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BULLETIN

OF THE

Department of Elementary School Principals

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THE SECOND YEARBOOK AGAIN

JOHN L. BRACKEN, *Editor**Principal, U. S. Grant School, Duluth, Minnesota*

THE SECOND YEARBOOK is rapidly assuming shape according to the outline which was presented in the October issue of this Bulletin. At the time this is written (January 2) thirteen articles have been arranged for and are in active preparation. These articles should reach the editor's table by about February 15. This means that the greater part of our Yearbook is already provided for. From the work which contributors have done in their various fields and from the preliminary statements which have been submitted the editor is able to see the working out of a volume which will make a definitely valuable contribution to the field of elementary school supervision.

The editor has kept in touch throughout with the president of the Department and has profited greatly from his seasoned advice. The thought which underlies our work has been to make this volume valuable to elementary school principals, and also to make it from the best thought of our fellow principals along the line which the Yearbook is taking. To these ends we have tried quite industriously to secure articles from elementary school principals. In some cases it has proved extremely difficult to get in touch with those principals who are so situated as to be able to handle particular problems. Because of this and in order to guarantee the inclusion of the type of material which it is felt that the principals desire, recourse has been taken to people who are connected with elementary schools and can speak authoritatively concerning them but who are not classed as actual principals of elementary schools. Eight of the thirteen contributors listed to date are in actual charge of elementary schools.

The only important change which has been made in the outline of the Yearbook as previously published in the Bulletin is the omission of Section 8. It is felt that material intended for this section may properly appear under Section 1. If possible this space will be used to place in more permanent form the list of principals' organizations which a committee of the Department is now compiling for the Bulletin.

The Yearbook has space for further contributions from elementary school principals. Principals who care to make such contributions are urged to get in touch with the editor as early as possible. If principals feel that some particular point in their work is worthy of emphasis, space will gladly be devoted to tabloid reviews. It will be of great assistance if principals will supply the editor with the names of colleagues who may be in a position to prepare a paper in accordance with some part of the outline.

It is hoped that early publication of the Second Yearbook will be possible in order to insure each member's receiving the volume at his school address. This volume will serve as the basis for discussion at the Oakland meeting in July and arrangements are already being made for addresses at that time.

THE ELEMENTARY SCHOOL PRINCIPAL AND HIS SCHOOL

M. B. HILLEGAS

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IN the entire educational system no more illogical relationship existed than that between the principal and his school. The principal has, in theory, been held responsible for the administration and supervision of his school. There has, however, come between him and his teachers a whole group of officers each charged with some of those responsibilities that by right belong to the principal. There are general and special supervisors who visit his school and direct his teachers, often without his knowledge or approval. His is only one of several schools that are controlled by those who are connected with the general or central office and who report not to the principal but to their superiors at the main office.

Whatever may have been the cause of these conditions, the results have been most unsatisfactory. The principalship of an elementary school is often little more than a clerical position. Excuses, cases of discipline, and similar matters lay claim to the time of the principal and are successful in holding him. With this submission to clerical matters, important as they may be, there has followed a dwarfing of the principal's professional interests and ambitions.

These unsatisfactory conditions which have generally surrounded the principalships of our elementary schools have had far-reaching results within the school. Each person in the school system is responsible for the training of the children. The only one who can come into direct touch with the children is the teacher. Whatever any other officer desires to accomplish in respect to instruction must be accomplished through the teacher. With the advent of supervisors, directors, heads of departments, and other supervisory officers, there has been brought to bear upon the teacher so many and such varied suggestions, if not prescriptions, that confusion has resulted. The dissatisfaction that teachers have felt regarding existing conditions has been manifest in various ways. It has not been uncommon for groups of capable teachers to give outspoken condemnation of the system.

It must not be assumed that conditions have been pleasant for many in the supervisory staff. They have had to work against obstacles that were extremely discouraging. There has been the greatest need for tact to prevent open ruptures. Valuable as the services of these persons have been, they have not approached the results that might have been achieved under better conditions.

The real professional head and leader in an elementary school should be the principal of that school. It is possible to find in almost any city principals of elementary schools who are the real leaders of their teachers. The results that follow such leadership are outstanding. Teachers are working with a common aim and with an assurance that is in sharp contrast with schools where such leadership is lacking.

Principals have themselves been responsible for some of the undesirable conditions that have surrounded their positions. State laws and municipal regulations have been forcing a better training on the part of teachers. Each year has found a greatly increased number of elementary-school teachers registered in summer schools. A glance at the courses that are offered for teachers is sufficient to show their varied interests. The relative absence of courses designed specifically for principals of elementary schools is significant of the lack of demand for such courses. Too often the professional outlook of the principal has not kept pace with that of the teachers under his control.

No one has been anxious to displace the principal. It has, however, been necessary to try to provide professional leadership for the teachers. The difficulties that have been encountered in the attempt to substitute leadership for that of the principal, combined with a changing attitude on the part of some principals, is leading to change in the position of the principal. This represents one of the most hopeful features in the field of elementary education, because it indicates a tendency to make the individual school an essential unit in the school system.

There should be no necessity to interpose supervisory officers between the principal and the teachers in his school. Good policy requires that the principal be held responsible for the achievement of his school. If the school is a success it should be an evidence of *his* success; if it is a failure it should likewise indicate *his* failure.

This is not to be understood as an attempt to belittle the supervisor's position. On the contrary the proper placing of responsibility will dignify both the position of the principal and that of the supervisor. Under proper conditions supervisors ought not to be expected to make a tour of the rooms in a school building in order to locate trouble or possibly to find work of pronounced merit. Neither should the supervisor be required to prescribe remedies and see that the proper treatment is followed. When all of our elementary-school principals accept the responsibilities that now are taken by some of the more progressive individuals, it will happen that principals will be aware of difficulties relating to instruction in their schools and at the same time they will hold themselves to the task of improving conditions.

Education even in the elementary field has progressed to such a point that the principal will often need the advice and suggestions of one who has special knowledge. Such persons are gaining preparation in increasing numbers. They are also being employed in school systems, and if they could be freed from the tasks that rightfully belong to the principals they could bring about great improvement in educational procedure. They are receiving the technical training that should enable them to bring into the school the results of investigations that would lighten the teachers' work and make for real progress.

Principals must assume the responsibilities of their position. The past has shown that no one will force supervision on the principal. If he is satisfied with clerical duties he will find little difficulty in having such tasks

absorb all his time, and apparently he will be allowed to devote his time to this work while others will be given the responsibilities for real leadership.

There is a somewhat general distrust of the ability of elementary-school principals to supervise the work of the teachers. When superintendents discuss this matter the notion is often expressed that until death removes some of the principals who now have permanent tenure of office there is little hope. It must be acknowledged that superintendents have acquired a right to criticize the ability of their principals. Not many years ago the superintendents as a class were without training for their work. They have changed this condition. A recent investigation reveals that there are few chances for any one to secure an important superintendency unless he has had special professional training. Even now there is an agitation within the group of superintendents for more rigid requirements as prerequisite for entering the office of superintendent.

Principals, as a class, must improve themselves in at least three different professional fields. The first of these relates to the subject matter of the elementary school. The fact that a person has been graduated from a college or university does not in itself indicate that he has the knowledge that will help him in dealing with children in the elementary school. It is probable that in most schools there are topics, in arithmetic, in history, in science, and in literature concerning which the principal would find himself in ignorance. Knowledge of subject matter is far from being all that is required of one who expects to be a professional leader of teachers, but it is certainly one of the essentials and must not be neglected.

The second field for improvement is connected with the philosophy of education. There is a constant tendency to bring new subjects and new methods into the school. Those who expect to assume professional leadership in the school must have a foundation in principles that will guide them.

The third field includes training for the specific duties of the principal. It must be admitted that that field has not been well organized. It will be when there is a definite demand on the part of principals for such knowledge, but it is doubtful whether it will be done unless such demand does arise.

There is a great need for a professional consciousness on the part of principals. A few persons can do a great deal, but they will never be able alone to accomplish all that should be done. It is essential that principals organize themselves for professional betterment. That this is coming to pass no one who is conscious of existing conditions can doubt. It remains for each person to speed the time when the relationship between the principal and his school shall be one of real professional leadership.

THE ELEMENTARY SCHOOL PRINCIPAL AS A
SUPERVISOR¹

CANONS OF DEMOCRATIC SUPERVISION

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SUPERVISION is rapidly coming into its own as a special field in education, with aims, methods, principles, plans, procedures, and technique distinctly its own. It is being recognized as a distinct field of educational service, for which special qualifications are essential. (In the near future it will not be possible for a teacher, however excellent, to step from a position as classroom teacher to a position as principal or supervisor, with no further qualification than that she is a good teacher.) It will be recognized that there are personal and professional qualifications which need to be met, and among these will be a more and more extended training in the theory and practice of supervision. There is now in the making a science and an art of supervision. It has already reached a fairly respectable stage of advancement.

Ten years ago there was scarcely a course to be found in any school of education in the land in supervision as such. This topic was merely touched upon in other courses. Dr. Hillegas, of Columbia University, is authority for the statement that only a few years ago considerable padding was necessary to fill out a one-year course in administration and supervision combined. At the present time, in the field of administration, a very considerable body of scientific knowledge has been worked out. This field is advanced considerably further than the field of supervision. However, remarkable strides have been taken in this field in recent years. At the present time, our best schools of education are offering two or more full years' work in supervision as such. Much space in survey reports and educational magazines is being devoted to supervision, and during the last five years at least five excellent books have been published which are devoted exclusively to this subject.

