larger units will be attacked in a more informal socialized manner. The results of individual research will be largely merged in the report of a group. The projects (informational studies) will cover a range of problems as wide as human interests. The formal tests will shape the tools with which the children attack the projects. Each project will call for the use of many tools. We are now too much concerned with the tools (and we are trying to give each child too large a tool kit) and too little concerned with their use. A very carefully developed factory method will make as many tools as we need and will keep them sharp

in a third of the time now used. This will leave two-thirds or more of the time for their application.

By combining the tests as measures of mechanical accomplishments with projects, the children work with a purpose every minute. While they are learning to read, write and cipher, much pleasure results from the progress each child realizes at each learning period. While all are working upon a project, each child will be pleased with his contribution to his own knowledge; to the knowledge of his group; to the knowledge of his class and to the knowledge of his teacher.

Let us apply this combination to a departmentalized school in which arithmetic receives an hour of each child's time daily. During fifteen or twenty minutes of this time the children concentrate their efforts upon drill exercises, the results of which can be quite accurately measured and recorded at the close of the period. Then the groups go to work upon their projects. Each child will use many works of reference and will organize facts. Out-of-school study will send the children to interview individuals, to read periodicals, and to study books. As the projects are completed, the time of the entire class will be taken for hearing interesting reports or for observing interesting experiments. Thus, it seems to me, we may profit the most by applying both of these comparatively recent educational developments.

IMPROVEMENT AND PREPARATION OF TEACHERS

JESSIE M. FINK

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AT THE MEETING of the National Education Association in Boston, "Improvement and Preparation of Teachers in Service" was the subject of a paper by Peter A. Mortensen, superintendent of schools, Chicago, Illinois. In his discussion Mr. Mortensen emphasized the fact that the American public of today demands that all teachers—that the entire educational force, from kindergarten on, including superintendents and assistant superintendents—should devote time, money, and energy to keeping keenly alive to constructive educational movements. There is no class segregation here. An inadequately prepared administrative officer, as well as a teacher in the ranks, can be efficient only by such procedure. It is only fair to the public to offer them the best obtainable preparation and a spirit of progressiveness that grasps all possible advantages for increased efficiency in our work. By so doing we raise the standard of our profession and establish ourselves upon a high ethical plane. Everyone in the profession agrees to this.

It would be an interesting bit of educational information to know how many cities in the United States appreciate people in the elementary department of education who already have academic degrees or who are working toward such degrees at one of the recognized institutions of learning in America. By appreciation, I mean the expression of such, by an increase in salary for every course taken. Chicago does this.

By so doing she places not only her official approval upon the course but offers an incentive to many a hopeless teacher. She is a shining example of what other cities ought to do.

The doctor, the lawyer, the nurse, or any other professional man receives his economic reward in adequate fees and enlarged clientele. A business man in an investment expects not only interest on his principal but its eventual return. Is it too much for the teacher to expect a substantial return for money, time, energy, invested in additional outlay for increased efficiency? How many boards of education, or their representative, the superintendent, take the stand of paying for this extra preparation while urging to the "nth power" their teachers to follow such courses? Chicago does.

If one insists upon much outside preparation for the teacher, one should use great care lest it tax beyond the limit the stream of energy. There is a limited amount of activity possible to a human being and if after six hours of continuous teaching, another six hours of preparation for daily tasks is added, no time is allowed for "*re-creation*" nor those thousand and one incidentals that creep into our existence unexpectedly and undesired. (While the stream of energy is drained dry.) Struggling along with super-human strength and almost divine patience is the only way the goal can be reached, and after the sacrifice—what? Promotions, increased salary, more leisure? Not often.

When the observing teacher is convinced that no appreciation is shown for such sacrifices made; when one sees about them associates placed through nepotism or favoritism in the advantageous places of a system; what incentive is there for the amount of sacrifice entailed in the enormous work of attainment suggested?

For instance, one person invests his savings in education, in travel, in all forms of progressive movements. Side by side is another person who invests his savings in bank stock, in good securities, who never attends summer courses, who never travels, who saves and hoards and thrives, and is *promoted* when such is in order. Surely if there is no merit in advanced study why so much fuss about it? If there *is* merit why not recognize it?

INTELLIGENCE TESTS IN OUR SCHOOLS¹

ROSE L. ENGLEMAN

Principal of Sanford B. Ladd School, Kansas City, Missouri

THE PURPOSE of this subject, as I have conceived it, is to consider the use and value of intelligence tests in supervisory work. In this effort I have quoted freely from Terman and Godard, and from articles by Haggerty, Thurston, Henmon, and others as those of you familiar with their writings will recognize. There is nothing original in my paper except the method used in attempting to organize and relate what I have found that may be of service at this time.

¹ Address delivered before the Elementary School Principals Association, Kansas City, Missouri, February, 1922.

Mr. Prosser in his splendid lecture last month reminded us of the fact that we receive at the door of the schoolroom, children of varied biological heritage. It is our opportunity for service to make the most of these—to help them in making the proper social adjustments. My thought may be stated briefly thus—it is the inalienable right of every child in the public schools to develop at a rate normal to his capacity. It is our duty as teachers to secure for him this opportunity. This rate of progress is determined largely by the mental capacity of the child. Intelligence tests are the best means of ascertaining that capacity.

We have always recognized the fact that individuals differ greatly in their efficiency both in school and out. Much of the educational literature of today is concerned with making provisions for meeting large individual differences in interests and abilities. While we recognize this great variance in native endowment, we take little account of it in our practice as shown by the two following facts. *First*, the curriculum is the same for all. We may make adjustments and use various methods in the "how" of teaching, but the "what" we are to teach in the elementary schools is quite a definite uniform matter. *Second*, it is commonly supposed that all or nearly all children in Kansas City will complete the work in a satisfactory manner in seven years after leaving the kindergarten.

The parents expect this, for aren't their children normal or superior? School administrators expect it, for the matter of retardation is checked up to faulty school management. Some of the remedies proposed have been better attendance laws and more effective means of enforcing them, greater attention to medical inspection, and better adjustments of the course of study.