Two factors have been working against the realization of the full possibilities of the influence of the elementary school principal as a supervisor. In the smaller schools he (or she) has had to do much teaching, and in the large city schools managerial and administrative duties have been so pressing that they have tended to require an overwhelming amount of his time. Dr. McMurry found, in his survey of the supervision by elementary school principals in New York City, about ten years ago, that, on an average, two thirds of their time was consumed by such duties. In many cases he found that the supervisory function was limited to merely cursory inspection and the rating of teachers. McMurry's study, in a large measure, brought about a new conception of the job of principal. While it was recognized that he has several important functions, it became clear that he is primarily an

¹ Given before the Department of Elementary School Principals, Missouri State Teachers' Association, November 16, 1922.

educational expert whose chief responsibility has to do with the improvement of instruction—the field of supervision. To quote McMurry, "If the principal is primarily a business manager, he should be judged as such. If he is primarily a professional leader he should be judged very differently. The purpose of the school leaves no doubt about the proper decision of this question, for it makes the business management of a school only a prerequisite to its other more important work of education. Proper attention to physical conditions, and to numerous other details of general management, secures only the conditions on which effective instruction and government depend, and it is, therefore, merely a means, while the latter are the ends. A principal of a school must be closely identified with instruction; and he must be judged primarily as a leader in this field, i. e., as a supervisor of instruction."

The elementary school principal is thus coming into his own as a supervisor. Such more recent studies as those of Courtis and Pittman, on the value of the supervision by principals, as well as many of the survey findings, clearly show that the quality of the supervision by principals is one of the most vital factors in the quality of the work done in the schools.

There is a growing tendency to regard it as poor economy to permit the principal's time to be taken up with clerical and routine duties. These matters are quite generally given over to clerks or office assistants, thus liberating the principal for effective service as a supervisor. Principals should continue to urge upon their superintendents and boards of education the advisability of furnishing clerks for this work. This provision will afford time for supervision and will provide assistance of a character much needed to make the supervision economical and effective.

The first appearances of the word "supervision," in the early educational literature, indicated a diversity and confusion of meanings in the minds of the writers. "Grimly humorous" is the estimate Dr. Coffman gives to these early attempts to define the term. In recent years, however, there has come about a quite general agreement on the part of those most closely identified with this field, that the function of supervision is the improvement of teaching. Whatever has a direct bearing on this purpose, is a concern of those in this field of service.

The first great underlying principle of effective supervision is found in the concept that the supervisor and the teacher are engaged in a coöperative undertaking—both are working together for the benefit of the pupils. Theirs is a joint undertaking and they have joint responsibility in the outcome. It follows that there must be a common point of view between them as to aims, subject matter, method, technique, standards for evaluating instruction, the responsibilities of each, and the purpose of supervision. Only on such a basis can the work proceed with satisfaction to all concerned.

Let us proceed to a more concrete phase of the situation. We hold that a teacher should have definite aims and plans if her work is to prove effective. What about the supervisor? Does effective supervision require definite aims and plans on his part? How does he generally work? Dr. Coffman, president of the University of Minnesota, in an address before the National

Education Association, just five years ago, characterized the condition in the field of supervision, then, as follows: "In few fields is knowledge more fragmentary, are ideals more distorted, and methods more fluctuating than in the field of supervision. We are still encouraging uncritical drifting in this field. Confusion and ferment must give way to greater stability and security." "Uncritical drifting"—what is the remedy? Clearly the first essential is to raise the principles of supervision to the scientific level, and the second essential is the working out of systematic supervision plans by the supervisor. How shall this be done?

First, it would seem, there should be a careful survey of the situation in the particular school, and then a plan should be decided upon for the year. Within reasonable limits, definite goals should be set up for the year, the term, the month. A most excellent device, as an aid in securing effective coordination of efforts on the part of all concerned, in putting the plan into operation, is to reduce it to writing—some such form as a mimeographed outline, providing a copy for each teacher and the principal. Such an outline sets up a job for the principal to which he is definitely committed. With equal effectiveness the teachers are committed to it. It is better if they have had a voice in working it out. In any case their approval should be secured. It should be put preferably in a final form which is subscribed to by all. This will go a long way in removing the personal element from the discussions later held with teachers. The discussions will be rather on an objective basis, guided by the goals mutually agreed upon as the aim for the year.

This brings us to the direct application or operation of supervision as it goes on in the visitation of the teacher at work. Three important phases of this situation should be noted. First, the *observation* of what is going on, second, the *diagnosis* of the situation, or the evaluation of the results, and third, the *measures for improvement* which are decided upon, and the manner of their being put into operation. Let us consider these three points in order.

As to "observation," in the first place, the principal will frequently enter a classroom during the progress of a recitation. A proper consideration for the rights of pupils and teachers, as well as a proper regard for his function as a supervisor, would indicate that he should enter the room in as inconspicuous a manner as possible, preferably making no interruption whatever in the progress of the work. He should then take an inconspicuous place in the room, preferably at the side or rear of the room. If he takes any part in the recitation, it should be at the end of the period, and then only after asking the permission of the teacher. For the same reasons he should leave the room in an inconspicuous manner. There are three types of observation that should be mentioned. "Scouting" observation would refer to brief miscellaneous visits to the various rooms. The purpose of this could be little more than inspection. I am inclined to doubt the value of this type of visit, as I believe its purpose can be served sufficiently through the other types of observation. "Subject" observation would refer to the visits of the principal when he is following up a certain subject, as arithmetic or

language, throughout the grades. In this way the matter of a proper continuity and development of the work through the school will receive attention, as well as the individual situations. A third type of observation is by "aspects." The principal in this case would be observing the "social" aspect of the various studies, for instance, or the "ethical" aspect of all studies—the "esthetic" aspect, the "hygienic" aspect, the "technical" aspect, drill—habituation, etc. In these types of observation, the visits will need to extend over the recitation period, in order that an adequate judgment may be obtained. So far, we have considered observation. The teacher has not been reached. Our aim is the improvement of teaching. It is important that the principal shall not stop here. Let us consider the next factor, diagnosis, or the evaluation of the results.

It is here that the whole professional knowledge and scholarship of the principal will be tested. Here he brings his whole fund of philosophy of education, principles of teaching, and scholarship to bear on the situation, to determine the strong and weak points in the lessons. The success of this phase of the process clearly will depend upon the reliability of the standards used by the principal in judging the work. It is also apparent that this matter is one requiring time and careful thought. This is a very important phase of the process, but it is also important that the principal shall not stop here. There is still left the decision as to the most effective way of bringing about the desired improvement, the matter of dealing with the teacher. The crux of the whole issue may rest on the right decision at this point. This is the point at which the highest quality of *skill* will be called for. There are many factors involved in the matter of dealing with the teacher.

The first factor I shall mention is the attitude of the principal toward the teacher, particularly to what extent it leans toward the autocratic or democratic. Let us suppose a case. A principal is discussing an educational issue with a teacher, finds difficulty in sustaining his point—perhaps the teacher has offered some effective opposing arguments. The principal settles it after this fashion: "Oh no! you are wrong there, Miss X, this is the way that should be, thus and so." His method is to appeal to authority rather than to reason. There is no place in democratic supervision for this attitude. There may be a few extreme cases where the exercise of authority is necessary, but as a rule, a measure that is worthy will win its way on its merits, and should be permitted to do so. One of the fundamental principles of democratic supervision is respect for the personality of the teacher; the same respect should be shown for her thinking and her sincere opinions as the supervisor expects to be shown to his. One of the greatest qualifications of a supervisor is that he (or she) shall make himself acceptable to his teachers, so that they will be glad to have him visit them and discuss their problems with them. This can only be brought about by a democratic attitude, based upon the concept of a coöperative undertaking.

The same point is illustrated by the case of a principal, who, let us say, is discussing some measure with a patron. Perhaps the patron is inclined to question the value of the measure, and the principal, when he finds himself at a loss for a satisfactory explanation, gives voice to some such "weighty"

and "convincing" argument as this: "Madam, I am an educational expert. This matter will have to be left in my hands." The people distrust expert knowledge. Such an attitude justifies this feeling. We must, in a democracy, rely in large measure upon the service of the qualified, impartial expert. We must build up a public confidence in genuine expert service, an appreciation of the value of expert knowledge. But the expert must recognize that it is not sufficient that he be merely expert. The people will never abdicate in favor of the expert. He must also accept the responsibility of demonstrating his expertness to the average man. He must be able, willing—he must desire to sell his ideas to the people. He must be able to put his case in convincing language, and feel that he has failed until he has gotten his idea over on its merits. In this connection, it might be mentioned, that one of the great responsibilities of principals and other supervisors is that of selling modern education to the people. This is the attitude the principal must take toward his teachers and the public. As Dr. Dewey says: "The trouble with supervision is that there has been too much "super" and too little "vision"—too much of the "over" and "above," much looking over the heads of the teachers, and much overlooking of most they were doing."

A most excellent cue to the attitude desired on the part of the principal may be obtained by analogy to the attitude which the best teachers take toward their pupils. The principal is controlled by the same principles as the teacher, and he should be guided in much the same way in dealing with teachers, as are the best teachers in dealing with their pupils. There are individual differences recognized among the pupils, so are there individual differences among the teachers. You cannot treat all teachers in the same way, and you cannot treat the same teachers always in the same way. As we desire a social situation in the classroom, a democratic situation of coöperation, so should the principal work with his teachers. Under the conception of the project method, the teacher assumes the responsibility of providing stimulation and opportunity for the exercise of initiative, coöperation, self reliance, and purposing on the part of her pupils; so is the principal under the same obligation to provide stimulation and opportunity for initiative, self reliance, and purposing on the part of the teacher. If it is desirable that the teacher strive to render herself unnecessary to the pupil, so should the principal strive to render himself unnecessary to his teachers, to make them self reliant and independent. As the teacher is charged with the morale of her pupils, so is the principal entrusted with the morale of his corps of teachers. His highest power and skill must be used in keeping it at a high standard.