With reference to our local problem, while attending summer school in Michigan some ten years ago, I accidentally picked up a book in which I found that Kansas City's record for repeaters was not gratifying. Recent reports show that we have made some improvement in that respect. Perhaps we can do better yet. But despite our efforts and improvements the problem of repeaters throughout the country still lacks solution.

Are we not forced to conclude that the chief difficulty lies in the fact that the children with whom we are working are far from equal in inclination and ability to master the school work required? Would it not seem a step in the right direction properly to sort and classify these pupils according to their normal rate of progress and then to adjust the curriculum in the interests and needs of the various groups? If yes, how is this to be effected? Most, if not all, of our psychologists agree that the normal rate of progress through the school is determined more largely by the mental ability of the student than by any other one factor. This will be more especially true in the elementary school than in the high school and university, where social economic and emotional factors have a greater influence. Then if the child's intellectual capacity can be ascertained, the initial step will have been taken in determining the proper educational procedure for him.

But are our schools not well graded and are we not as teachers able to distinguish between the dull children and the very bright ones? Yes, we make the distinction in fact, but what we do not appreciate is the extent or significance of variance. However, there is no field in which both teacher and layman profess more exact knowledge than that of discerning mental capacity. The teacher has the advantage of the parent in that she has better opportunities for comparison but they both lack a standard. The teacher judges with reference to the average in her class, but her group is comparatively small and the norm for her class may be far from that of children in general.

Economic conditions in themselves effect a grading. Terman says that children of superior intelligence are five times as common among families of superior social status as among those less favored, the proportion being twenty-four per cent of all among the former and five per cent of all among the latter. The extent of the school's failure to grade children according to ability is shown by the overlapping of mental ages. I suppose no school here has had a sufficient number of pupils tested individually to illustrate this to any extent. This fall the group National Intelligence Tests were given to our third, fourth, fifth, and sixth grades. One 2A class was also included. This permitted a small group of seven-year-old children to get the test. In all six hundred children were tested. I shall try to give an idea of the variations in scores for a given chronological age and the overlapping of scores for adjacent and further removed ages.

The National Tests are arranged as a point scale ranging from 0 to 195. The lowest score made was ten points and the highest 165. The scores for the ten-year-old children ranged from 30 to 140 points. The median for twenty-two seven-year-old children was 66, while for one hundred twenty-one eight-year-olds, it was 53. Only bright seven-year-old children had reached a point in their school careers where they had an opportunity to take the test, while the larger group of one hundred twenty-one eight-year-olds included many slower children. Again, *six* seven-year-old children equalled or exceeded the following groups: one hundred fourteen eight-year-olds, eighty-one nine-year-olds, thirty-six ten-year-olds, ten eleven-year-olds, and four twelve-year-olds. Of twenty-four children who made a score of eighty-five, one was twelve years old, five were eleven, seven were ten, eight were nine, one was eight, and two were seven. Of course there is some overlapping of chronological ages for the grades, but it is small in extent compared with that in respect to mental ages, and of less importance. However, for social and moral reasons, we feel that children having great disparity in chronological ages should not be classified together.

After our shifting at the end of the year, generally speaking, the lowest twenty-five per cent belong mentally in a lower grade. The highest twenty-five per cent belong mentally in a higher grade. The middle half are classified approximately where they should be according to Terman. Usually more than fifteen per cent are at least two grades removed from where they should be. The teacher usually overestimates

the intelligence of retarded children because she fails to take account of age differences and estimates intelligence on the basis of the child's school performance in the grade where he happens to be located. She is simply considering the child's mental level and disregarding his chronological age.

This was well illustrated with us this fall. A large girl entered by transfer as 1A. She was given a mental test during the month and the report showed that while her chronological age was ten years and three months, she had a mental age of six years and eight months, and an Intelligence Quotient of 66. Our teacher had not, she said, considered her so poor and was surprised that the department suggested an opportunity school. The cumulative card had E as a scholarship grade in 1B from one school and G in scholarship in 1A from another school. In the same class at the other extreme was a boy with a chronological age of six years ten months, a mental age of eight years eight months, and an Intelligence Quotient of 126.

Terman makes the point that our problem of retardation is just the reverse of what we usually consider it to be. While the dull child is usually retarded yet he is placed beyond his mental age and often work is required of him that is hopelessly beyond his ability. If a child has lost a class one year, we feel that he must not repeat the experience the following year. The bright people are accelerated but often not to the extent that they should be, and hence miss the stimulating influence of work suitable to their ability.

If the results obtain through our trial and error method are so unsatisfactory, is there any help for it? Is there a scientific method that can be employed in the beginning to evaluate our material and help to determine a child's normal rate of progress through the school?

The value of intelligence tests in grading and the constancy of the intelligence quotient—Psychologists feel that within recent years they have been able to apply their work in a practical way and that its importance when applied to school work and to industry cannot be overestimated. "The Stanford revision of the Binet Scale if properly administered is supposed to give two very important facts concerning the intelligence of children. One is the mental age, the other the intelligence quotient. The mental age is the measure of intelligence attained at a given time. This fact is essential in the accurate grading of children but considered apart from the chronological age does not tell whether the child is bright, dull, or normal. The intelligence quotient is an index of relative brightness and is a basis for prediction both in school and to some extent in the vocational world."

As the previous statement indicates, the Intelligence Quotient is fairly constant at least for the ages between three and four or fourteen and fifteen. Fluctuations due to the faulty nature of scale used, to temporary conditions such as fatigue, nervousness, and attitude towards test have occurred and will occur. But retests of the same children from two to five years apart support the fact that the intelligence quotient is fairly constant.

No condition is more fully appreciated by teachers than the fact that dull children do not become bright; nor is the reverse true, barring accidents due to nervous derangements. If we recall our experience at the end of the year, we know this must be true. After considering the situation from every angle we know that some of the children are not able to do the work required in the succeeding grade. Some one or ones must fail and repeat the work. If the grade is above the third, several are sent to summer school and with Macawber-like philosophy we condition others. In a large group of unselected children there will be a group of superior and very superior children corresponding in numbers approximately to the failures and conditioned pupils. From the former group the summer-school pupils will ever be mobilized. The following year the teachers who receive these pupils have similar experiences. The groups have not exchanged places. Summer-school and conditioned pupils are drawn from the same group that they were the previous year. This does not signify that summer school did not accomplish its purpose. It is effective in helping to prevent the demoralizing influence educationally of the long summer vacation, but it cannot accomplish the impossible.

Apropos of summer-school work and failures, we had an experience last week. A mother came to school distressed over her son's report card. The boy was also troubled, feeling that he had failed to pass. When I explained that an F in one subject did not constitute complete failure and that the boy would be permitted to continue they were both relieved. The mother responded, saying, "If he only has a trial in the A class then we can send him to summer school as we have in the past. In that way he can get ready for the next grade." Isn't that pathetic, looking forward to failure, expecting summer school to bridge the boy over. This boy is very slow and his mother realizes it, but something should be done to make it possible for him to have his measure of success and of joy in his work.

But to return to the intelligence quotient, Terman says that there is nothing in one's equipment, with the exception of character, which rivals the intelligence quotient in importance. But he insists that mental tests must be supplemented by ratings on character traits and by educational tests. Speaking of two brothers, one with an intelligence quotient of 77 and the other with 78, he says, "What shall we say of cases like these that test at high-grade morosity or at border line, but are well enough endowed in moral and personal traits to pass as normal in an uncomplicated social environment. And yet, as far as intelligence is concerned, the tests have told the truth. These boys are uneducable beyond the merest rudiments of learning."

Correlation of teachers' ratings with test scores—Last week, in reorganizing, we tried to use the results of the tests in making adjustments of individuals. In the majority of cases the correlations between the teachers' rating and the results of the tests were sufficiently high for our purposes. However, in a few instances there was a decided conflict and *these* conflicts were of two types.

In cases of the first type the teacher's ratings of achievements were decidedly higher than the scores made in the group tests would seem to warrant. All of the cases of this type happened to be girls. The instances of the second type—and the boys were in the preponderance here—reversed the conditions. The achievement results were decidedly lower than one should have expected in the light of scores made in the intelligence tests. Material for illustrating the two types is not lacking. Any one of us can call to mind individuals who fall readily into each. Ambition, persistence, neatness—in a word the factor of application or industry must be reckoned with, also the lack of these factors.

Other factors to be considered in connection with the mental age in classifying—If mental age be the most important factor for determining fitness for any grade, it is not the sole factor. In a magazine article I saw a quotation from the *London Times* to this effect. "Intelligence is not the true test. If you take ten boys of the same age and apply your test and find, say, that two are of superior intellectual ability, that three are of average ability, and five are dull, nothing can be forecast. It may be in the long run that one of the *backward* children may be ruling the country, *another* may be a great financier, one of the *average* children a rich merchant, one *genius* a professor of Chinese, and the *others* what you will."

No authority that I have read advocates the fact that intelligence is a measure of success in life, nor that it is final, complete, or the most significant factor in human achievement. Terman puts it thus—"Ability to compete with one's fellows in the social and industrial world does not depend upon intelligence alone." And again, "There are many domains of mind and character for which tests have not been devised."

Thorndike speaks of providing means of testing mechanical and social intelligence as well as abstract or general intelligence. He speaks of the scales now in use as measuring abstract intelligence, or ability to deal with words, signs, and symbols. Mechanical ability he interprets as the ability to manipulate things. I read something in an article by Stenquist, I believe, of such a scale being in use. By social intelligence, Thorndike suggests the ability to manage men, leadership, and adaptability in social relations. No such scales have as yet been devised. Surely the results of intelligence tests must be considered in conjunction with achievement tests and teachers' ratings.

A consideration of group tests and individual tests—The time required for the individual test limits its sphere of usefulness in the schools. It would be a difficult task to test each child every two or three years in this way.

More training and experience also are necessary on the part of the examiner in giving the individual tests. Opinions vary as to the necessity of a trained psychologist for securing reliable scores. Those who have made a study of the problem, say that teachers, because of their intimate knowledge of children and resulting tact in handling them,

offer the best material and that they can be taught in a summer course of six weeks to use the test with a degree of accuracy necessary for all practical purposes.

Terman makes the following suggestions—"In no case would it be justifiable to base important action or scientific conclusions upon the results of the inexpert examiner. Finally, whatever the previous training or experience of the examiner may have been, his ability to adjust to the child's personality and his willingness to follow conscientiously the directions for giving the tests are important factors in his equipment." These handicaps with reference to time and training are overcome by using the group tests.

With the coming of the war, the best psychologists were assembled and the group tests were devised. The tests do not do away with the necessity for the individual tests. They only make more apparent the need of them. Those testing extremely high or very low in a group test should be given an individual test. With very young children, where a test is most needed, group tests cannot be given. The group tests are now being used either systematically or experimentally in colleges and universities for purposes of admission, classification, guidance, in selecting courses and vocations, and for eliminating failures. High schools and elementary schools are manifesting like interest in their use.

Not in the schools alone, but in industry where large numbers of men and women are employed and classified for various tasks the group tests are being increasingly used. A prominent industrial engineer recently said, "No employer who has ever used scientific tests in the selection of men will ever go back to the old method of interviews again."

A third evidence of the fact that intelligence tests have "arrived" is that twenty or more varieties of group tests are on the market and book companies are vying with each other in their production.

Terman says—"The empirical justification for mental tests is that they work." This has been demonstrated by their use in the army, in the schools, and in the industrial world. As life becomes more complex and competition keener this intellectual factor will become increasingly significant.

How will our practice be modified as a result of these tests? What will be the consequence to the children?—Granting that the results of these tests are reliable, what is the next step and who is to take it? The next step plainly is ours, the school people's and the teachers'. Our psychologists can tell us where a child belongs according to his mental age and they can forecast or predict his rate of progress according to his intelligence quotient. After that, the task belongs to those who work with the children daily. The psychologist does not even complete the classification; he furnishes the factor of capacity to which we must add that of application before we can measure achievements.