Let us now consider the various types of appeal that may be utilized in dealing with the teacher. First, the appeal to her own experience. She used certain procedures and secured certain results with a former class, or in another subject—these would be appropriate in the present situation. This is an effective appeal, but is limited to the teacher's own experience. A second appeal is to the experience of another teacher whose work is known to the teacher and the principal. This may serve excellently in some cases. There is a personal element involved that renders its use

dangerous. It should be used sparingly. A third appeal is to professional experience—all we know of the theory and practice of teaching. This appeal, of course, offers the greatest possibilities. In fact the only limitations are the ability of the teacher to comprehend, and the scholarship and professional knowledge of the principal. A fourth appeal is through demonstration lessons. Sometimes this is the most effective way to convey an idea. A fifth appeal is by having the teacher visit other teachers. Such visiting however, should be with a definite purpose in mind. A sixth appeal is through teachers' meetings or group conferences. Frequently certain teachers may be effectively reached through such a means. This offers an opportunity to the teacher to discover her faults and weaknesses for herself, and to correct them, rather than to have them pointed out to her directly. This impersonal and indirect appeal is often the wisest and most effective one.

There are also certain principles, which it is helpful to keep in mind in dealing with the teacher. In the first place, it is important that the principal have the confidence and good will of the teacher. In the beginning he should not criticize much if at all. There may be matters needing correction, but the principal should go slowly in forming his judgments. The matter may clear itself up if he gives it time. He had better find something to commend. He must have the confidence of the teacher in his sympathy and fairness. When he has seen enough to justify calling attention to certain matters, he should even then also find something to commend. This is not only wise, but is only fair to the teacher. A second principle is that it is frequently more advantageous to offer a substitute procedure for consideration, rather than to indulge in a criticism of the procedure used. It is well to avoid the use of the pronouns "I" and "you" in the discussions, and talk mostly of what the children were doing. What the teacher does is significant only to the extent that it affects what the children do. So you are keeping the discussion on the most significant thing in education when you confine it largely to what the children do. You are also thus keeping the discussion on an objective basis. For the same reason the discussions should be largely in terms of the principles and goals agreed upon for the term or year. Another important principle here is that it will usually prove most effective to attempt but one thing at a time in supervision. There may be several things concerned with the recitation that seemingly need attention. The principal should, however, select the one or two items most needing attention and center upon them, discarding, for the time being, other matters. It is too difficult and too confusing to the teacher to carry several things in mind at the same time. "Too much breadth gives shallowness." It will prove more effective to concentrate on one thing at a time. The last principle I desire to mention has to do with a plan for the interview with the teacher. Just as the teacher in general is striving to raise a problem in the mind of the pupil, and to suggest material and method to aid in its solution, so should it be the general plan of the principal to raise a problem in the mind of the teacher with respect to the work observed. He should not be concerned with "winning out," "putting over something

on the teacher," or directing or dictating every move she is to take. It should be his desire to free her, to stimulate her thinking, her best service—to raise the issues, and suggest the means of their working out the solution together.

May I close by expressing the conviction that there is one way to improvement in supervision, and that is through the scientific study of its problems. Eventually supervision will rest upon a set of principles, standards, and procedures, which have been scientifically worked out and established. May I express the hope that this Department of Elementary School Principals will utilize to its best advantage the opportunity afforded to contribute effectively toward the meeting of this most pressing need.

AN EXPERIMENT AT GRAND RAPIDS

JESSIE M. FINK

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THE GRAND RAPIDS SCHOOLS are endeavoring to formulate a new curriculum looking to a satisfaction of the demands of society from the new viewpoint of today, a viewpoint radically different from pre-war requirements. Their aim is to teach pupils about the community in which they live; to correlate the activities of the school with the needs of the community; to give such correlation a definite place in our elementary curriculum, with a view to bringing the schools a richer program better suited to modern conditions and demands; to give to conduct its share of consideration as a distinctive aim of education in the public schools . . . all these phases are being considered by the committee.

An experiment which developed into a practical demonstration of coördination of subject-matter as well as a linking of interests of school with community through service, by the school, was carried on by Miss Margaret Strahan, principal of Lexington School, a member of the curriculum committee.

The underlying principle of the work was service. The by-products were those specific activities demanded by the most modern curriculum.

For the benefit of the disabled and needy soldiers, the schools of this city contribute regular collections of fruit, jelly, and relishes to the Roosevelt Hospital at Camp Custer. This activity presented to Miss Strahan a definite project which she carried out by the arrangement of a program including activities in the home economics, art, mathematics, and English departments, whereby a composite result was obtained in which each department effectually functioned. For instance, the domestic science department acted as a collector and preserver of fruits. Right here a minor difficulty arose. The boys of the school lacked enthusiasm, and felt that their opportunity was limited. A series of discussions of civic as well as parental responsibilities brought out the

man's obligation to provide food, and the woman's to care for and to prepare it. Stimulated by the new-found importance of their niche in life they immediately responded to the call and led in gathering in the fruit. Home orchards, neighbors' orchards, country orchards about the vicinity were visited and solicited. Personal sacrifices were made to add to the collection, even contributions of fruit purchased from intended "movie" money were frequent.

A series of lessons was outlined in the domestic science department. Containers were brought forth from every conceivable nook and cranny for holding the necessary sugar for preserving. The children were divided into groups according to the kind of fruit each preferred to preserve. Plum groups, peach groups, crabapple groups, jelly groups, and so on. Each child filled his own container with sugar. The work of preserving began by following the given recipes. A total of one hundred twenty containers were filled with the delicious product.

The art department made attractive labels advertising the Lexington Brand. They also contributed posters announcing to a wondering community of proud fathers and mothers a challenge to compete with the Lexington product.

The mathematics department was divided into committees who visited stores and markets for local prices and comparison of prices. Frequently a difference of two cents a pound was found in the price of sugar. Other brands of fruits and jellies were quoted and comparisons drawn, the savings per jar or per dozen translated into percentages. Full recognition of labor charges was taken into consideration.

The English department studied the Pure Food laws; tabulated various brands of preserved fruit; wrote expositions disclosing the steps by which the Lexington Brand arrived at its desired quality and quantity; discussed the methods of advertising by which the product could receive adequate recognition; related the procedure necessary to place it in an advantageous market.

Finally the parents and teachers of the community came together at a meeting for mutual congratulation. The home had functioned efficiently in this project and had given to the school its moral as well as material sanction. The faculty of Lexington School feels as Miss Strahan says, "That this problem reflects the activities and interests of the life in which the children are participating, and that it develops habits, attitudes, and appreciations of common value for efficient, wholesome, satisfying life in a democratic society."

When we take note of this piece of original work and compare it with the outline of a Course of Study as given in the October Bulletin of the Department of Elementary Principals we are struck by the fact that the educators of the country are largely of one mind as to the fundamental demands of present day exigencies. Certain it is that Miss Strahan has included in her experiment most of the salient points recommended by our greatest authorities and her experiment was evaluated before the appearance of a definite printed recommendation.

WHY PUPILS MISS GRADES

LEONARD POWER

Principal, Franklin School, Port Arthur, Texas

A STUDY of the retentions and withdrawals during a period of two years, 1920-21 and 1921-22, was made in the Franklin School, at Port Arthur, Texas. The tables below indicate how the matter was analyzed by the teachers, together with practical suggestions that grew out of that analysis.

Retentions

Number	Cause	Number	Percentage
1.	Late entrance	21	6
2.	Irregular attendance	45	13
3.	Defective vision	2	---
4.	Defective hearing	0	---
5.	Too rapid growth.....	1	---
6.	Ill health	11	3
7.	Defects in breathing.....	1	---
8.	Defective mentality	25	7
9.	Immaturity	23	7
10.	Habitual indolence	62	18
11.	Improper classification	20	6
12.	Previous unwise promotion.....	36	11
13.	Failure to appeal.....	13	3
14.	Over-difficulty of course.....	32	9
15.	Poor home environment.....	13	3
16.	Pressure of home duties.....	1	---
17.	Excessive use of tobacco.....	0	---
18.	Unknown	15	4
19.	Unfamiliarity with English.....	16	4

Withdrawals

Number	Cause	Number	Percentage
1.	Moved from town.....	144	40
2.	Out temporarily	29	8
3.	Ill health	32	9
4.	Eye trouble	0	---
5.	Needed at home.....	22	6
6.	Forced to work.....	21	6
7.	Friction with school.....	4	1
8.	Discouraged	9	2
9.	Certainty of retention.....	2	---
10.	To escape discipline.....	1	---
11.	Dismissed	2	---
12.	Indifference	23	6
13.	Grown	11	3
14.	Unknown	43	11
15.	Transferred to another school.....	20	6

Suggestions by the Principal to the Teachers

Causes for retention—Late entrance, irregular attendance, and ill health should be the chief reasons for retention.

You will notice that very few children have been retained for defective vision, defective hearing, or defects in breathing. This speaks well for the Physical Education Department where eight teachers are giving their full time to teaching health habits.

Defective mentality caused the retention of twenty-five children. Each of these children had an intelligence quotient of less than eighty per cent.

The immature children were entered in the first grade by parents who generally failed to state their correct ages.

Please look up the meaning of *habitual indolence* before assigning it again as a reason for retention. Unless there is some physical defect habitual indolence may be more chargeable to the teacher than to the child. Most normal children are anything but indolent.

Retentions from improper classification can be reduced by reclassification before the close of the term. Reclassification should be made as soon as we are convinced that the child is unable to do passing work.

Previous unwise promotion when used as a cause of retention is almost as bad as "unknown." It casts a serious reflection upon the judgment of the teacher who promoted the child.

Over-difficulty of the course may be used as a reason for 9 per cent of the failures and, if this continues to be true, it should be taken into consideration when you are writing the new course of study. For the benefit of the new teachers I should say here that our entire course of study has been made by the teachers themselves. It should fit at least 90 per cent of the school.