Is the following prediction too optimistic? More homogeneous groups based upon the factors of mental capacity and achievement will be secured. Those of superior mental ability will be permitted to work through subject matter as rapidly as possible or have a greatly enriched

curriculum. Not far from fifty per cent will be left in the normal group. For those who move more slowly, the curriculum must be changed and the standards of achievement so modified as to stimulate and call forth their best efforts.

There should be no lack of material to enlist the interests of the slower group. Their time—and this is true for all groups—should be employed more in learning than in being taught. But this slower group should have the opportunity to “tinker”, not without the best possible guidance, however. In all these groups the function of the teacher as a guide and director will be magnified. She will guide her pupils to the work suited to them. In the words of Browning:

The common problem, yours, mine, everyone's
Is—not to fancy what were fair in life
Provided it could be,—but, finding first
What may be, then find how to make it fair
Up to our means: A very different thing!

To summarize briefly, I have tried to make the following points:

First—In our school practice in the past, we have failed to take into account individual differences in native endowment. The rate of development for each child should be that normal to his capacity.

Second—The child's rate of progress is more definitely determined by his mental capacity than by any other one factor.

Third—Intelligence tests, due to the fact that they have been standardized by testing large numbers of children, are the best means of ascertaining that capacity.

Fourth—Given the child's intelligence quotient and the factor of application we are able to evaluate and classify our material.

Fifth—Our practice for the average or normal child is not so bad, but it needs to be modified for both the superior and the dull or slow children.

Sixth—In the words of Payson Smith, commissioner of Education of Massachusetts, speaking before the teachers of Southern California recently, “The object of education is not to free people from work but to help them find their work, and to teach the principle of entering into coöperative relationship with others.”

The task is stupendous and it is ours. Are we equal to it? I trust we can modestly say, “We are.”

EVERY TEACHER in America ought to be proud to be a member of the State Association and the N. E. A. It is an opportunity, a privilege, a duty.—President William Bishop Owen in *Journal of Education*, November 2, 1922, page 435.

PRINCIPLES UNDERLYING SANE SUPERVISION IN THREE TRILOGIES OF THESES

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Growing is the great end, the growing of all together

1. Growing is the essence of the good life. To grow is to live, the only way to live well.
2. The teacher's business is to help the children thus to grow, grow in such fashion that others whom they influence shall in turn so grow.
3. The supervisor's business is with the teachers, to help them to grow, to grow as persons in themselves, to grow specifically in such fashion that they will best help their children to grow.

Professional study is necessary

1. A proper study of available sources will throw significant light on the purpose and bearing of education, on the nature and process of learning, on the nature and function of subject-matter, and on the nature and function of method.
2. If teachers will progressively avail themselves of the foregoing, they will themselves the more likely grow—and be the happier therefor—and their pupils will in turn the more likely grow—and be the happier.
3. It is the supervisor's duty to be able and disposed to lead the teaching body in and to the progressive appropriation and application of the professional material suggested above. In this it is highly advantageous that all concerned feel themselves as pioneers working together in a joint social venture.

Democratic supervision demands respect for personality

1. Democracy demands that each respect the other's personality, as it now is and with reference to what it may become.
2. The right of self-direction follows from the respect due to personality, a right to be accorded in the degree that others are equally considered.
3. The good teacher will grant the greatest feasible self-direction to the pupils; it means growing in them and respect for their personalities. In like manner the supervisor will ever seek to extend the self-direction of the teachers; it brings growth to them, it respects their personalities. Democracy is thus served.

DEMOCRACY, of all forms of government, is most in need of education. Its leaders must be discovered in the mass. They are not born to greatness and greatness is not thrust upon them; they must achieve distinction and hold the support of willing followers. Herein lies the problem peculiar to democracy. In other forms of government leaders are set apart by birth or divine right for the part they are to play, but true democracy recognizes no privilege of class or sect or place. The new democratic ideal of education is to lift the whole mass, to make them fit to rule and to be ruled by leaders of their own choosing. The safety of a democratic state therefore rests in its final analysis upon an enlightened body of citizens.—James E. Russell in *Journal of Education*, November 2, 1922, page 432.

Salaries of Principals of Elementary Schools 1920-21

[Reprinted from *Salary Schedules 1920-21*; cities of the United States of 100,000 population or over. Bulletin number 19 of the National Education Association. January, 1922. 32p.]

*Minimum, Annual Increase, and Maximum Salaries
Cities listed in order of size*

City	Minimum	Increments		Maximum
		Amount	Number	
1	2	3	4	5
New York, N. Y.	\$3750	\$250	4	\$4750
Chicago, Ill.:				
Lower group	2500	200	4	3300
Upper group	3500	200	4	4250
Philadelphia, Pa.	2100			3700
Detroit, Mich.:				
13 rooms or less				2400
14 to 17 rooms				2800
18 to 21 rooms				3200
22 to 27 rooms				3600
28 to 50 rooms				4000
Cleveland, Ohio:				
9 or fewer teachers	\$200	above teachers' schedule.		
10 to 19 teachers	2400	120	4	¹ 2880
20 to 29 teachers	2535	135	4	¹ 3075
30 to 39 teachers	2670	135	4	¹ 3210
40 to 49 teachers	2820	150	4	¹ 3420
50 or more teachers	2970	150	4	¹ 3570
St. Louis, Mo.:				
1 to 5 rooms	1700	100	4	2100
6 to 9 rooms	1900	100	4	2300
10 to 13 rooms	2400	100	4	2800
14 to 17 rooms	2800	150	4	3400
18 or more	3200	200	4	4000
Boston, Mass.	3564	120	4	4044
Baltimore, Md.	1500			3200
Los Angeles, Calif.	1880	50		3000
Buffalo, N. Y.:				
"C"	2500	100	8	3300
"B"	2800	100	8	3600
"A"	3000	100	8	3800
Milwaukee, Wis.:				
Less than 8 rooms	2600	100	3	2900
8 to 13 rooms	3100	100	3	3400
14 to 17 rooms	3600	100	3	3900
18 or more	4100	100	3	4400
WASHINGTON, D. C. ²				
Teaching	1200	40	10	1600
Administration	\$30 per year per "session room" class of at least 25 pupils. Present extremes of session room allowance are \$30 and \$1050.			
Newart, N. J. ³				
Less than 15 classes	2500	100	4	
More than 14 classes	2900	200	4	3700
Cincinnati, Ohio	2000	200	8	4500
New Orleans, La. ⁴		100	15	3500
Less than 100 pupils	2000			2250
100 to 299 pupils	2100			2350
300 to 499 pupils	2250			2500
500 or more pupils	2400			2650

¹ Education beyond standard makes possible receipt of \$480, \$540 or \$600 above usual maximum.