Too many children were retained for unknown reasons. Certainly we should know why we ask a child to repeat a half year in any of his subjects. (Promotion is by subjects.) •

Unfamiliarity with English was found chiefly among our Mexican children who are now segregated until they have a sufficient knowledge of English to take regular classification.

Causes for withdrawals—Naturally the largest per cent of children withdrew because they moved from town or were transferred to another school.

In the two years, only 32 children withdrew from school for ill health and more than half of these children have since returned to the school.

We are fortunate indeed when we see how few children have been withdrawn from school because they were needed at home or were forced to work.

In the entire two years only four children have been withdrawn on account of friction with the school. These were older children who were incorrigible and who were sent to the reformatory.

We regret that even nine children should have withdrawn because they were discouraged over their scholastic attainments. Let us unite to reduce this number to the place where no child will withdraw from our school for this reason.

The 34 children who withdrew because they were indifferent or grown really were very anxious to get out into the commercial world. Four of them have since returned and are now doing part-time school work.

The 43 children who withdrew for unknown causes might have been more carefully investigated by school authorities. This number will be greatly reduced in the future by the full-time attendance officer.

The total number of causes assigned for failure is greater than the number of children who failed because in several cases the teacher assigned more than one reason for the failure. The same is true for the withdrawals.

You are invited to make a careful study of this bulletin when you assign your causes for retentions and failures at the close of the present term.

SUGGESTED PROCEDURE FOR CLASS WORK IN PROBLEMS CONDUCTED ON A COMPROMISE PROJECT BASIS¹

THE directions given below are to the teacher. It is assumed that pupils have had experience in such work, and that a relatively systematic course (e. g., in geography) will be among the outcomes of the term's work. The details of such an organization, however, are not to be made in advance but are to be worked out under the teacher's guidance by the teacher and class together. In directing such work the good teacher will avoid doing for pupils what they can do for themselves.

1. Formulate in advance tentative limits within which you will allow the class discussion to select the project.

Familiarize yourself with this field. Anticipate issues and prepare data (reference material, etc.) to be made available to the class as may later prove wise.

Set mentally the situation out of which at least one satisfactory problem will probably arise. Normally out of preceding class activities the pupils should have developed a readiness to see fruitful problems. They have already been alert to note, perhaps listing in a book kept for the purpose, such promising questions as have from time to time been suggested in the class.

2. Set and guide the situation so that the pupils will discover or select or adopt a suitable problem, both gripping and fruitful.

3. Obtain from the class a clear statement of the problem (and keep it definitely before the class).

This may require reading outside of class by pupils before statement can be made.

4. Get suggestions from pupils for solutions, noting subordinate problems.

¹ This procedure was worked out in the Methods Class of Dr. William H. Kilpatrick, of Teachers College, Columbia University, in the summer session of 1922.

5. Agree (class and teacher) tentatively upon proper data, possible sources, and plan of pupil organization for investigation.

The class should as a rule break up into small groups to attack the several component problems. It is often wise for more than one group to be attacking the same subordinate problem. See to it that reactions come as far as possible from each individual in a group.

The list of references should be continually revised according to class findings.

6. Pupils according to plan attack their several subordinate problems, seeking information through reading, observation (excursions), discussion (interviews), and if feasible experiment.

Have class keep open eyes for suggestions of related problems in this (geography) and other subjects. List such for future reference.

7. Pupils report; class evaluates (tests if feasible), selects, and organizes data, reaching a conclusion that satisfactorily solves the problem.

8. The class states with some precision the conclusion reached, recording for future use the important items with the reference materials used in the study. The class criticizes its procedure used so as to improve it.

9. Appraise carefully the outcomes of the project and check results against the desired outcomes listed in the Course of Study.

10. Extract from the total experience its lessons for the future.

DEVELOPING A COURSE OF STUDY

COURTLAND V. DAVIS

Principal, J. E. B. Stuart School, Norfolk, Virginia

AS one phase of the process of developing a course of study for the Norfolk City Schools a suggestive list of criteria for judging material proposed for such a course of study was outlined. It was not expected that this list would be exhaustive or in any way final, but merely a suggestion. It does, however, contain items worthy of the serious attention of the course-of-study builder, and its suggestions should certainly be considered before reaching a decision as to the inclusion or rejection of any piece of material. The list follows:

1. Is the material phrased in terms of *pupil activities*, not teacher activities?
2. Will these activities provide experiences in some one or more of the following fields?
 - (a) Maintaining life and health at the level of greatest efficiency.
 - (b) Mastering the fundamental and unspecialized processes and their legitimate uses.
 - (c) Regulating the processes of living with others.
 - (d) The wise use of leisure time.
3. Will these activities provide the experiences for which they are proposed more efficiently than any others?
4. Can these activities be provided under the present plan of group instruction?
5. Are these activities suited to the physical age level with which we are dealing?

6. Are these activities suited to the mental age level with which we are dealing?
7. Will this material provide a variety of activities leading to the same or similar experiences? Will this material offer wide opportunities for freedom of method?
8. Is the material such that it will permit of progression?
9. Is the material such that it can be arranged to provide for child leadership?
10. Can these activities be provided with our present physical equipment?

It will be noted that the various items of the list are expressed in rather terse fashion in order that the various points may be the more readily carried in mind. Perhaps some explanation and elaboration of the items is here advisable in order that their intent may be made clear.

1. Assuming that education comes only as a result of activity of some sort upon the part of the person educated it becomes necessary, in order that a course of study be thoroughly understood and readily followed, that it be phrased as a list or succession of activities of the pupil. The activities of the teacher in providing for these pupil activities constitute the method of procedure and must vary from day to day and from individual to individual, hence, can only be described in the most general terms and should have only a minor place, if any at all, in the course of study.
2. These fields are familiar under some phraseology to all students of education.
3. There is much work to be done during the school life of a child and the time in which it is to be accomplished is very limited. It is necessary then that we seek out those activities and groups of activities that will provide the desired experiences in the minimum of time with a minimum of effort upon the part of the teacher, and with a maximum of experience gained. Each bit of material presented should be carefully compared with all other suitable material in order that only the most productive activities and those which can be engaged in most efficiently be used.
4. The great problem before the public schools is the adaptation of mass instruction to the needs of the individual. Mass instruction it must be because of the difficulties, financial and social, inherent in the method of individual instruction. Consequently, while striving always to adapt our material to individual needs and local conditions we must keep in mind that our work will have to be done with a group, and material which cannot be used with a group should find no place in our course of study.
5. We must keep in mind the fact that the physical development of the pupils for whom we are setting up this course of study varies from year to year and our activities must be such as will be neither too much nor too little for the physical development of the children for whom they are intended. Not too little, for their physical well-being requires a

- healthy, normal functioning of the whole physical being; not too much, for young bodies must not be overtaxed.
6. That activities be suited to the mental age level is equally as important as that they be suited to the physical age level. The activities must not be such as will be beyond the reach of the pupil's understanding but they must be such as will exercise his mentality to its fullest capacity.
 7. Here we must take into account the necessity for adaptation of the material to individual differences and to changing environment. The individual teacher must be provided with a sufficient variety of activities and left with a sufficient freedom of method that she may adapt the varying activities leading to the same or similar experiences to the varying individualities of which her class is made up.
 8. It will be necessary to organize this material in such a fashion that a definite progression in the day's work from day to day and from grade to grade will be offered. It is necessary then that the material selected be such as will submit itself to such an arrangement.
 9. One of the most important, and often neglected, functions of the public schools is that of providing leadership of a high type for the generation that is to come. Our material must be such that opportunity for experience and leadership will be offered.
 10. It is unwise for us to put into our course of study activities which call for equipment widely varying from that which we now possess however desirable or valuable such activities may be. Our course must be one that can be operated satisfactorily with the present or with but slightly changed physical equipment. Any desirable activities requiring additional equipment should not be listed in our present course of study, but added or substituted in that course of study when such equipment has become available.

JOB ANALYSIS AND THE ELEMENTARY SCHOOL CURRICULUM

J. M. GWINN

Superintendent of Schools, New Orleans, Louisiana

IT has been a good many years since the attack was made on the dogma of formal discipline. This attack has been continued through these years and the attack is now generally considered successful. Present-day educational psychology and principles of teaching are written emphasizing the doctrine of special abilities and the need for special training for these special abilities.

Teachers, supervisors, and school administrators now pretty generally accept the new old-doctrine that what one is called to do in life the school should teach. While we have accepted this doctrine in theory, we have, the most of us, gone on very much like we did under the old doctrine of formal discipline. The school is yet charged by the lay public with teaching arithmetic, English forms, geography, etc., which are never

used outside of the school, and with not teaching many things needed by the average person almost daily. There have been some changes in our elementary school course of study but these changes are not adequate to bring our course in line with our new psychology. Here is where we lag behind. While the psychologists have been analyzing the mind into its special ability and measuring the strength of these abilities, the educationists have not with equal interest and skill been analyzing the goals of education into their special elements. They have gone on teaching for good citizenship, worthy home membership, control of the fundamentals, worthy use of leisure, moral character, good health and physical development, and vocational efficiency without stopping to analyze these very complex goals into their several elements. They have hoped and perhaps believed that what they taught and how they taught it would finally produce good citizenship, moral character, ability to use the fundamentals of an education, etc., but as yet they have not been able to convince the general public that they are effectively hitting the marks at which they aim.

The trade school has been more efficient in its service than has the elementary school. In trade education, we have of recent years heard much of "job analysis." The job has been analyzed into details of required motions, knowledges, skills, tools, materials so that whatever is required on the job the trade school might teach and under conditions like those around the worker in the trade. The use of job analysis as a guide to curriculum making in trade education holds, I believe, some valuable suggestions for making the curriculum for elementary schools.