² Bonus of \$240 has been paid.

³ Schedule proposed for September, 1921.

⁴ Degree of A. B. entitles to \$150 additional.

Salaries of Principals of Elementary Schools 1920-21—Continued

City	Minimum	Increments		Maximum
		Amount	Number	
1	2	3	4	5
Minneapolis, Minn.:				
Less than 12 rooms.....	\$1800	\$100	7	\$2500
12 to 16 rooms.....	2000	100	8	2800
17 to 23 rooms.....	2200	100	9	3100
24 to 30 rooms.....	2400	100	9	3300
More than 30.....	2600	100	9	3500
Kansas City, Mo.:				
Average attendance of 300 pupils.....	2350	100	4	2750
Average attendance of 480 pupils.....	2650	100	4	3050
Average attendance of 640 pupils.....	3050	100	4	3450
Seattle, Wash.:				
280 or fewer pupils.....	2400			2580
280 to 465 pupils.....	2760			2940
465 to 650 pupils.....	3120			3300
650 or more pupils.....	3480			3660
Indianapolis, Ind. ¹	2100			3000
Jersey City, N. J.:				
Primary.....	2300	100	8	3100
Grammar.....	2800	200	6	
		100	1	4100
Rochester, N. Y.:				
Less than 12 teachers.....	2200	100	7	2900
12 to 17 teachers.....				3200
18 to 23 teachers.....				3600
24 to 30 teachers.....				3900
31 to 45 teachers.....				4200
46 and more.....				4400
Denver, Colo.:				
3 to 10 rooms.....	\$200 more than salary as teacher.			
11 to 20 rooms, with A. B.....	2500	150	6	
		100	1	3500
With A.M. or Ph.D.....	2500	150	8	3700
21 or more rooms with A.B.....	2700	150	6	
		100	1	3700
With A.M. or Ph. D.....	2700	150	8	3900
Providence, R. I. ²	2100	100	3	2400
	2400	100	3	2700
	3100	100	3	3400
	3200	100	3	3500
				3800
Louisville, Ky.....	1650			2200
St. Paul, Minn. ²	1725			2850
Oakland, Calif.:				
Less than 10 rooms.....	2100			2490
10 to 15 rooms.....	2640			2940
More than 15 rooms.....				3240
Akron, Ohio ¹	2300			2800
Omaha, Nebr.:				
7 rooms or less.....				1920
20 or more rooms.....				2700
Worcester, Mass.:				
2 to 9 rooms.....	1700	125		2475
10 or more rooms.....	2100	150		3500
Birmingham, Ala. ²	1200	100	8	2000
	1600	150	8	2800
	1800	150	8	3000
	2000	150	8	3200

¹ \$100 per room, above 7 rooms, up to 16 rooms.

² According to size of building.

Salaries of Principals of Elementary Schools 1920-21—Continued

City	Minimum	Increments		Maximum
		Amount	Number	
1	2	3	4	5
Syracuse, N. Y.:				
Junior—Women.....				\$2150
Senior—Women.....				2800
Senior—Men.....				3050
Richmond, Va.....	\$1910			2530
Dallas, Tex.....	2500			3000
Houston, Tex.....	1900	\$100	8	2700
Scranton, Pa.:				
Less than 4 teachers.....	1000	100	8	1800
4 to 7 teachers.....	1200	100	7	1900
8 to 11 teachers.....	1500	100	7	2200
12 to 15 teachers.....	1600	100	7	2300
16 to 19 teachers.....	1700	100	7	2400
20 or more teachers.....	1800	100	7	2500
Paterson, N. J.:				
Primary.....	2400			3000
Grammar.....	3000			3700
Youngstown, Ohio ¹	1900	100	4	2500
		50	4	3000
New Bedford, Mass.:				
Primary.....	2250			2850
Grammar, B.....	2250	125	4	2850
Grammar, A.....				3350
Norfolk, Va.:				
Under 700 pupils.....	1800	150	5	2500
Over 700 pupils.....	1800	150	8	3000
Albany, N. Y.:				
Primary.....	1900	150	4	2500
Grammar.....	2650	150	4	3200
Lowell, Mass.:				
Primary.....	1250	80		1750
Grammar.....	1920	80		3100
Spokane, Wash.....	1800			2550
Kansas City, Kans.....	2350	100		3450

¹ \$10 additional for each teacher supervised.

A Comparison of Minimum Salaries

City	Rank	Minimum	City	Rank	Minimum
1	2	3	1	2	3
Milwaukee, Wis.....	1		St. Louis, Mo.....	6	
18 or more rooms.....		\$4100	18 or more rooms.....		\$3200
14-17 rooms.....		3600	14-17 rooms.....		2800
8-13 rooms.....		3100	10-13 rooms.....		2400
Fewer than 8 rooms.....		2600	6-9 rooms.....		1900
New York, N. Y.....	2	3750	1-5 rooms.....		1700
Boston, Mass.....	3	3564	Providence, R. I.....	7	
Chicago, Ill.....	4		According to size of building.....		3200
Upper group.....		3500	According to size of building.....		3100
Lower group.....		2500	According to size of building.....		2800
Seattle, Wash.....	5		According to size of building.....		2400
650 or more pupils.....		3480			
465-650 pupils.....		3120			
280-465 pupils.....		2760			
280 or fewer pupils.....		2400			

Salaries of Principals of Elementary Schools 1920-21—Continued
A Comparison of Minimum Salaries—Continued