The elementary school may never reach the degree of efficiency of the trade school since the "jobs" for which it prepares are more numerous and less well defined. Future progress in increasing the efficiency of the elementary school curriculum will follow along methods of job analysis. Borrowing the term "job" from the trades, we must begin to analyze the jobs of good citizenship, worthy home membership, ability to use the English language properly and effectively, into their many special abilities and from the results of these analyses find guides for writing our course of study for the elementary schools. The immediate future, will, doubtless, see many researches which have for their purpose the analyzing of the various "jobs" for which elementary education should prepare the individual.

THE MAJOR FACTORS WHICH DETERMINE THE EFFICIENCY OF AN ELEMENTARY SCHOOL

LEO B. BAISDEN

Principal of Everett High School, Everett, Washington
(Formerly principal of Jefferson Elementary School, Seattle, Wash.)

EVER since I have been a principal, I have been interested in the question of what really constitutes an efficient elementary school. The question was thrust upon me with unusual emphasis recently when I visited elementary schools in the principal cities of the United States. My particular aim was to observe the most significant things being done in the best elementary schools of today. My method of procedure was to go to the superintendent's office and to ask to visit one or two of the best schools in the city. When I inquired in what way these schools were the best, I frequently met with such explanations as, "We have just completed that building at a cost of a million dollars"—"The principal out there is a live wire," etc. During my visits I asked principals how they thought their schools ranked with other schools in the city, and the reasons for their judgment. It was an illuminating experience. Almost everywhere the result was the same. The major factors which determine elementary school efficiency were not clearly defined.

About a year ago I began a study of the question which I hope to pursue to the place where it will become a notable contribution to the subject of elementary school management. The study embraces four factors:

A survey of current educational periodicals.

A survey of books on school administration and management.

A study of school survey literature.

A questionnaire to elementary principals.

In the survey of periodical literature covering the past four years, I have found only two articles dealing specifically with the subject, and these in a general sense. The works on school administration contain much excellent and suggestive material on various phases of the subject such as: "Teacher Rating," "Teaching Efficiency," etc., but no treatment so far as I have yet found, of the subject as a whole. In the survey literature most of the material considers school systems as a whole without regard to individual schools. The absence of definite literature dealing with the subject therefore lends a special significance to the information secured from questionnaires. The following questionnaire was sent to principals of the Seattle schools.

HOW CAN THE EFFECTIVENESS OF AN ELEMENTARY SCHOOL BE JUDGED?

Instructions:

A. The following factors have been suggested as important in judging a school. Check the ones you think of sufficient importance to merit consideration. Add any others that you think have been omitted.

1. Quality of work in teaching the various subjects as determined by standard tests.
2. Per cent of promotion.
3. Per cent of attendance in relation to school census.
4. Cost per capita.
5. Degree to which the school ministers to the needs of the children outside of school; e. g. clothes for needy; wholesome entertainment, etc.
6. Holding power in high school.
7. Quality of work judged by standing in high-school subjects.
8. Quality of the teaching corps as to training, etc.
9. Extent to which the school handles its own problems in discipline, attendance, etc.

B. In the blank spaces below, arrange the factors you think important in judging a school in the order of their importance. Opposite each item indicate what weight you would give on the basis of 100 per cent. (Note: The sum of your items should equal 100 per cent.)

Thirty-seven principals replied to the questionnaire. Their replies were notable first, for the definiteness of the points selected; second, for the degree in which their judgment coincides with the emphasis given by the various survey commissions to the factors mentioned. Table number one shows the factors according to the frequency of mention.

TABLE I

Factor	Number of principals mentioning
1. Quality of teaching corps.....	32
2. Teaching efficiency as measured on city-wide tests.....	31
3. Ability to handle own problems of discipline, attendance, etc.	28
4. Quality of work done by pupils during their first year of high school	21
5. The holding power of a school judged by the persistence of its graduates in high school.....	20
6. Social service rendered by the school in the way of wholesome entertainment, supplying needy children, etc.....	20
7. Rate of promotion	16
8. Esprit de corps.....	13
9. Per capita cost.....	13
10. Community coöperation. (The extent to which the school and community work in harmony in solution of common problems)	11
11. The percentage of attendance.....	11

You will note that only eleven items received prominent mention. No other factor received more than three votes.

Table number two shows the average percentage of value on a basis of 100 per cent which the Seattle principals gave to each of the factors which they regarded as most important.

TABLE II

Factor	Average value in per cent
1. Teaching efficiency	26
2. Quality of teaching corps.....	24
3. Esprit de corps.....	17
4. Community coöperation	14
5. Ability to handle own problems.....	12
6. Quality of high-school work during the first year.....	10
7. Rate of promotion.....	9
8. Social service	7
9. Holding power	7
10. Cost	7
11. Attendance	6

The significance of this chart lies in the fact that three factors are estimated as determining to the extent of sixty-seven per cent the efficiency of a school. A word as to the reason for the importance of some of the items may be apropos. The factor of teaching efficiency which is placed first needs no comment. The importance given to the factor of the teaching corps which should include esprit de corps, indicates that in the judgment of the principals, as in the judgment of the various survey commissions, one of the best ways to judge a school is on a basis of what it is potentially. This same principle, of course, applies in the judging of poultry or cattle, for instance. The factor of community coöperation needs no comment.

The principals have shown by their replies that in their judgment the school which is able to handle most of its own problems is of a higher type than one which must frequently resort to the superintendent's office, the school board, and other departments. The quality of high-school work done by graduates of an elementary school is important as showing the habits of study. Pupils who enter high school with excellent habits and a strong grasp of elementary subjects would seem more likely to make good in high school than if the reverse were true. The rate of promotion is significant, as pointed out by some of the survey commissions, because it is an index of the extent to which the course of study is being made to function in terms of the pupils. A heavy per cent of failure is evidence that there is a failure to adjust the course of study to the needs and abilities of the children concerned. The remaining factors need no comment.

It is evident that some of the factors mentioned are tangible and can be definitely measured and evaluated; such factors, for example, as "quality of school work," and "rate of promotion." On the other hand some of the factors such as "esprit de corps," and "community coöperation" are intangible and are incapable of definite measurement. It is significant, however, that the factors which are given the highest value by the principals are

of the type that can be measured, and I am inclined to believe that the intangible factors are rooted very definitely in the factors that can be measured. For example, it is very unlikely that a corps of teachers with excellent professional training and experience would be notable for low morale. It is equally unlikely that a school in which the subject matter is being taught with unusual excellence and where superior habits of work are required would fail to command the coöperation of the community which it serves.

At the present time I am engaged in extending the scope of this questionnaire so that it will include the opinions of superintendents and principals in the principal cities of the United States, with the purpose of standardizing the items that are to be included, and of determining the relative importance of each factor. It is my purpose to eliminate items over which the principal in the nature of his work can have no control (such items, for instance, as the character of the school building) and to omit, also, items which would have an estimated value of less than five per cent.

In this connection I am working with Dr. Ayer, of the University of Washington, on the development of a simple scoring plan whereby a superintendent can each year rank his schools with reference to the major factors of efficiency. It would be a wholesome thing for every city system if each year the superintendent and the principals of the various schools could look the facts intelligently in the face and say, "Here is a school that year after year has stood among the lowest quartile in the tests that have been given"; and to ask the question, "Why?" Or, "Here is a school that year after year has been in the lowest quartile so far as the quality of teachers supplied is concerned. How can the defect be remedied?"

If a workable plan can be devised, its value will lie first, in the fact that it tends to establish standards of elementary school efficiency over the country at large. Furthermore, it would focus the attention of superintendents and principals on the big factors of school efficiency in the light of their relative importance. It would help to locate weak spots so that the superintendent and principal could work intelligently toward their elimination. It would aid in the hiring and placing of new teachers to the best educational advantage. Finally, it would give superintendents a reliable basis for judging the effectiveness of the various schools in a system instead of depending upon such vague and unreliable data as reports of supervisors—which usually have in view only special phases of school work—complaints of patrons and personal impressions founded on fleeting glimpses.

THE OPPORTUNITY CLASS

GEORGIA ALEXANDER

Principal, School Forty-Five, Indianapolis, Indiana

WE TEACHERS, in our endeavor to keep the child the center of education, have largely forgotten that a center presupposes a circumference: in this case the adult community life of the next generation. Consequently matters go often askew. The daily work is in every sense routine—round and round we go without really aiming to get anywhere. We have the same old dates and wars, the same old multiplication table. Instead history should be taught for perspective—the look behind is merely to get the power to look around and ahead intelligently. Mathematics should be taught not merely for the training of accountants (we can buy better ones made of steel) but for the making of men of vision whether they scan the heavens for proof of “relativity” or to discover within the earth itself new physical powers for reconstructing the whole physical life of man. How far away we are from this ideal, none knows better than we elementary principals. So buried are we in clerical work, in disciplining, and in the million-and-one things which traditional standards demand of us, that the wonder is the great good the schools accomplish. Like the little boy who went to sleep during the performance at the circus because he had overworked himself carrying water for the elephant, we wake up at the end of our endeavors to find that so far as we are concerned the show is ended and that we must give the work over to inexperienced hands who will keep up the vicious circle of drudgery and sleep.

This isolation of the teacher from community life is a serious thing for her personally but is far more so professionally because of the narrow interpretation which she in consequence puts upon her duties as an educator. To my mind it is just this attitude that is the chief cause of the greatest evil in the schools: the retardation of one-third of the pupils from one to three years in their elementary school life. The money cost of repeaters we are beginning to hear of from the taxpayers, but it is time we principals began to see that the life-cost to the community is incalculable. More than that we must assume our share of the responsibility for the present state of affairs and for its remedy. I do not in any way mean to disparage the work of my fellow teachers—but self-complacency never gets us anywhere. Things are bad we must admit. What can we with our present equipment do to better it? What we can do to get a better equipment is not to my purpose in this article.