City	Rank	Minimum	City	Rank	Minimum
1	2	3	1	2	3
Providence, R. I.— <i>Con.</i>			New Orleans— <i>Con.</i>		
According to size of building.....		\$2100	100-299 pupils.....		\$2100
Kansas City, Mo.....	8		Fewer than 100 pupils.....		2000
Average attendance 640 pupils.....		3050	Kansas City, Kans.....	20	1800
Average attendance 480-639 pupils.....		2650	Akron, Ohio.....	21	2350
Average attendance 300-479 pupils.....		2350	New Bedford, Mass.....	22	2250
Buffalo, N. Y.....	9		Grammar.....		2250
A.....		3000	Primary.....		2250
B.....		2800	Rochester, N. Y.....	23	
C.....		500	Fewer than 12 teachers.....		2200
Paterson, N. J.....	10		Philadelphia, Pa.....	24	2100
Grammar.....		3000	Indianapolis, Ind.....	24	2100
Primary.....		2400	Worcester, Mass.....	26	
Cleveland, Ohio.....	11		10 or more rooms.....		100
50 or more teachers.....		2970	2-9 rooms.....		700
40-49 teachers.....		2820	Cincinnati, Ohio.....	27	2000
30-39 teachers.....		2670	Birmingham, Ala.....	28	
20-29 teachers.....		2535	According to size of building.....		2000
10-19 teachers.....		2400	According to size of building.....		1800
Newark, N. J.....	12		According to size of building.....		1600
15 or more classes.....		2900	According to size of building.....		1200
Fewer than 15 classes.....		2500	Lowell, Mass.....	29	
Jersey City, N. J.....	13		Grammar.....		1920
Grammar.....		2800	Primary.....		1250
Primary.....		2300	Richmond, Va.....	30	1910
Denver, Colo.....	14		Houston, Tex.....	31	1900
With A.M. or Ph.D.....		2700	Youngstown, Ohio.....	31	1900
21 or more rooms with A.B.....		2700	Los Angeles, Calif.....	33	1880
Without A.M. or Ph.D.....		2500	Scranton, Pa.....	34	
11-20 rooms with A.B.....		2500	20 or more teachers.....		1800
Oakland, Calif.....	15		16-19 teachers.....		1700
15 or more rooms.....		2940	12-15 teachers.....		1600
10-14 rooms.....		2640	8-11 teachers.....		1500
Fewer than 10 rooms.....		2100	4-7 teachers.....		1200
Albany, N. Y.....	1		Fewer than 4 teachers.....		1000
Grammar.....		2650	Norfolk, Va.....	35	1800
Primary.....		1900	Spokane, Wash.....	35	1800
Minneapolis, Minn.....	17		WASHINGTON, D. C.....	37	
More than 30 rooms.....		2600	20 rooms.....		1800
24-30 rooms.....		2400	16 rooms.....		1680
17-23 rooms.....		2200	12 rooms.....		1560
12-16 rooms.....		2000	8 rooms.....		1440
Fewer than 12 rooms.....		1800	St. Paul, Minn.....	38	1725
Dallas, Tex.....	18	2500	Louisville, Ky.....	39	1650
New Orleans, La.....	19		Baltimore, Md.....	40	1500
500 or more pupils.....		2400			
300-499 pupils.....		2250			

Summary

Washington pays less than 33 cities of the 40 in this list and more than 6, if the eight-room-building principal's salary is considered. Washington pays less than 36 cities and more than 3 if the twenty-room-building principal's salary is considered.

Salaries of Principals of Elementary Schools 1920-21

A Comparison of Maximum Salaries

City	Rank	Maximum	City	Rank	Maximum
1	2	3	1	2	3
New York, N. Y.	1	\$4750	Seattle, Wash.	15	\$3660
Newark, N. J.	2	4500	650 or more pupils		3300
15 or more classes		3700	465-650 pupils		2940
Fewer than 15 classes			280-465 pupils		2580
Rochester, N. Y.	3	4400	280 or fewer pupils		
46 or more teachers		4200	Cleveland, Ohio	16	3570
31-45 teachers		3900	50 or more teachers		3420
24-30 teachers		3600	40-49 teachers		3210
18-23 teachers		3200	30-39 teachers		3075
12-17 teachers		2900	20-29 teachers		2880
Fewer than 12 teachers			10-19 teachers		
Milwaukee, Wis.	4	4400	Worcester, Mass.	17	3500
18 or more rooms		3900	10 or more rooms		2475
14-17 rooms		3400	2-9 rooms		
8-13 rooms		2900	Minneapolis, Minn.	18	3500
Fewer than 8 rooms			More than 30 rooms		3300
Chicago, Ill.	5	4250	24-30 rooms		3100
Upper group		3300	17-23 rooms		2800
Lower group			12-16 rooms		2500
Jersey City, N. J.	6	4100	Fewer than 12 rooms		
Grammar		3100	Cincinnati, Ohio	19	3500
Primary		4044	Kansas City, Mo.	20	
Boston, Mass.	7	4000	Average attendance 640 pupils		3450
Detroit, Mich.	8	3600	Average attendance 80 pupils		3050
28-50 rooms		3200	Average attendance 300 pupils		2750
22-27 rooms		2800	Kansas City, Kans.	21	3450
18-21 rooms		2400	New Bedford, Mass.	22	3350
14-17 rooms			Grammar A.		2850
13 or fewer rooms			Primary and Grammar		
St. Louis, Mo.	9	4000	Oakland, Calif.	23	3240
18 or more rooms		3400	More than 15 rooms		2940
14-17 rooms		2800	10-15 rooms		2800
10-13 rooms		2300			2490
6-9 rooms		2100	Birmingham, Ala.	24	
1-5 rooms			According to size of building		3200
Denver, Colo.	10	3900	According to size of building		3000
With A.M. or Ph.D.		3700	According to size of building		2800
With A.M. or Ph.D. or 21 rooms with A.B.		3500	According to size of building		2000
11-20 rooms with A.B.			According to size of building		3200
Providence, R. I.	11	3800	Baltimore, Md.	25	3200
According to size of building		3500	Albany, N. Y.	26	3200
According to size of building		3400	Grammar		2500
According to size of building		2700	Primary		
According to size of building		2400	Lowell, Mass.	27	3100
Buffalo, N. Y.	12	3800	Grammar		
A.		3600	Syracuse, N. Y.	28	3050
B.		3300	Senior, men		2800
C.		3700	Senior, women		2150
Philadelphia, Pa.	13	3700	Junior, women		
Paterson, N. J.	14	3700	Los Angeles, Calif.	29	3000
Grammar		3000	Indianapolis, Ind.	29	3000
Primary			Dallas, Tex.	29	3000