May I suggest first, that it is quite within the power of any principal to grade his or her building in such a way that the primary rooms will be so lightened in numbers that no teacher will be required to handle more than forty pupils. If there must be part-time schools, have them in upper grades rather than in lower. In other words, *so grade a building that the incoming stream of pupils is not polluted with repeaters* and in eight years' time by this method alone, the evil of retardation

might be eliminated. Leonard P. Ayers is authority for the statement that only two per cent of the human race is so defective that they cannot keep up with the normal pace. This two per cent should be segregated. Could we have this segregation of defectives and small primary schools as a universal practice it would be ideal from our present standpoint. But the day is far distant. The pity therefore is, that try as hard as one may to get all the children along on time, each year the transfers to the building from outside schools will probably ruin half one's efforts!

Secondly, we should give what consideration we can to the children in our immediate care who are already marred by malpractice in the past. Two specific things should be done for them: first, they should be given special time on the program for academic training to make up for what they failed to get early in life; second, they should be given personal encouragement that will help to overcome the slouchy mental habits which repeating begets and in addition they should be stimulated to place themselves with other children of like chronological (social) age. We too often forget in the artificial atmosphere of the school that a fourteen year old pupil has had life experiences that totally unfit him to sit beside nine year olds even if in reading the younger child is the superior. Quite as much do we owe it to the younger child to protect him from his knowing and sometimes vicious neighbor. The grading of children solely upon chronological age I do not advocate, but I do most strongly urge that it should bear an important part in the decision of the child's grading. Perhaps the larger civic life that is dawning to women teachers now that we have enfranchisement, will bear fruit to the good of the schools in this particular. As we become a real participating unit in the community, that community (which is social) will react so that we shall see a child primarily as a social being and secondarily as an intellectual being.

Special teachers, ungraded rooms, and manual training for overage boys are things of familiar sound. They are all more or less efficacious. As a student along this line, I offer a plan which is somewhat different from any other that I know. It requires no special teacher, no extra time on the part of the regular teacher. It does require a building corps working together on the idea and an enthusiastic principal to steer. Its greatest virtue, to my mind, is that it keeps the retarded child where he is temporarily and saves him the humiliation of the ungraded room and that very shortly it stimulates him to push the mold from off his brow or perhaps better his soul and take his place among fellows of his size. All this is said with the assumption that we, as said before, have only two per cent of defectives. The teacher herself must get this attitude and must not be discouraged if the great lumbering stupid doesn't change in a week.

About five years ago, I decided one June when making the final grades for the term that the next year I would begin in September to grade because of the large number of powerful overage pupils who had done

only one term's work in the half year. Of course it has always been our custom to "promote at any time" but it was a custom honored more in the breach than in the observance. Two years ago I had the privilege of trying out the scheme with almost five thousand pupils. Fortunately for the experiment they were of all sorts and conditions; whites of every nationality, rich and poor. One thousand were colored children. All eight grades were included.

We started mechanically. Each teacher made a list of her pupils arranging them according to age with the oldest child first on the list and the youngest child last. In addition to this she made a simple graph on quarter-inch paper to show the same thing. The upright lines indicated the individual pupils (the one to the left the oldest) and the horizontal lines six months each in age, advancing upward from the normal age for the class (eight years for the third grade, ten years for the fifth). When completed, the graph showed an irregular diagonal line running from somewhere near the upper left hand corner of the paper to the lower right hand corner where the youngest child may have been below the normal age for the grade.

Next we enlisted the cooperation of the pupils. After an explanation of what we meant by retardation and by making these older pupils comfortable through a recital of various causes for retardation such as illness, frequent change of residence, and other evils over which children have no control, we set a grade standard for each age. Mercilessly the children built it up: a nine year old should be in 4B, a child eleven years six months should be in 6A. Before letting the matter get too personal, we explained that by means of an Opportunity Class a child could go from grade at an accelerated rate, and asked for volunteers. Needless to say that while every child asked to have the privilege, our specials already privately picked were the most enthusiastic.

Very promptly we segregated these mature children and placed them in the two middle rows of the room. This was done that the Opportunity B might sit adjacent to the other two rows of B pupils and Opportunity A pupils might have the same advantage in regard to the regular A pupils. The following plan for each school in the district (modified to fit peculiar conditions) was carried out in each room:

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a a A B b b
a a A B b b
a a A B b b
a a A B b b
a a A B b b
a a A B b b
a a A B b b
a a A B b b

```

After that came the making of a program by which the Opportunity Class was given a special reading (oral) period of twenty-five minutes the first thing in the morning. During this time the younger A's and B's prepared some kind of seat work which the teacher might think profit-

able. For this reading, the class had prepared a lesson at home on the previous evening. Great care was taken that the reading matter assigned (regular school sets were used for the purpose) was very easy. Where it was found after personal investigation that no one in the home could give such help, assistance was asked of fellow pupils. It was quite common to see a small boy hearing a fellow twice his size before school in the morning. To this reading was added a thorough grounding in phonetic elements. During the rest of the morning the Opportunity Class as a class disappeared and was merged in the two classes on the regular program which was complete in all subjects. Similarly in the afternoon, the first period the Opportunity Class again took shape and for twenty-five minutes had special work in computation. At the close of the day, each member of the class took home in addition to his reader a short arithmetic lesson that he might get some extra practice in that subject. Below is the program on which Classes from 4B to 6A (inclusive) worked:

- 8:30- 8:40 Opening Exercises. Civics (one day)
- 8:40- 9:05 Reading Opportunity Class (seat work)
- 9:05- 9:40 Composition (four days) Technical (one day)
- 9:40-10:05 Arithmetic I (Composition II)
- 10:05-10:15 Milk Lunch
- 10:15-10:30 Recess
- 10:30-10:55 Arithmetic II (Composition I)
- 10:55-11:20 Geography I (Geography II)
- 11:20-11:40 Calisthenics
- 11:40-12:00 Penmanship and Spelling (written)

THREE DAYS

- 1:15- 1:30 Music
- 1:30- 1:55 Arithmetic Opportunity Class
- 1:55- 2:15 Geography II (Arithmetic I)
- 2:15- 2:35 Reading I (Arithmetic II)
- 2:35- 2:55 Reading II (Geography I)
- 2:55- 3:00 Closing Exercises

TWO DAYS

- 1:15- 1:30 Science Thrift
- 1:30- 1:55 Arithmetic Opportunity Class
- 1:55- 2:55 Art. (Chorus or Project Work)
- 2:55- 3:00 Closing Exercises

Because the span of a child's interest is short, promotions were made weekly. Great boys who had been loafing, wakened up when they saw that a little extra work had landed a fellow student in the next higher class. The teachers with few exceptions worked marvelously with the children and I recall only one case where the teacher above did not make the newly promoted children feel instantly at home. Occasionally the new pupil would by reason of his age go into the Opportunity Class in the upper room and then there was wailing that a younger

child would have to give way to him. We adjusted that by giving all (except young delicate children) the privilege of accelerated promotion.

At the end of the term we took stock:

Total enrolment in September 4987 pupils.

In January: 207 pupils (4%) no advancement
3844 pupils (77%) one half grade
842 pupils (16%) one grade
112 pupils (2%) one and one half grades
10 pupils (.2%) two grades
1 pupil (.05%) two and one half grades

These are figures and are not interesting. If I could by means of pictures show you the faces of some of these children and tell you of their increased hope in life it would perhaps be more impressive. Practically 20 per cent of the pupils made double promotions or more. These were all overage pupils who by this means were climbing to the grade corresponding to their ages. At twenty-one we should deliver to the State a citizen twenty-one in mentality as well as in physical growth. Can we look ourselves in the face and do less?

THE ELEMENTARY SCHOOL PRINCIPAL AS A COMMUNITY LEADER¹

LUCY J. SMOOT

Principal, Normal School, Kansas City, Missouri

AS introduction or text or prelude, I quote from Joseph K. Hart in the *October Survey*:

"He (the pedagogue) was first of all a citizen, an individual who knew his way through the city's life and therefore could help bewildered children to find their ways through and into the life of their city. The pedagogue was never a school man. He was a city-man, a city-zen. He led his charges through the city's streets. He stopped to talk to them about the novel things they saw. He helped them to understand what this too-large environment meant. He helped them integrate their experience into meaningful experience 'with power on their lives and on the world.' Whatever helps the individual to grasp his world, to tear that world to pieces for purposes of understanding, to put it back together again for purposes of control, such experiences are significant for the kind of education which seems to be needed in a democratic and scientific age. The pedagog was once the most intelligent member of the community, and at the same time the most understanding and sympathetic member. He knew his community. He knew the needs of children. He had one function in his own right. He did the things needed to be done to help children to find their ways

¹Given before the Department of Elementary School Principals, Missouri State Teachers' Association, November 16, 1922.

through and into the larger inclusive life of the city—their world. The school if it is to do the work of democracy and support the efforts of science must return from academic aloofness with Plato and find its place once more in the midst of actual experiences of life with Socrates, must draw them in and go out to them. What goes on inside of schools must be seen to be the approach to what goes on outside. America was begun by the pioneer. Once he explored the geographical wilderness, now he must explore the wilderness of our institutional and social relationships. Intimate in this exploration is search for an education that shall be truly democratic, natural, human, real. Democracy is at stake."

For weeks the principals and teachers of our city have given much thought to the real question of leading children through the streets. Time and again the scene is acted, a flash of shining hair and bright garments under the machine and the little one laid lifeless in the mother's arms.

How shall the schools meet this situation? It is a challenge to our intelligence. Our city, your city is facing the problem. We cannot turn back progress and banish the machine, the child cannot be banished from the life of the community. Shall children have wings and fly above the traffic? Shall a pogo stick of magical force help them to leap across? What that the pedagogue knows will help here?

The first reaction to the series of accidents was numerous calls for police to be stationed at the school, near the schools, and at all dangerous crossings—putting the responsibility upon the municipal community.

Then a plan was worked out by a group of elementary school principals combining the efforts of the Parent-Teacher Association, the Safety Council, and the school. We are starting to put this plan into effect.

Wisely enough the laws of Missouri place the responsibility of the children's conduct on their way to school and from school, upon the teachers. For years this has been our keynote in bringing to the child his relation to the social unit into which he has come. They are all children of the school and equal under the law. His ideas of responsibility and justice will be colored by this relation.

The community should be led to study every element which enters into these situations in which the child finds himself—the conduct of the child, the rules for traffic, the alert attention which quickly takes into consideration any new or third element. The best solution will be in educating for the best coördination of mind and body, the practice of which comes in the games, in work in which the child has a share, and in the arts of music and drawing. The solution lies in interest, in keeping the mind on the work in hand. As soon as the "double hats" get in the "thinking caps" are in demand to rout them.

The Community is a complex thing like the machine against which the children are putting their wits. The community is hard to define or to locate except in a special sense as "municipal community," "business community." Dr. Snedden has analyzed for us the "thinning out of

neighborliness," dehumanizing and making impersonal the community by the loss of all the historic functions of the community. We have "community of interest" in various things but not a community group for all or even a few interests. This leads to the question as to whether it is worth while to have *community centers*. The trend seems to be away from their development rather than toward them except as they still may function in the "rurban" community. Taking into consideration then the industrial system, the dehumanized community, the highly centralized and developed school system, in what respects can the principal be "responsible for a center" as given by Dr. Gray at the Atlantic City meeting?

For ten or fifteen years, the tendency was for the school or community center to take over the recreation, the nursing, the social welfare work as a whole. Great effort was made to induce the parents to come out to meetings at the school house, for social and entertainment purposes. Now the tendency seems to be to get the ideals of the school over into the home, to get the parents to come to school and learn about corrective work in physical education, about the necessity for the child having nourishing food, and for the *home* to take over the responsibility for these programs.

The latest report in this regard, from the Recreation Congress held in Atlantic City, seems to indicate that "the recreation movement is advancing on the back yard."

Besides the work of getting the school ideals into the home, the principal is responsible for getting the home into the school, not necessarily having the building used for entertainment; but in getting the inarticulate groups in the community to find an interest in common and to express this through some act of their own. "The community should initiate its own improvements." The Parent-Teacher Association furnishes a ready-made machinery for putting this plan into effect.

The principal should without question lead the community in working out plans for improving the condition of the environment of the school. Miss Olive Jones suggests that the best way to bring home to the average citizen *community responsibility*, is to get him to study the causes of juvenile delinquency.

In this field the principal should be qualified to lead. The study of the working of child labor and cigarette laws leading to their enforcement should be inaugurated by the principal. The principal should lead or lend aid to *every* agency that is working for child welfare—that stands for the child as the symbol of evolution—of the future.

The principal should bring to his community the new ideas in community or adult education. Denmark has made an important contribution to community education that differs greatly from our American development, "something closer to the arts, more homely, more universal, and yet grounded in real thinking." Shall we accept the responsibility of answering, when the question "What of America?" is asked? Behold her "out there" an unshackled democracy, not divided into a general staff and an army of docile workers; but walking forth surrounded by all the lovely arts born of Intelligence and Labor, joining hands with the nations of the world in a pledge of justice for all.

THE PRINCIPAL AND THE SUPERVISOR

WORTH McCLURE

Principal, Gatewood School, Seattle, Washington

IT IS NOT the purpose of this discussion to "harpoon" the supervisor. It is, rather, to show that the contribution of each of these educational experts is part of a harmonious whole.

There are at present two mooted questions in connection with the service of the principal. One is the principal's relation to the superintendent, the other is his place in his own school. The answer to the second depends somewhat upon the way the first is viewed and it is with one phase of the second problem that we are now attempting to deal.

The first and older conception of the principal was that he was the mouth-piece and agent of the superintendent, having little or no initiative of his own in the solution of educational problems of other than a routine sort. The principal managed the school and the central office led it professionally. Some superintendents and principals adhere still to this opinion, and it is a comfortable one for the principal.

The second view is that the principal, under the superintendent, is the leader of his school and community. It makes the principal responsible for the improvement of instruction in the broadest sense and grants him powers commensurate with his obligations. There is no doubt that this idea of the principalship as an institution demands all of the qualities that the older one does and considerably more. It presents the challenge of a great educational opportunity.

Under the first relationship, the word of the supervisor and that of the principal were practically independent. The supervisor led the teacher in developing her particular subject, and the principal gave such assistance as he might in regulating mechanical conditions, such as ventilation, lighting, necessary supplies, and the like. There is no doubt that this plan led to the development of a uniformly high grade of technique in any subject that might be directed by an able supervisor of vigorous personality. The trouble with it was that the balance of emphasis amongst the various subjects was more apt to be determined by the comparative ability of the supervisor than by the educational demands of the community or the individual school. If the supervisor of English, for example, was more successful in pressing the claims of her subject upon the teachers than were her colleagues, then the English work of the system would probably stand out above that of the other subjects because it had received the greater portion of the teachers' and pupils' effort and time. This might or might not be a desirable condition. The chances are that it would be in schools of predominantly foreign patronage, while in others it would be a long way from the needs of the pupils. On the other hand, if the English supervisor should prove to be unable to compete on equal terms with the rest of the supervisory staff, then her work would suffer in all schools alike, regardless of community requirements.

In order to maintain proper emphasis among subjects, time schedules were established, assigning definite time allotments to the various subjects.

These are valuable guides, but no educator realizes better than the principal, perhaps, how ineffective and futile are such devices when weighed in the mind of the ambitious teacher, alongside of the active disapproval of an aggressive supervisor.

Clarification of thought in regard to the elementary school in general and the functions of the elementary school principal in particular have led to the acceptance by a large majority of superintendents and educational leaders of the theory that the principal is and should be the leader of his school in every sense. Recent studies have shown that superintendents accept this view quite generally, and that they expect him to concern himself chiefly with advancing educational efficiency.