Salaries of Principals of Elementary Schools 1920-21—Continued
A Comparison of Maximum Salaries—Continued

City	Rank	Maximum	City	Rank	Maximum
1	2	3	1	2	3
Youngstown, Ohio.....	32	\$3000	Spokane, Wash.....	39	\$2550
Norfolk, Va.....	33	2500	Richmond, Va.....	40	2530
Over 700 pupils.....		3000	Scranton, Pa.....	41	2500
Under 700 pupils.....		2500	20 or more teachers.....		2400
St. Paul, Minn.....	34	2850	16-19 teachers.....		2300
Akron, Ohio.....	35	2800	12-15 teachers.....		2200
Houston, Tex.....	36	2700	8-11 teachers.....		1900
Omaha, Nebr.....	37	2700	4-7 teachers.....		2200
20 or more rooms.....		1920	Louisville, Ky.....	42	2200
7 or fewer rooms.....		1920	WASHINGTON, D. C.....	43	2200
New Orleans, La.....	38	2650	20 rooms.....		2080
500 or more pupils.....		2500	16 rooms.....		1960
300-499 pupils.....		2350	12 rooms.....		1840
100-299 pupils.....		2250	8 rooms.....		
Fewer than 100 pupils.....					

Summary

Washington is last in this list of 43 cities.

NOTES AND ANNOUNCEMENTS

W. T. LONGSHORE

*Principal, Greenwood School, Kansas City, Missouri, Secretary of the
Department of Elementary School Principals*

The Boston Meeting

The summer meeting of the Department at Boston in connection with the National Education Association was a most inspiring, helpful, and practical meeting. Each of the sessions was largely attended and interest at all times ran high. The fellow feeling among all the principals was most remarkable and enjoyable.

The appearance of our *First Yearbook* was greeted with much interest and as we looked into it we were convinced that it marked an epoch in the work and standing of the elementary school principal. We were feeling justly proud of it. Then when we heard the favorable comment on it from superintendents and professors of education from many leading institutions, we were certain that our Department was arriving. The officers of the National Education Association recognized our Department as one of the leading departments of that great organization and boldly told us that there were some great problems in education awaiting solution and if they were to be solved in the immediate future that they must be solved by the elementary school principal and further said, "we are looking to you to do it." The Executive Committee of the National Education Association further expressed their confidence in our Department by making us a handsome appropriation of twenty-five hundred dollars for the expenses of the Department for the current year, and this is in addition to what we collect for memberships to our department. The challenge is squarely put up to us. Are we willing to accept it and shoulder the responsibility and go forward and show that we are worthy to occupy the important and responsible positions of elementary school principalships? Those of us that were there, and the number was legion, and all we have heard from, have said that we will; that we propose at all times to keep our faces to the East, holding on to that which is good in the past, always willing to take that which is good in the new and put it into practice, also willing to do our full part in experimenting and testing out that which seems to have a sound basis in psychology or sociology or in both.

The program, based on the Yearbook, was carried out in a most interesting and profitable way. In the absence of our worthy president, Mr. Leonard Power, the program was in the hands of the chairman of the Yearbook, Mr. Worth McClure. The meetings were admirably conducted and were largely attended. The interest in the meetings was sustained throughout the week. The feeling was general that, "I am glad that I am an elementary school principal and that I can have a part in such a great work." The meetings were held in the Assembly Hall, Girls' Latin High School.

The business meeting on Friday at 2:00 P.M. was well and ably conducted by Vice-President Miss Katherine D. Blake, of New York

City. The officers elected are given in another place, as are also the official minutes of said meeting.

The most common comment was the expression of pleasure at the great success of the Department at the end of its first year and that we must make the Department more of a success the second year and each succeeding year.

Boston Convention Notes

Treasurer Courtland V. Davis was the original busy man at Boston. His membership booth on the floor of Mechanics Hall proved such a success that Mr. Davis had to defend himself against charges of blocking traffic. One lady principal remarked, "I have been looking for a place to join this Department ever since I arrived. Treasurer Davis is convinced that New England principals know a good thing when they see it.

As elementary principals we were exceedingly proud of our representatives upon the general programs of the National Education Association, Olive M. Jones and Katherine D. Blake. Their powerful addresses were the source of much favorable comment.

The sessions of the Department scarcely seemed complete without the presence of Leonard Power, who as president, had attended every previous session from the inception of the Department. Mr. Power was prevented from coming by his duties as a member of the summer faculty of the University of Texas. His work as leader for 1921-22 was truly remarkable, and due to his efforts we are safely launched on our way. He has promised to be with us at Cleveland.

Oakland, California, had a fine representation of elementary school principals at Boston. Among them was President E. W. Kottinger, of the Oakland Principals' Club. The Oakland teachers and principals are entitled to the credit of having financed their own delegates.

Principal Ide G. Sargeant, of Paterson, New Jersey, has consented to inaugurate the work of the Committee on Educational Progress. He is planning to have a report ready for the Cleveland meeting. This is the work for which Mr. Sargeant is eminently fitted.

Secretary Longshore was elected president of the Elementary School Principals' Club of Columbia University during the summer session. Mr. Longshore is one of the members of our profession who is always working for the professional advancement of our group. He is in charge of the program of Elementary School Principals for the annual meeting of the Missouri State Teachers Association.

Principal Thomas Agnew, of Bayonne, New Jersey, was kept very busy at Boston by his duties as State director for New Jersey, and was unable to be present at all of the sessions of the Department. Mr. Agnew conducted a successful membership campaign in his State last year. He has the distinction of having arranged for the first formal program ever conducted by the Department, and also was in charge of the mid-year program at Chicago last year.

Mr. Ambrose Cort, principal of School No. 73, Brooklyn, N. Y., wore his usual genial smile at Boston and told us all about "those boys" of his, receiving our congratulations upon them.

Everyone who knows Miss Olive M. Jones, principal of School No. 120, New York City, will congratulate the Board of Education if it is wise enough to secure her services as an assistant superintendent of schools. Miss Jones' experience in special types of schools is needed. Any Board of Education could use her tact and good judgment to advantage, as well as her democratic attitude toward all teachers.

Miss Sara L. Rhodes, principal of the New York Principals' Association, accompanied Miss Jessie M. Fink on a motoring trip around Cape Cod, at the conclusion of the Boston meeting.

The Principals' Exchange Club of Grand Rapids, Mich., is arranging a banquet for all the Elementary School Principals of western Michigan at the meeting of the State Association in Grand Rapids, October 26, 27, 28. Miss Jessie M. Fink, recording secretary of the Elementary School Principals' Department of the National Education Association is president of the Principals' Exchange Club of Grand Rapids, Mich. The Club is in a flourishing condition, sustaining one hundred per cent membership in the National Education Association and in the Elementary School Principals' Department.

W. T. Longshore, Principal of Greenwood School, Kansas City, Mo., was present at every meeting of the Department at Boston. He is what we would term an early comer and late goer. Mr. Longshore was the unanimous choice of the delegates for corresponding secretary of the Department of Elementary School Principals.

The excellent Yearbook placed Worth McClure at the head of the Department of Elementary School Principals for the ensuing year. Under his direction this compilation is second to none of the contributions of 1922. Mr. McClure, as leader of the Department of Elementary Principals, is certainly an inspiration and we shall move forward to even greater work in 1923.

The Cleveland Meeting

The next meeting of the Department of Superintendence of the National Education Association is to be held in Cleveland, Ohio, February 25th to March 1st, 1923.

President Worth McClure assures us that we will have a program that is worth while and will be of interest and an inspiration to every one in attendance. Save this date and plan to be there and attend every meeting. Many of us remember the Chicago meeting last year. Let us make the Cleveland meeting bigger and better.

MEMBERSHIP

THE CONDITION of membership in the Department of Elementary School Principals is, first, that you are a member of the National Education Association with current dues paid (\$2.00) and that you are a member of the Department of Elementary School Principals (dues \$2.00). You get with your membership in the National Education Association the *Journal of the National Education Association*, which in itself is worth many times the fee paid. It gives you a broad view of what your National Education Association is actually doing and some of the things it hopes to do.

The National Association is most helpful and most loyal to our Department which it recognizes as one of its leading departments and gives us every encouragement. At the Boston meeting it made us an appropriation of twenty-five hundred dollars to carry forward the work during the current year. We have in addition all the money we collect for membership in our Department. If we get a membership of two thousand (which is much smaller than it should be) you can see that we will have funds enough to do things on a broad basis and on a plan that should be exceedingly helpful to each member of the Department.

The National Department furnishes us an able assistant secretary, in person, Mr. S. D. Shankland, in the Washington office, and all our printing and distribution is done from there.

* Remember that your membership of last year expired with the distribution of the First Yearbook of the Department, and unless you have renewed since then you are in *arrears* and should send in your dues (\$2.00) at once. Said membership makes you an active member of the Department and entitles you to all the privileges and responsibilities that go with the membership, such as to vote, hold office, get all publications put out by the Department, which at the present time are three or four bulletins and the Yearbook, which is published in June of each year. We also expect to make special investigations from time to time and publish the results. We are going to be very liberal with the distribution of the Bulletin, but may we not ask that you be certain to send in your renewal at once (if you have not already done so) to our genial treasurer, Mr. Courtland V. Davis, Principal J. E. B. Stuart School, Norfolk, Virginia.

DEPARTMENT OF ELEMENTARY
SCHOOL PRINCIPALS
OF THE
NATIONAL EDUCATION ASSOCIATION



MR. COURTLAND V. DAVIS, *Treasurer*,
Department of Elementary School Principals,
1201 Sixteenth Street Northwest,
Washington, D. C.

My dear Mr. Davis:

I am a member of the National Education Association. I enclose my fee of \$2.00 for membership in the Department of Elementary School Principals during the year 1922-1923. One dollar of this fee is for a year's subscription to the Department Bulletin.

Kindly send all publications, including the Second Yearbook, to me at the address given below.

Name.....
(Typewrite or print)

Mailing Address.....
(School or Street)

.....
(City and State)

My present position is.....
.....

The highest degree I have received is.....

from.....
(State the college or university granting the degree)

I FIRST became a member of the Department of Elementary School

Principals.....
(State the year in which this membership was taken out)

A FAMOUS ROLL-CALL

GEORGE WASHINGTON—Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it should be enlightened.

THOMAS JEFFERSON—If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be.

JOHAN JAY—I consider knowledge to be the soul of the Republic, and as the weak and the wicked are generally in alliance, as much care should be taken to diminish the number of the former as of the latter.

JOHAN ADAMS—Laws for the liberal education of youth . . . are so extremely wise and useful that, to a humane and generous mind, no expense for this purpose would be thought extravagant.

JAMES MADISON—Knowledge will forever govern ignorance; and a people who mean to be their governors must arm themselves with the power which knowledge gives.

ABRAHAM LINCOLN—I view it (education) as the most important subject which we as a people can be engaged in.

DANIEL WEBSTER—On the diffusion of education among the people rests the preservation and perpetuation of our free institutions.

HERBERT HOOVER—The Nation as a whole has the obligation of such measures toward its children, as a whole, as will yield to them an equal opportunity at their start in life.

PRESIDENT WARREN G. HARDING—The Federal Government should extend aid to the States for the promotion of physical education, the Americanization of the foreign-born, the eradication of illiteracy, the better training of teachers, and for promoting free educational opportunities for all the children of all the people.