It will be seen that this newer conception of the principalship implies a changed relation between the principal and the supervisor, and it is exactly at this point that some confusion and criss-cross claims of leadership have arisen. The old idea of independent functions has persisted, and as long as it does persist, there will be lack of team-work.

There is really no conflict of service between the work of these two educational leaders and there will eventually be no conflict of authority. It is because we are in a transition period that we find it difficult to see the elements of the situation. We need to hold fast to two main considerations: (1) Within his own school, the principal must be leader in fact, if the school is to advance harmoniously. (2) There will usually need to be more or less supervisory assistance, at least in the so-called "special" subjects, such as music and drawing.

There needs to be a leader in every school in order that the educational needs of the community may be intelligently met. From intimate knowledge of the children's homes and of neighborhood ideals he will be able to direct the emphasis to the character of subject matter and the type of instruction that fits. He will not hesitate to call for the services of supervisory experts whenever the exigencies of his own time or other considerations make it necessary to do so for the good of the pupils. He will protect the teachers when necessary from the over-zealous supervisor. He will confer with the superintendent about the application of the course of study and of the time allotment to his own school whenever conditions seem to need a modification.

Depending upon the time at the principal's disposal in relation to the size of the school and somewhat upon his own training and executive ability, there will usually be a need for supervisory assistance. In the larger schools, the one limitation of time, would preclude the possibility of the principal carrying the whole burden in addition to his other duties. In most schools, the principal is without the technical training necessary to enable him to be of assistance in the "special" branches. It is not expected that he be thus equipped. His is the broader type of service.

The working relationship that has just been outlined is no idle anticipation of an educational millenium. It is in a fair way to be worked out in more than one city. Detroit has probably the most carefully arranged plan for making the principal the leader and holding him to his responsibilities as

such. In that city, the principal is held responsible for the quality of instruction in all subjects, it is said. His is the duty of providing assistance to the teacher, either his own personal counsel and suggestions, or those of the supervisor. It appears that the plan is developing into an effective procedure.

The problem of harmonizing the work of the principal and supervisor is one which might well be considered by local organizations of principals in many cities. It is true that there is a feeling on the part of some persons that such a topic is dangerous. There is no doubt that it contains the possibility of endless controversy. However, it is not the controversial phase that matters, as far as the interests of the pupils are concerned. Any local organization which can replace misunderstanding and suspicion with effective functioning of the principal and supervisor in harmonious effort will have performed a service to the community. In order to make such an arrangement permanent and lasting, we need to rest finally upon the two main ideas already stated of the principal as the natural leader of the school and the probable necessity for a degree of supervisory assistance.

THE SCHOOL PRINCIPAL AND THE FUTURE

IDE G. SARGEANT

Principal, Public School Number Ten, Paterson, New Jersey

SINCLAIR LEWIS in his *Main Street* gives us a picture of Gopher Prairie, which may be duplicated in the majority of American communities. The class distinctions, the snobbery, the smug inertia, the selfishness of special interests, the petty jealousies, the love of cheap gossip, the self-pity of the half-cocked would-be-reformer without sufficient ballast or clarity of vision to appreciate the heroism of the common homely virtues, or the kindly tact to tie worthwhile enthusiasms to the plodding, practical car of actual progress are all to be found in a varying degree in nearly every school district. What is more we have representatives of all these classes in our teaching corps. Sometimes it is the superintendent, sometimes the principal, and sometimes the teacher who stands like a rock against progress of any kind if it means a change of procedure. At the suggestion of anything new these people stand ready to cry "fads and frills" and "'eave a brick." These objectors to change are vastly more harmful to the advancement of education than the much decried "indifferent public." Moreover, it is these people of pigmy vision and moral cowardice who are largely responsible for the so-called public indifference.

Recently at one of our principals' meetings the superintendent read a fine outline of the work of the principal. As we were passing from the hall one of our number remarked, "I just said to B— that if a principal measured up to that outline he would deserve a front seat in Heaven with the band playing soothing melodies in his ears."

Last June while riding on a crowded street car I heard a principal, in a voice which could be heard twenty feet away, denouncing his school board as made up of ignorant, cheap politicians. I knew the men he was talking about and I knew that while they were loyal enough Americans to be intensely active in the politics of the town, they were honest, hard-working men of good common sense, giving the community the best there was in them. They were better fitted for the board of education than this principal was for his position. What a lack of taste and what an impression must have been made upon those within hearing who knew him to be a school man!

It is this cynicism, conceit, cheap wit, and flippancy in regard to things that should be treated seriously which has done education incalculable harm and stamped many of us as of small calibre. The principal of the future will not be of this sort. The position is becoming too important to the public weal to allow its being filled by men and women without taste, without tact, without ideals, without vision. Not only the public welfare but also the professional standards of the principalship demand that this type of principal be eliminated. It will not be school boards nor superintendents alone who will do this but the principals themselves. Through principals' organizations—National, State, and local—and by conferences we propose to make our work of such a high order that none but the ablest and best will be tolerated by the public. With this will go the dignity, the recognition, and the financial return found in other fields for like ability and like endeavor.

The principal of tomorrow will be cognizant of the shortcomings and foibles of Gopher Prairie, but he will see also the substratum of solid worth upon which with the aid of his children, his teachers, and his community organizations he may build the wonderful community that is to be. With practical tact he will harness the enthusiasms of his *Carols* for dynamos to drive the machinery of broader educational work.

Why do I draw this picture of the principal's work? Because he is in the strategic position to do it. The superintendent's field is too vast to do effective community work of the nature I foresee; he lacks personal touch with the people, and the class teacher's field is too restricted. But the principal is in constant touch with parents, teachers, and children. He alone is in a position to get his message across. If he has no message he has no right to the position.

If under the present operation of school systems there are handicaps and obstructions to be overcome before we can do the work that must be done, let us remove them. If more clerical or supervisory help is needed we can get it if we go after it in the right way. Whining and kicking won't get it. If the school board seems slow to grasp our point of view, let us study our proposition. If our teachers are not what we desire let us make them so by helpful, constructive supervision. If our classes are too large let us carry on a campaign of publicity until our community is convinced. Big business does it and wins. Don't knock; be a man or a woman in the best sense. Then we shall win. Then we shall do away with our Gopher Prairies, with our ugly architecture, with our inartistic interiors, with all the hateful things in our present community life.

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
Cleveland Program

President, Worth McClure, Gatewood School, Seattle, Wash.

Recording Secretary, Mrs. Jessie M. Fink, Palmer School, Grand Rapids, Mich.

Corresponding Secretary, W. T. Longshore, Greenwood School, Kansas City, Mo.

Monday Afternoon, February 26, 2:15 o'clock

Ball Room, Winton Hotel

The Local Organization of Principals: its Work and Opportunities

THE PRINCIPALSHIP AS AN EDUCATIONAL, MORAL, AND CIVIC INSTITUTION

John W. Anthony, Principal, Franklin School, Pittsburgh, Pa.

ESTABLISHING THE LOCAL ORGANIZATION OF PRINCIPALS

W. T. Longshore, Principal, Greenwood School, Kansas City, Mo.

THE RELATION OF THE LOCAL ASSOCIATION TO THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

Mrs. Jessie M. Fink, Palmer School, Grand Rapids, Mich.

THE WORK OF THE PRINCIPALS' CLUB IN MAINTAINING THE PROFESSIONAL STATUS OF THE PRINCIPALSHIP

Rose A. Pesta, President of Chicago Principals' Club, Chicago, Ill.

THE PROFESSIONAL STUDY PROGRAM OF THE LOCAL ASSOCIATION

J. M. Kniseley, Principal, Green Lake School, Seattle, Wash.

Tuesday Afternoon, February 27, 2:15 o'clock

Ball Room, Winton Hotel

THE RETARDED CHILD: HIS OPPORTUNITY

Georgia Alexander, Principal of School 45, Indianapolis, Ind.

THE RELATION OF THE ELEMENTARY SCHOOL PRINCIPAL TO THE GENERAL TESTING PROGRAM

Julia A. Mulrooney, Principal, Outhwaite School, Cleveland, Ohio.

W. E. Moore, Principal, Longfellow School, Oakland, Calif.

John Merrill, District Principal, Lingemann School, Detroit, Mich.

Tuesday Evening, February 27, 8:30 o'clock

Public Auditorium

*Joint Program with Department of Superintendence, National Association of
 Secondary School Principals, and the Department of Rural Education*

Wednesday Afternoon, February 28, 2:15 o'clock

Public Auditorium

The Elementary School Principalship: Present, Past, and Future

THE PRINCIPAL IN ACTION

A. E. Winship, Editor of *Journal of Education*, Boston, Mass.

THE PRINCIPAL OF THE PRESENT DAY

James E. Russell, Dean of Teachers College, Columbia University, New York, N. Y.

THE POSSIBILITIES OF THE ELEMENTARY SCHOOL PRINCIPALSHIP FROM THE SUPERINTENDENT'S POINT OF VIEW

Herbert S. Weet, Superintendent of Schools, Rochester, N. Y.

THE POSSIBILITIES OF THE ELEMENTARY SCHOOL PRINCIPALSHIP FROM THE UNIVERSITY POINT OF VIEW

William S. Gray, Dean of the School of Education, University of Chicago, Chicago, Ill.

Thursday Afternoon, March 1, 2:15 o'clock

Ball Room, Winton Hotel

THE SCHOOL ASSEMBLY AS A SOCIALIZING INFLUENCE

Ella M. Probst, Principal of Longfellow School, Minneapolis, Minn.

THE PROJECT METHOD FROM THE PRINCIPAL'S POINT OF VIEW

Thomas Agnew, Principal of Horace Mann School, Bayonne, N. J.

REPORT OF THE COMMITTEE ON EDUCATIONAL PROGRESS: SALARIES, CLERICAL AND SUPERVISORY ASSISTANCE

Ide G. Sargeant, Principal of Public School No. 10, Paterson, N. J.

GENERAL DISCUSSION.

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 Association 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, 1201 Sixteenth Street Northwest, Washington, D. C.

*To Members of the Department of
Elementary School Principals,
National Education Association:*

The First Yearbook of the Department is considered by superintendents and educators generally as one of the notable contributions to our professional literature for the school year 1921-1922.

The supply of this Yearbook is exhausted and we are still having three or more requests a day for it. We have under consideration the advisability of printing another edition of the First Yearbook, but this probably will be too expensive.

To all new members and all who renew their membership will be sent the current Bulletins, three in number, October, January, and May, and the Second Yearbook, which will be out in June. The October Bulletin contains a statement concerning the Second Yearbook. The Second Yearbook will reach a circulation of five thousand or more. Make sure of getting this literature by sending in your membership dues of two dollars at once to Courtland V. Davis, treasurer, 1201 Sixteenth Street Northwest, Washington, D. C.

Respectfully,

W. T. LONGSHORE,
Secretary,
Greenwood School, Kansas City, Mo.

APPLICATION FOR MEMBERSHIP

MR. COURTLAND V. DAVIS, *Treasurer*
1201 Sixteenth Street Northwest
Washington, D. C.

My dear Mr. Davis:

I am a member of the National Education Association. I inclose 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.....

NOTES AND ANNOUNCEMENTS FOR THE CLEVELAND MEETING, February 25 to March 1

President Worth McClure, of the Department of Elementary School Principals, has scheduled four meetings for the afternoons of Monday, Tuesday, Wednesday, and Thursday.

The programs for these meetings promise to be of unusual interest. Many of us who had the privilege of attending the meeting in Chicago last February and the meeting in Boston last July remember the large attendance, the interest, and the enthusiasm of those meetings.

Make your plans now to attend the Cleveland meeting. Arrange to meet your friends at the headquarters of the Department of Elementary School Principals, the Winton Hotel.

AN OFFICIAL BREAKFAST

An innovation in the way of a breakfast for the official family is being planned for Tuesday morning, February 27, at Hotel Winton.

It is felt that a good fellowship and a closer acquaintanceship among the officials and a frank discussion of the things that are important to the Department of Elementary School Principals will redound to the good of the entire membership. Such is the purpose of this breakfast. Mrs. Jessie M. Fink will make the arrangements for this event.

BANQUET

Department of Elementary School Principals will have a great get-together banquet during the Cleveland meeting.

At the request and by appointment of President Worth McClure, Mrs. Jessie M. Fink, our able recording secretary, has accepted the responsibility and pleasure of making all arrangements for this social affair.

You will be *there*. Make it the occasion of extending your acquaintance with your fellow principals. It will be mutually helpful.

Time—7:00 P. M., Thursday, March 1.

Place—Hotel Cleveland.

Tickets—Two dollars per plate.

Toastmaster—Dr. W. P. Burris, University of Cincinnati.

Speakers—Miss Charl Ormond Williams, Washington, D. C.; Miss Belle M. Ryan, Omaha, Nebraska.

DIRECTORY OF ELEMENTARY SCHOOL PRINCIPALS' ORGANIZATIONS

We wish to make a directory of all the Elementary School Principals' organizations in the United States.

We request that the president and secretary of each organization send at once to Mr. S. D. Shankland, our executive secretary, 1201 Sixteenth Street N. W., Washington, D. C., name of your organization and names of the officers of your organization. This directory will be valuable to each organization and to the officers of the Department of Elementary School Principals of the National Education Association. *Do it at once.*

W. T. LONGSHORE,
Secretary.